

Just in Time Summer Institutes for Teachers with Students who are Deaf or Hard of Hearing

–Survival Guide–

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The information in this survival guide booklet is supplementary to the 2012 “Just in Time” Summer Institutes for Teachers with a Deaf or Hard of Hearing Student. All handouts have been created by the presenters.

For more information on having Deaf or Hard of Hearing students in your classroom, please see the Minerva Deaf Research Lab at the University of Alberta website at <http://mdrl.educ.ualberta.ca/>

Who is the New Kid in my Class?

Understanding Deaf and Hard of Hearing Learners

Written by Jacqueline Dahlen and Krista Yuskow, Au.D.

Equipment Use:

Support proper and consistent equipment use:

Hearing aids and cochlear implants should be worn all day.

Extra hearing aid batteries should be kept in the school.

Ensure use of FM system:

- In all classes
- During small group or partner work
- During assemblies
- On field trips
- By visitors and special presenters to the school and classroom
- By classmates when they are making presentations or taking turns reading aloud.

Your student should be able to plug his/her FM directly into audio visual equipment (computers, CD players etc.)

WHY: Hearing aids/cochlear implants amplify all sounds giving increased, although not complete, access to sounds around the student. The personal FM system transmits the speaker's voice directly to your student's hearing aid and will further amplify the voice of the person wearing it. The microphone should be worn approximately 12-15cm below the chin. The personal FM system will help reduce (although not eliminate) the negative effects of background noise and distance on hearing in the classroom.

Seating:

Ensure the student has preferential seating in your classroom.

Preferential seating for _____ in your current classroom seating arrangement would be _____ . *(Please fill this section in for your own student).*

Distractions:

Ensure your student is free from distractions:

- Seat away from sources of background noise (pencil sharpeners, fans, open doors to hallways)
- Ensure an unobstructed line of sight between student and interpreter/teacher/board
- Repeat instructions that occur in background noise
- Reduce visual distractions
- Allow your student's group to work in a quieter location outside the classroom.

WHY: Sounds that are closest to the student wearing hearing aids will be loudest and will make it more challenging for the student to hear and understand what the teacher is saying. Students who are watching an interpreter are easily distracted by motion, even with peripheral vision. Deaf/hard of hearing students will use speech reading and other classroom visual supports to assist with their understanding.

Communication:

Ensure the student has access to information:

- Face the class whenever you are speaking.
- Ensure all students in your class take turns when speaking.
- Avoid standing in front of a window.
- Avoid giving extra information while writing on the board.
- Cue the students/interpreter that you are about to speak.
- Address the signing student directly - not the interpreter.

WHY: Students who are deaf/hard of hearing need to use extra visual information from lip-reading, gestures and background information. As well, interpreters can only sign one message at a time. When a class discussion becomes too fast or with many people speaking at once, comprehension of the full information is impossible.

Handouts and Notes:

Provide written copies of information presented during lessons, field trips, special guests/presentations, and announcements.

WHY: Visual representation will help support what your student is hearing.

Example:

- writing the announcements on the board or providing them in text form will allow the student who is deaf/hard of hearing to be informed and participate in school activities outside of the classroom.
- new words and numbers can be easily confused and/or misunderstood – writing them on the board will help clarify this confusion.
- the student who is Deaf/Hard of Hearing uses his/her eyes and ears to listen. It will be challenging for them to write notes while they are listening as they must divert their visual attention from the teacher (for reading lips) or the interpreter (to see sign interpretation) and will miss some of what is being said.

Vocabulary:

Pre-teach/preview curriculum vocabulary and concepts

Provide material to interpreter ahead of time

WHY: Background knowledge of vocabulary, academic language and figurative language (such as idioms) will vary among students who are deaf/hard of hearing. In order to follow the lesson and classroom discussion at the same time as their peers, learning the keywords ahead of the lesson is essential.

Example: The word ‘evaporation’ has likely been overheard by hearing students hundreds of times since it is used by meteorologists when reporting the weather on the radio or television. Although they may not know the exact definition, they will have a general idea so when it is used in the classroom during a lesson about the water cycle they will be able to follow and learn just fine. The student who is deaf/hard of hearing will likely be encountering it for the first time.

Use of Visuals:

- Ensure access to instruction and discussion by using visuals.
- Write new and key vocabulary and concepts on the board.
- Draw diagrams, and pictures, graphs.
- Provide real objects.
- Use graphic organizers.
- Write page numbers and assignment details.

WHY: Visual representation provides verification of what was heard and can also provide ongoing reference during class. If the student is using an interpreter, remember they must shift their eye gaze between the visual supports and the interpreter. Provide a moment for this to occur.

Paraphrase and/or repeat peer questions and comments:

WHY: The student with hearing loss using an FM system will hear the person wearing the microphone best. The words of peers asking questions or providing comments will not be heard clearly or at all. If you are working with an interpreter, be aware that he/she will interpret the questions or comments of the other students.

Comprehension Monitoring:

Monitor your student's comprehension of information provided in class.
Ask open-ended questions to check comprehension.

WHY: During classroom discussion, misunderstandings can occur due to multiple speakers, topic switching, unfamiliarity with topic and vocabulary, as well as use of formal register. If asked, "Did you hear/understand me?" students who are deaf/hard of hearing are likely to answer "yes". Asking open-ended questions will reveal misunderstandings and provide the opportunity for clarification.

Fatigue:

- Monitor and help reduce fatigue -
- Signs of fatigue – rubbing eyes, laying head down on desk, headaches, excessive fidgeting, etc.
- Provide breaks for the student.
- Plan schedule to ease fatigue. For example, try to have Social Studies and English in different semesters.
- Monitor homework level.
- Use FM equipment as prescribed.

WHY: Hearing aids will make both speech and environmental sounds (including background noise)

louder. Auditory fatigue due to listening all day through the hearing aid gradually builds up over time and is not easily apparent. Students who rely on their eyes to watch sign all day will also have fatigue since they must spend the day quickly shift their eye gaze back and forth between the signer and the speaker, the textbooks or handouts, the whiteboard or smartboard, etc.

Supporting Sign Language:

Support sign language interpretation:

- Provide material to the interpreter ahead of time so that he/she can prepare to sign. (This will include video material).
- Make time to discuss the interpreting process (what works) and the student's comprehension with the interpreter.
- If necessary, provide time for the interpreter to conduct tutorial sessions (previewing material and new signs) with the student.
- Provide space in class for the interpreter to place or store materials.

Be aware that the interpreter:

- may position him/herself in close proximity to you when you are teaching.
- will promote a direct communicative relationship between you and the Deaf/Hard of Hearing student. This relationship is essential to your understanding of the student and his/her capabilities.
- is not a disciplinarian in your classroom.
- will interpret questions and comments of the other students and the comments of the signing student.
- will adjust interpreting style and level to suit your student's language needs and will provide repeat and reinforcement of concepts.

WHY: The interpreter is an important and integral member of the school team. He/she will need to plan for the interpreting process. The interpreter may also conduct pre-teaching and review sessions with your student to cover vocabulary and concepts and corresponding signs used in class. He/she may also provide in-class assistance to your student. In addition, he/she will be able to provide invaluable information to you about your student's ability to comprehend course material and the amount of assistance required.

Peer Support:

Allow for a student buddy or peer partner.

Give the student permission to clarify classroom information with a reliable peer seated in close proximity.

WHY: Students often feel more comfortable clarifying information with a buddy or peer rather than raising their hand and asking the teacher. Typical clarifications are checking for page numbers, names spoken in an announcement, and due dates.

Use of Audio-Visuals:

Use audio-visual equipment to provide equal access for all students:

- Use the closed captioning feature when showing videos.
- Allow the interpreter time to prepare to interpret the video.
- Preview the video ahead of time
- The personal FM system can be jacked into the Smartboard /video equipment or the microphone can be placed adjacent to the speaker.
- If using the Smartboard and discussing material simultaneously, be aware that the student still needs to see the speaker or signer.
- Do not dim the lights; this will make visual access very difficult.

WHY: The use of audio-visual supports are as helpful for your student who is deaf or hard of hearing as for any other student. It is important to provide access to the content.

Jacqueline Dahlen is an Educational Consultant and Krista Yuskow is an Educational Audiologist with Inclusive Learning Supports in Edmonton.

Assessment Strategies

Adapted from Gallaudet University, English Department Handouts (1992), by Linda Cundy

For some deaf and hard of hearing (D/HH) students, English is a second language.

Some assessment strategies for second language learners are to:

- Maintain focus on the deaf or hard of hearing student's demonstration of subject knowledge (for example: in Science or Social Studies), rather than focusing solely on grammar, spelling and punctuation (as you would in a Language Arts class).
- Provide the student with testing options: performance presentation in lieu of a written assignment, an interactive test (signed/verbal) rather than written test, etc.
- Provide guidelines and grading criteria for writing assignments.

Assessing and Grading Written Work:

Meet individually with the deaf or hard of hearing student to clarify your course expectations and grading policy.

Accept and provide feedback on drafts before grading the assignment.

Allow your student to work closely on drafts with a tutor or educational assistant (EA).

Assign your student to online grammar and vocabulary building labs if needed.

For more tips and help please see:

Listen Up: www.listen-up.org/edu/teach.htm

Mobility International USA: www.miusa.org/ncde/tipsheets/foreignlanguage

Linda Cundy is an Educational Consultant with Inclusive Learning Supports in Edmonton

Supporting DeafPlus Students in the Classroom

Written by Brenda Fossett, Ph.D., BCBA-D

Points to Remember:

DeafPlus students are at risk for developing problem behaviours due to the unique challenges they face, particularly in terms of communication.

Visual Support Strategies can address many of the communication-based challenges faced by DeafPlus students.

The use of Visual Support Strategies does *not* interfere with language and communication developing (signed or spoken language).

Aided input strategies support understanding.

Aided output strategies support expressive communication.

Make sure that you use the 'right' symbol(s) for a given student:

- Determine what will work best for your student by conducting a symbol assessment.
- Students may use real objects, miniature objects, photographs, line drawing symbols (i.e. Picture Communication Symbols from the Boardmaker software program), and/or text.
- The key is to use a format that the student can easily understand.

Aided input strategies include:

- **Environmental supports:** Visuals that help organize the environment.
- **Visual schedules:** Visuals that show the sequence of events over a period of time and help the student to predict upcoming events.
- **Procedural supports:** Visuals that show students the steps necessary to complete a specific task; can be used to increase independent functioning.
- **Rule supports:** Provide a visual explanation of rules and expectations.
- **Temporal and Waiting supports:** Provide visual information regarding when activities will occur and/or how long activities will last.

Aided output strategies include:

- **Choice Boards:** An array of symbols showing what is available; students can pick a symbol to indicate a choice.
- **Communication Boards:** A board with relevant vocabulary; students point to symbols to communicate expressively.
- **The Picture Exchange Communication System (PECS):** An instructional protocol for teaching interactive, expressive, spontaneous communication. For training opportunities see www.pecs-canada.com
- **Home-School Papers:** Symbols to show what a student did at home or school; brought across environments to support students in communication about past events.

Visual Support Strategies provide access to language and learning for DeafPlus students who experience difficulty understanding signed or spoken languages.

Visual Support Strategies result in less frustration, as students are more able to communicate effectively.

Some students will use visuals for a short time; others may use visuals throughout their lifespan. The important thing is to make sure students are able to understand others and express themselves, regardless of the format.

Brenda Fossett is an Assistant Professor at the University of Alberta.

An Interpreter in my Classroom: What do I do now?

Written by Debra Russell, Ph.D.

Mediated Education vs. Direct:

- Working with an interpreter does NOT mean the child has equal access
- Child has different access and it is NOT the same experience as direct education with a teacher that shares their language
- Education is mediated through the interpreter

Interpreter and Mediation:

- Interpreting - Human activity requiring a great deal of training
- Even with training, it is still “mediated” through their experience, understanding, linguistic fluency, familiarity with teacher intent and goals, etc.
- Classrooms – place of constructing knowledge – teachers/students – now have a third partner in the co-construction

Preparation and Pre-teaching:

- Prep with interpreter – what do you want students to be thinking about?
- Pre-teaching as cognitive support- teacher/interpreter/peer tutor/family
- Use of visual material
- Reducing dual tasking simultaneous demands

More tips on Working Together:

- Lighting
- Positioning
- Use Captioned media
- Interaction Demands:
 - Discussions
 - Small Group – talking ball
 - Calling on Deaf child
 - Multiple speakers at same time

Mirroring Deaf Life in the Classroom:

- Classroom presentations
- Classroom field trips
- ASL poetry lessons
- Role models – Deaf lawyers, medical doctors, oil and gas engineers, etc
- Success stories vs. can't stories

Adjusting Classroom Practices:

- Biggest one: Manage the classroom talk
- Your classroom is Bilingual and Bimodal
- Pause more often – count before responding to allow for interpretation to catch up
- Consider the fatigue factor of watching interpreter for 6 hours a day
- Balance the individual/small group/large group activities
- Understand the challenges of simultaneous interpreting/loss of natural prosody
- Fatigue- impact on accuracy and effectiveness

Creating Relationships:

- Learn some survival signs like you are
- Social greetings – welcoming
- Feedback signs – positive and corrective
- Written notes – paper, computer, white board
- Text, email – depending on age of student
- Sticks in jar
- Wait for them to answer

Dr. Debra Russell is the David Peikoff Chair of Deaf Studies & Director, Western Canadian Centre of Deaf Studies (WCCDS).

Who's On Your Team?

Regional Education Consulting Services (RECS)

Calgary & Surrounding Areas

Regional Educational Assessment and Consulting Services (REACH)

Windsor Park School
5505 - 4A Street SW
Calgary, Alberta T2V 0Z7

Telephone: (403) 777-6983
Fax: (403) 777-6997

e-mail: reach@cbe.ab.ca
website: www.reachservices.ab.ca

Edmonton & Surrounding Areas

Inclusive Learning Supports (Formerly ERECS)

Newton School
5523 122 Avenue
Edmonton, Alberta T5W 1S3

Telephone: (780) 472-4450
Fax: (780) 478-7037

e-mail: consultingservices@epsb.ca
website: <http://programs.epsb.ca/learning-team-support>
<http://erecs.epsb.ca>

Grande Prairie & Surrounding Areas

Coordinated Assessment Services for the Exceptional (CASE)

Crystal Park School
9351-116 Avenue
Grande Prairie, Alberta T8V 6L5

Telephone: (780) 539-0333
Fax: (780) 539-7613

e-mail: cheryl.brown@gppsd.ab.ca
website: www.vision.alberta.ca/educators/case.aspx

Réseau provincial d'adaptation scolaire
(Francophone Regional Educational Consulting Services)

#20, 9040 – 84 Avenue NW.
Edmonton (Alberta) T6C 1E4
Telephone : 780-490-7577
Toll free: 1-800-438-3530
Fax: 780-490-7599

Suite 230, 6940 Fisher Rd SE
Calgary (Alberta) T2H 0W3
Telephone: 403-692-2046
Fax: 403-686-2914

Website: <http://www.reseauadaptation.ca/>

Alberta School for the Deaf

6240 - 113 Street
Edmonton T6H 3L2

Telephone: 780-439-3323
Fax: 780-436-0385

Website: <http://asd.epsb.ca>

For more resources please refer to: Minerva Deaf Research Lab (MDRL)
<http://mdrl.educ.ualberta.ca/>