



Classroom Adaptations

Teaching Strategies

- Repeat student comments, questions and intercom announcements
- Be sure student is looking at you before giving instructions – use vocal and visual cues to gain attention
- Pre and post teaching of vocabulary
- Use visual aids as much as possible
- State the student names before calling on them so that the DHH student has a chance to look at the speaker
- Talk naturally
- Student needs to see your face for lip reading - avoid talking while facing board and walking around the room while teaching
- Allow for a quiet space for the student to take a 'listening break' if needed
- Used closed captioning on DVDs and videos
- Summarize or repeat important ideas. Writing keywords on the board as the lesson progresses helps students assimilate new vocabulary
- Check in for understanding – “what are you going to do?” is better than “did you understand that?”

Classroom

- Provide a quiet environment, have firm boundaries for noise level
- Treat room – use felt pads or tennis balls on chair legs, add carpets, wall hangings
- Preferential seating where the student has the best visual access to the speaker and is away from background noise (hallways, pencil sharpeners, fans). Ask student where they would like to sit
- Keep classroom doors and windows closed

Equipment

- Ensure equipment working each day
- Wear the FM/RM appropriately (approx. 6 inches from mouth)
- Mute at appropriate times (when not teaching to whole group or student individually)
- Pass FM/RM to other speakers as needed