

## Table B. Student Characteristic: Hearing Impairment, Including Deafness

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

| Accommodation Category   | Consider the following accommodations for use in instruction with students who benefit from auditory support for hearing loss, deafness , auditory processing disorder, or developmental language delay*  |
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| <p><b>Presentation</b></p> <p><b>Resources:</b></p> <p>Hands &amp; Voices organization for parents:<br/> <a href="http://www.handsandvoices.org/pdf/PARC_2011.pdf">http://www.handsandvoices.org/pdf/PARC_2011.pdf</a></p> <p>Tips for Working with Deaf or Hard of Hearing Students in the Classroom<br/> <a href="http://www.handsandvoices.org/pdf/mainst_cal.pdf">http://www.handsandvoices.org/pdf/mainst_cal.pdf</a></p> <p>Explain idioms/multiple meaning words:<br/> <a href="http://www.readwritethink.org/files/resources/interactives/idioms/idiom_1.html">http://www.readwritethink.org/files/resources/interactives/idioms/idiom_1.html</a></p> <p>Using Assistive Listening Devices:<br/> <a href="http://www.youtube.com/watch?v=M4IBkdRereE">http://www.youtube.com/watch?v=M4IBkdRereE</a></p> | <ul style="list-style-type: none"> <li>• Sign language (student’s preferred mode)</li> <li>• Face the student during all verbal instruction</li> <li>• Write on white board and the face class for instruction</li> <li>• Speak clearly with unexaggerated speech; rephrase rather than repeating</li> <li>• Develop a signal system for student to nonverbally inform the teacher when difficulties occur</li> <li>⌘ Audio amplification devices: personal hearing aids; cochlear implant; classroom sound field system; personal FM system</li> <li>• Encourage student to advocate for own listening and understanding needs</li> <li>• Visual cues; picture supported text</li> <li>• Written notes, outlines, and instructions; peer notetaker</li> <li>• Advanced organizers and outlines of lectures</li> <li>• Use natural gestures (e.g., point to materials; acknowledge who is speaking)</li> <li>• Allow only one person to speak at a time</li> <li>• Repeat questions and responses from classmates; pass FM microphone to speaker</li> <li>• Provide notes from classmate (duplicate copy paper/ print whiteboard notes) or teacher notes</li> <li>⌘ Use captioned versions of streamed video/film or provide printed script</li> <li>• Give oral/sign language interpreter instructional materials in advance</li> <li>• Pre-teach academic vocabulary</li> <li>• Use expansion techniques to scaffold vocabulary in context and use pictures for multiple meaning words</li> <li>• Use visual /picture/sign language online</li> </ul> |

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|   | <p>dictionaries, vocabulary flashcards, graphic organizers to build vocabulary</p> <ul style="list-style-type: none"> <li>• Show first; then explain</li> <li>• Frequently summarize main points and provide an outline for guided note taking and vocabulary reinforcement</li> <li>• Write page numbers, assignments and other important information on board prior to presentation</li> <li>⌘ Access to telecommunication/text messaging/ video relay</li> <li>• Provide content material in accessible text level format</li> <li>• Provide picture-rich background materials to link vocabulary to prior knowledge or experience</li> <li>• Maintain cochlear implant / personal hearing aids/FM equipment and chart daily use</li> <li>• Use installed visual warning system for building emergencies; buddy check system</li> <li>• Model acceptance, respect and communication techniques</li> <li>• Provide access to daily school announcements, assemblies etc.</li> <li>• Access to computer audio by inputting FM transmitter into auxiliary access port</li> </ul> |
| <p><b>Response</b></p> <p>For additional information see CDE Hearing Disabilities website:<br/> <a href="http://www.cde.state.co.us/cdesped/S-D-Hearing.asp">http://www.cde.state.co.us/cdesped/S-D-Hearing.asp</a></p> | <ul style="list-style-type: none"> <li>• Express response to a scribe or interpreter (sign to voice)</li> <li>⌘ Use word processor or portable keyboards (text-to-voice programs)</li> <li>⌘ Use of word processor with spelling and grammar software</li> <li>⌘ Word prediction software</li> <li>• Use visual organizers</li> <li>• Use graphic organizers</li> <li>• Demonstrate reading comprehension through digital storytelling</li> </ul>  |