

## Considerations for Students Who are Deaf/Hard of Hearing (D/HOH)

*Accommodations and other things to keep in mind for  
Parents and Teachers*

### Preferential Seating

The learning environment is an important consideration for D/HOH students. Keep the following in mind when deciding where to place the student.

1. Provide the student with preferential seating.
2. The student should have a clear view of the faces of the teacher and the other students.
3. Students with hearing aids should be seated away from sources of environmental noise, such as air conditioners, heating systems, computers, etc.
4. Do not seat the student facing bright lights or windows where a glare will make it difficult to see the faces of others.
5. When possible, seat the student close to the teacher's desk for best listening and viewing advantage.
6. Remember that the best place for a D/HOH student may change with the teaching situation. Make sure the student feels free to move about the room for easiest communication.
7. Keep the classroom door closed.
8. Get D/HOH student's input for seating. The student will know best what works for them.

### Classroom Discussions

A lot of information is conveyed to students during classroom discussions and "question and answer" sessions. Teachers and other students should be made aware of the following strategies.

1. When possible have students sit in a circle.

2. Remind students to speak one at a time.
3. Repeat discussion points made by students not facing the hearing impaired student, or seated far away.
4. Point to the student who will speak next. Wait for the hearing impaired student to locate the speaker.
5. Repeat the answer (in context) given during a question and answer session. Phrases like "That's correct John, the answer to number 2 is 300," will help the D/HOH student follow the lesson.
6. Repeat the message. Try to face the student, stay at close range, use appropriate facial expressions, and talk at a moderate pace.
7. Rephrase the message. When possible, restate the message using different vocabulary or sentence structure.
8. Write the message or key words on the board.

### **Notes/Note Taking**

The following may be helpful for D/HOH students:

1. Face the student when giving information, instructions, and directions.
2. If the student needs to copy information down on paper, it is helpful if the teacher waits until the student has finished copying and has re-established eye contact with the teacher before further addressing the material.
3. Gain the students attention before giving oral information.
4. Indicate when a topic or lesson is moving in a different direction. Sudden changes in information will leave the D/HOH student clueless as to what is going on.
5. Make the teacher's notes available to the student.
6. Give the notes slowly and clearly.

7. Help with spelling of key words in notes.
8. Provide a note-taker for the student.

### **Presentation of Classroom Material (oral and audio-visual) Class Work, Homework, and Testing suggestions**

Most of the information presented in a classroom is orally given. Please keep in mind the following for your D/HOH student. Testing can pose a problem for many D/HOH students.

1. Use an interpreter (sign, cued, oral)
2. Use an FM system.
3. Use an FM system properly! Remember to turn the FM system off when you are not addressing the student or the entire class (e.g., if you need to use the restroom, have a private conversation with another student, etc.)
4. Write key points on the board.
5. Repeat the information several times.
6. Ask questions of hearing impaired students periodically to insure they are getting the information.
7. Use visual aids.
8. Use close captioned material.
9. Provide a student with the script of a film/video before and after viewing to clarify and reinforce the information covered.
10. Homework/assignments should be written on a specific place on the board or handed to directly to the student.
11. Group projects are extremely difficult for D/HOH students. Adjust project accordingly. Noise levels, many students talking at once, or a teacher directing several groups is very difficult for a D/HOH

student. Out-side of school group assignments may pose logistical problems for D/HOH students [inability to use a phone, environments that are not conducive to quiet (e.g. Library, museum, etc)]. Allow students to work independently or choose the D/HOH student's team carefully.

12. Use email to contact student for clarification of homework or assignments.
13. Provide WRITTEN instructions for tests. Do not assume a D/HOH student can follow oral instructions.
14. Allow the student to take tests in the resource room.

### **Other Suggestions (DOs and DON'Ts)**

1. DO allow the D/HOH student "listening breaks" throughout the day. Listening, lip-reading and/or signing can be exhausting for a student. Have the student go to a quiet place periodically to rest or do solo assignments (e.g., library, resource room, etc.)
2. DO use as many visual aids as possible. Use written instructions and summaries. Write key words on board.
3. DO use attention-getting techniques: wave your hands, flash the lights in the classroom, etc.
4. DO set up a buddy system for the D/HOH student for lunch-time, assemblies, etc.
5. DO be aware that lunch time, gym class, assemblies can be very difficult and upsetting for a D/HOH student.
6. DO be aware that field trips are an issue for D/HOH students – especially field trips that show movies. Please contact the field trip destination at least one month ahead of time to make the necessary accommodations. DON'T assume that the D/HOH student will just "make do."
7. DON'T talk in an excessively loud voice.

8. DON'T change the topic of conversation quickly without letting the D/HOH student know that the topic has changed.
9. DON'T talk with your back to the class, your face obstructed by a book, or with gum in your mouth.
10. DON't use yes/no questions.