

GENERAL STRATEGIES TO SUPPORT STUDENTS WITH HEARING IMPAIRMENT

Whole-Class Speaking & Listening	1. Identify which side, if they have one, is the students strongest and then seat appropriately. i.e. a student with hearing loss in the their left ear should be seated with their right ear nearer the sounds source.
	2. Provide as much opportunity for the students to lip-read, read body language, see hand gestures etc. Seat student nearer to the front although do not insist on the front row as this can stigmatise them. Avoid walking around during speaking & listening.
	3. Speak clearly, naturally and at a normal rate – shouting or exaggerated ‘mouthing’ distorts normal lip patterns.
	4. Ensure when some is speaking that the light is on their face and not behind. i.e. make sure the whiteboard and window are not directly behind you.
	5. When speaking, extend natural pauses to provide the student with a short break as lip-reading increases the time and energy required to process information and can be tiring for the student.
	6. When other students contribute, ensure that they speak one at a time. Paraphrase their contributions back to the class.
	7. Minimise background noise e.g. noisy heater, buzzing light. Make other students aware of need for a quiet working environment – discreetly as part of a whole class approach.
	8. Be aware of the fatigue and frustration a student may experience because of the amount of effort they have to put in to listening.
	9. Use short simple instructions. Give one at a time and check for understanding. Repeating instructions first in same words, but then if these are not understood substitute different words.
	10. Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime. Write topics or headings on the board as you introduce them.
	11. Cue the student in to a change of topic – say ‘now we are going to look at...’ – discreetly as part of a whole-group approach.
	12. Agree private signal that student can use to show you when they have not understood.
	13. Try to use video with subtitles; if not available, allow student to borrow video material after lesson to through it again. Don’t ask student to make notes while watching
	14. Ensure that homework instructions are written on the board or in the student’s planner (write on a post-stick beforehand and give it to them discreetly) as well as given verbally.

Literacy	15. Students with Hearing Impairment typically have difficulties with literacy. Be aware that independent writing and understanding of written vocabulary will reflect the student's spoken language levels which may be delayed.
	16. Support writing with frames and lists of vocabulary to choose from.
	17. Try to use a range of ways of recording and assessing so that progress is not limited by the student's ability to write full, grammatically correct English sentences:
	18. Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word – ideally as part of a whole-group approach.
1-1 Conversation	19. During discreet 1-1 conversation, accept student's spoken utterances but rephrase and give them back in a grammatically correct version.
	20. Use the student's name before asking a direct question or giving a direct instruction. Actively include the students in speaking and listening activities.
	21. When in conversation with the student, if they mishear something, patiently repeat again – a frustration reported by many students with hearing impairment is being told "it doesn't matter" when they ask for clarification.