

Language Acquisition and Educational Access for Children and Youth who are Deaf or Hard of Hearing:

*PART 1: A Range of
Educational Options
and Supports*

*PART 2: A Deaf and Hard of
Hearing Resources
Guide for Classroom
Teachers*



STUDENT SUPPORT

Phone: 604-596-7733

Fax: 604-595-6105

Email: SS-office@surreyschools.ca

INCLUSION IN BRITISH COLUMBIA

...the value system which holds that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction.

~ Special Education Services: A Manual of Policies, Procedures and Guidelines

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ACRONYMS USED IN THIS HANDBOOK

ASL: American Sign Language

BASES: Building Academic, Social, (and) Employment Skills

CODA: Children of Deaf Adults

DHH: Deaf or Hard of Hearing

EA: Education Assistant

EVLI: Educational Visual Language Interpreter

ICM: Integrated Case Management

IEP: Individual Education Plan

IST: Integration Support Teacher

LASW: Language Acquisition Support Worker

LST: Learner Support Worker

SBT: School-Based Team

SLP: Speech-Language Pathologist

TDHH: Teacher of the Deaf or Hard of Hearing

TDD: Telecommunication Device for the Deaf

TTY: Text Telephone

PART 1

LANGUAGE ACQUISITION AND EDUCATIONAL ACCESS FOR CHILDREN AND YOUTH WHO ARE DEAF OR HARD OF HEARING: A RANGE OF EDUCATIONAL OPTIONS AND SUPPORTS



INTRODUCTION

For all children and their parents, transitioning to Kindergarten is an exciting time that may also be fraught with worry over what the future will bring. For parents of children who are deaf or hard of hearing (DHH), these feelings may be more intense, and are often combined with questions about their child's ability to meet the demands of school, and the support that their child will receive.

This document was created so that parents of children who are deaf or hard of hearing will have a better understanding of language acquisition and the conditions required for full-access, and the associated available educational options. We hope that you find this document useful and that it assists you by answering any questions you may have. If, after reading this document, you still have any questions, please feel free to contact your child's Teacher of the Deaf or Hard of Hearing (TDHH), or the Student Support department.

REFRAMING THE NARRATIVE

- Deafness is not a deficit.
- Refrain from considering Deafness as “hearing loss”.
- Deaf children, youth, and adults are not “impaired” or handicapped.
- The term “Deaf-gain” was coined in 2005 by British performing artist visiting Gallaudet, Aaron Williamson ([Bauman & Murray, 2014](#)).
- “Deaf Gain is defined as a reframing of ‘deaf’ as a form of sensory and cognitive diversity that has the potential to contribute to the greater good of humanity” ([ASL News, 14, Issue 1](#)).
- “The culturally Deaf experience is not, as many believe, a dramatic loss of hearing. Instead, deafness grants an entrée into a language, a culture and a way of life that is not only unique, it is valuable” ([ASL News, 14, Issue 1, p 1](#)).

LANGUAGE ACQUISITION

The literature stresses the importance of early intervention. According to the early intervention network at Gallaudet University, linguistic competence requires direct and daily access to an accessible language, early on, and through parent-child interactions. A collaborative, ongoing process should be used to explore modalities, technologies, and strategies to support the development of linguistic competence - considering the diversity of the child's background characteristics, the identification of the approaches the child uses, and how that child progresses over time - as viewed by the professionals and families that support the child. Children need early exposure to accessible language through sign to establish early language foundations that facilitate the development of spoken language. Children most easily acquire language when hearing families and educators develop competence in American Sign Language (ASL), to facilitate the child's linguistic development ([Early Intervention Network: Supporting Linguistic Competence for Children who are Deaf or Hard of Hearing](#) [Laurent Clerc National Deaf Education Centre, Gallaudet University]). Language First reiterates the importance of a strong first language foundation for Deaf or Hard of Hearing children. See [Appendix A](#) for additional information.

Language First also reinforces the importance of effortless, natural language acquisition, and notes that children learn language best through experience, play, and organic interactions. Language first also cites the importance of using dynamic response-based, evidence-based interventions, that incorporate a strength-based approach, and focus on the child as a whole ([Language First Principles](#)). ASL is the only language that is 100% accessible to deaf children (Language First, 2018; Hall, 2017; Hall et al., 2019).

FULL ACCESS

When children do not have full access to language from birth, they are continually missing small bits of language, and this has a cumulative affect that can permanently affect brain development and future learning. As you consider your child and whether they have full access, ask the following:

- Are they able to hear most sounds all the time?
- Do they struggle to hear in background noise?
- Do they wear hearing equipment that they are unable to wear all the time?
- Do they struggle to follow conversations?
- Do they have a unilateral cochlear implant or wear hearing aids?

A child who does not hear most sounds most of the time, struggles to hear in background noise, wears hearing equipment that they are unable to wear all the time, struggles to follow conversations, or has a unilateral cochlear implant or wears hearing aids, does not have full access. When deaf children do not have full access to language from birth, they are at risk of language deprivation.

EDUCATIONAL VISUAL LANGUAGE INTERPRETERS (EVLIs)

The role of an educational interpreter is extremely complex, and requires ongoing in-service and development. Educational Visual Language Interpreters (EVLI) have:

- Completed a rigorous pre-service program to qualify as an EVLI;
- Demonstrated and documented professional competencies as an EVLI;
- Requirements for specified continuing education to maintain and develop their skills as a practitioner, and to be able to work in a variety of settings; and
- A requirement for accountability and supervision that holds practitioners responsible for the quality of their services (Johnson et al., 2018).

In addition, effective educational interpreters must be familiar with child language development, academic subject matter, curricular and pedagogical approaches and classroom management, as well as laws relating to their work. For additional information regarding the complexities of interpreting, see [Complexities in Educational Interpreting](#) and the [Educational Visual Language Interpreters \(EVLI\) Guidebook](#).

LANGUAGE ACQUISITION SUPPORT WORKERS (LASW)

Language Acquisition Support Workers are Deaf adults who are passionate about language and literacy for Deaf/Hard of Hearing (HH) children. LASWs serve as role models and mentors. Working with educational teams (i.e., TDHs, EVLIs, EAs, Classroom Teachers) LASWs provide services that support and enhance DHH students' language development. They work with children in small groups to use ASL to front load or clarify concepts and read stories. In so doing, they model how to facilitate communication. They model how to direct and manage visual attention using child direct language, eye gaze, and pointing, and model child directed sign language to foster interactions. In addition, they provide strategies to guide peers and staff in enhancing the child's visual attention and modifying their interactive styles to match the needs of the child. In addition, LASWs infuse ASL in schools, using strategies such as "sign of the day" or working with an entire class to teach the alphabet for example.

Who will LASWs work with?

Students who are Deaf or Hard of Hearing, their families, and members of their educational teams.

LASWs will use ASL to assist students in:

- Applying critical thinking skills, including anticipation;

- Communicating recall of events or other things that have just happened;
- Enhancing vocabulary development including sight words;
- Guessing, and making predictions;
- Developing student engagement and appreciation for language-rich literature and songs; and
- Having fun!

What might sessions look like?

Language Acquisition Support Workers (LASWs) develop language acquisition by using real objects and visual cues in the environment to create natural and authentic interactions that involve vocabulary and basic phrases. LASWs also take advantage of natural language opportunities and develop sessions in accordance with each student's age/development/language level. As facilitators and teachers, LASWs are warm and creative communicators. Their goal is for each student to feel comfortable.

Each session will have themes and include:

- Exploration
- Story time
- ASL Rhyme/Rhythm
- Surprise bag/box
- Activity

Scheduling

Once the LASW has been notified of a student, they will work with student's TDHH and educational team to locate a dedicated room and establish a regular weekly schedule that fits the student's needs. For information regarding the LASW work, contact one of the Language Acquisition Support Workers at LASW@surreyschools.ca or a District Principal, Student Support at SS-office@surreyschools.ca.

Blending Learning

Where students are currently in a blended program, or working remotely only, Zoom sessions will be established.

ONLINE LEARNING & VIRTUAL MEETINGS

- [Deaf/Hard of Hearing Accessibility Tips](#)
- [Guide: Teaching Remotely to DHH Students](#)
- [Roundtable Discussion: Transitions to Online Teaching](#)
- [Accessibility Strategies for D/HH People in Remote Meetings](#)
- [ZOOM: A Plain Language Tutorial](#)

PARENTS AS PARTNERS

We believe that parents are key partners in education and language development, and so a livestreaming option will be available for parents who want to watch our work with their child from home. LASWs will monitor student progress and report back to parents and Teachers of the Deaf and Hard of Hearing.

Please see the Referral and Transitions section of this guide for information on referrals for LASW support.

EDUCATIONAL OPTIONS

ELEMENTARY

Neighbourhood school

At neighbourhood elementary schools, students have access to many supports and interventions, including an itinerant TDHH, ASL support and an interpreter if requested. Students have access to Speech-Language Pathologist (SLP) support as well as personal hearing systems (with morning equipment checks) and, at the decision of the TDHH, soundfield systems in classrooms. Learner Support Team (LST) Teachers or Education Assistants (EAs) may provide in-class and small group tutorial support to assist with self-advocacy, academic achievement, and social development. Where appropriate Integration Support Teachers (ISTs) may collaborate with TDHHs in supporting strategy development and implementation for learning needs in addition to hearing differences.

Bear Creek Elementary (Newton)

At Bear Creek Elementary, students have access to many supports and interventions, including an itinerant TDHH who is fluent in ASL, ASL support, and an interpreter if requested. Students have access to SLP support as well as personal hearing systems (with morning equipment checks) as well as soundfield systems in classrooms. Students have access to in-class and small group tutorial (LST Teacher and EA) support to assist with self-advocacy, academic achievement, and social development, for example.

The itinerant TDHH liaises with parents, conducts assessments, provides teacher, EA, and EVLI in-service, regarding equipment and the needs of students who are deaf or hard of hearing. The itinerant TDHH also works with students in small groups to address Individual Educational Plan (IEP) goals related to self-advocacy (hearing needs, communication needs, equipment management) as well as speech and language development (articulation, vocabulary development, morphosyntax skills), literacy, personal identity as a person who is deaf or hard of hearing, and social emotional learning.

Language Acquisition Support Workers (LASWs) support signing deaf or hard of hearing students to enrich their ASL language skills and to offer sign language instruction to hearing peers and teachers.

Students attend regular classes that may have another student who is deaf or hard of hearing, depending on student enrolment. Students also have the opportunity to connect with deaf peers during breaks and small group sessions, and while travelling to school by bus.

Beaver Creek Elementary (Newton)

At Beaver Creek Elementary, students have access to many supports and interventions, ASL support, and an interpreter if requested. Students have access to SLP support, transportation if required, and hearing equipment. All students in the class benefit from a soundfield system, and the additional supports. Students attend regular classes with a small cohort of students who are deaf or hard of hearing, and cohorts of students in other grades at the school. Students may also work with LASWs.

Mary Jane Shannon Elementary (Guildford)

At Mary Jane Shannon Elementary, children spend the majority of their day in a setting where the focus is on language acquisition, with exposure to ASL for part of the day and oral language for part of the day. There is a TDHH who is a fluent ASL user and a Child of Deaf Adults (CODA). In addition, there are two deaf EAs who are native ASL users, and an interpreter. There is access to speech and language support, and language acquisition support. The children are also part of a regular class cohort, so have the opportunity to interact with peers in the classroom, or for peers to work with them in the dedicated D/HH classroom setting.

Additional cohort sites are continually considered in accordance with district needs.

At all of the above sites, the students will have access to itinerant TDHH support, an ASL interpreter, EA support, LASW, and equipment as required. At Beaver Creek, Bear Creek, and Mary Jane Shannon elementary schools, students transitioning to Kindergarten have the opportunity to transition into cohort schools alongside deaf or hard of hearing peers or return to their home schools. As students transition to Kindergarten each year, we will continue to review and respond to student needs by considering other potential sites. The educational options are increasing, to ensure that students have the opportunity to attend a school with peers who are deaf or hard of hearing, or at their home school.

BC Provincial School for the Deaf - South Slope Elementary, Burnaby BC

Some families may choose to pursue education for their child through BC School for the Deaf – South Slope Elementary in Burnaby BC. Please refer to their website for further information: <https://southslope.burnabyschools.ca/bcsd-parents/>.

SECONDARY:

Neighbourhood school

At neighbourhood secondary schools, students have access to many supports and interventions, including an itinerant TDHH, ASL support and an interpreter if requested, course selection and hand timetabling, having access to SLP support. LST teachers or EAs may provide in-class and small group tutorial support to assist with self-advocacy, academic achievement, and social development. As well LST teachers and EAs may support with hearing equipment, including morning sound checks and equipment storage. Where appropriate BASES teachers may collaborate with TDHHs in supporting strategy development and implementation for learning needs in addition to hearing differences.

Queen Elizabeth Secondary Resource Room

At Queen Elizabeth Secondary, students also have access to many supports and interventions, including course selection and hand timetabling, as well as a resource block with a TDHH. Students receive EA support, as well as ASL support and an interpreter if requested. Students have access to SLP support as well as hearing equipment support (i.e., most of the students have cochlear implants or hearing aids and use personal FM systems). Students have access to morning sound checks, in-class and small group support, as well as individual support in a dedicated, quiet environment to assist with the development of self-advocacy skills, academic achievement, and social development. Supports may include pre-teaching and reinforcing concepts or vocabulary and re-teaching curriculum in a timely and responsive manner. Teachers also assist students with completing applications, and orientating with transitioning to post-secondary or adulthood.

Students attend regular classes that may or may not have another student who is deaf. Students do, however, have the opportunity to connect with deaf peers in the resource room during breaks and tutorial sessions, as well as when traveling to school by bus.

BC Provincial School for the Deaf - Burnaby South Secondary, Burnaby BC

Some families may choose to pursue education for their child through BC School for the Deaf – Burnaby South Secondary in Burnaby BC. Please refer to their website for further information: <https://southslope.burnabyschools.ca/bcsd-parents/>.

| Ministry of Education Criteria | |
|--|---|
| <input type="checkbox"/> The student has a medically diagnosed significant bilateral hearing loss, a unilateral loss with significant speech/language delay, or a cochlear implant (typically documented in a report from a health professional such as an audiologist). <input type="checkbox"/> Assessment information indicates that the student has substantial educational difficulty due to the hearing loss. | <p>There must be documentation to support that the student has been appropriately assessed and identified by the school district as meeting the criteria of the special education category.</p> <p>Criteria for reporting of Unilateral Hearing Loss:</p> <input type="checkbox"/> There is an annual assessment; <input type="checkbox"/> The unilateral hearing loss is moderate to profound; and <input type="checkbox"/> The student has educationally significant problems directly attributable to the loss. |
| <p>There is documented evidence that:</p> <input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year. <input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals. <input type="checkbox"/> The goals correspond to the category in which the student is identified. <input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student. <input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need. <input type="checkbox"/> The student is being offered learning activities in accordance with the IEP. <p>Reduction in class size is not by itself a sufficient service.</p> | |
| <input type="checkbox"/> A qualified Teacher of the Deaf or Hard of Hearing provides the services. | |

Refer to [Special Education Services: A Manual of Policies, Procedures, and Guidelines](#) for complete information.

As a parent it may be difficult to decide upon the best placement for your child; ask whether the environment will provide the intellectual, social, and emotional development that your child requires. In so doing, consider the following:

- 1) What is the individual's hearing level and ability to use residual hearing?
- 2) What is the individual's preferred mode of communication, and is it practiced in the environment (e.g., ASL, oral English)?
- 3) What is the individual's readiness/academic level?
- 4) What is the level of direct communication that will occur in the environment between the individual, teacher(s), and peers (e.g., ASL to ASL, oral English to ASL [interpreter] through sign language, written English to ASL)? Will the individual's language abilities and needs be adequately addressed?
- 5) Are there a sufficient number of other children who are deaf or hard of hearing and use the same communication mode/language(s), and are of similar age and developmental level?
- 6) What level of access will the individual have in curricular and extracurricular opportunities?
- 7) Will there be deaf or hard of hearing role models in the environment (e.g., teachers, EAs, counsellors)?
- 8) Are there any teachers or administrators in the environment who are deaf or hard of hearing and serve as role models?

Please note: It is recommended that referrals to Beaver Creek Elementary, Bear Creek Elementary, or Mary Jane Shannon Elementary be made during the year prior to beginning Kindergarten.

The decision to attend a neighbourhood school, Beaver Creek Elementary, Bear Creek Elementary, or South Slope Elementary, may occur at any time during the student's educational career.

When working with the educational team to develop the IEP, consider the following:

- Communication needs and the child's preferred mode of communication/language(s);
- Linguistic needs;
- Severity of hearing loss and potential for using residual hearing;
- Academic levels;
- Pragmatic (social language skills);
- Social and emotional needs, including opportunity for peer interactions and communication;
- Cultural needs;
- Self-advocacy skills.

REFERRAL AND TRANSITION PROCESS

The TDHH, classroom teacher, or principal may submit a *Request for Language Acquisition Support Worker* form to LASW@surreyschools.ca.

I) BEAR CREEK OR BEAVER CREEK ELEMENTARY

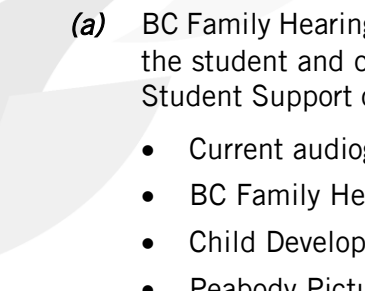
A) *Currently in Kindergarten through Grade 7*

If your child is registered at their neighbourhood school and you are considering a referral to Bear Creek Elementary, please contact your child's teacher, and request a referral to the School-Based Team (SBT). The school will ensure that your TDHH is in attendance at the meeting.

II) BEAR CREEK, BEAVER CREEK, OR MARY JANE SHANNON ELEMENTARY

B) *Students Transitioning to Kindergarten*

- 1) **November/December:** BC Family Hearing, or independent preschools, will provide the Surrey School District, Student Support department with the following:
 - Student legal name;
 - Parent/Guardian legal name;
 - Address;
 - Telephone number;
 - Type of hearing difference;
 - Age of onset
 - Age aided
 - Etiology of hearing difference;
 - Modes of communication/language(s)
 - ASL learner
 - ASL user
 - Cultural Identification (CODA/DHH relative)
 - Cochlear Implant Year if applicable
 - Equipment currently used;
 - Medical or health conditions that would be associated with designations other than Deaf or Hard of Hearing;
 - Neighbourhood school; and
 - Status (e.g., out of the country), goals, and other notations.
- 2) **January:** Parents are strongly encouraged to register their child at their neighbourhood school to secure a placement - if you decide to have your child attend elsewhere after registration, simply withdraw your child once your preferred choice has been determined.
- 3) **February:** Parents attend the *Welcome to Kindergarten* session. At this meeting, the Director of Instruction, Student Support or designate will provide an overview of the educational options.
- 4) **Late January-March:**

- 
- (a) BC Family Hearing, or independent preschools, obtains as much information as possible about the student and communicates this information to the school district Director of Instruction, Student Support or designate. For example:
- Current audiogram;
 - BC Family Hearing Assessment Report;
 - Child Development Inventory Profile;
 - Peabody Picture Vocabulary Test results;
 - Preschool Language Scale results;
 - Degree of exposure to ASL at school and home;
 - Formal and Informal data regarding their receptive and Expressive ASL ability.
- (b) TDHH observes the student at his or her preschool/home etc.
- (c) Placement decisions are finalized, and BC Family Hearing, or independent preschools, notify the school district Director of Instruction, Student Support or designate;
- 5) **Late February/March:** Transition process begins. TDHH will coordinate an Integrated Case Management (ICM) meeting that includes the parents, preschool staff, BC Family Hearing staff, and any other community partners;
- 6) **March-June:** Student visits the school on several occasions in order to meet staff, get comfortable with their environment, etc.
- 7) **May-June:** BC Family Hearing, or independent preschools, district, and school-based staff meet to review the plans for September, and address any additional queries.
- 8) **Oct-Nov of the Kindergarten year:** To help ensure a smooth transition, preschool staff/BC Family Hearing/independent school staff should attend the IEP meeting.

Specific information regarding the various educational options is noted below.

| | | NS ¹ | Elementary | | | | Secondary | | |
|-------------------------------------|--|-----------------|------------------|------------------|------------------|------------------------|------------------|-----------------------|------------------------|
| | | | BRC ² | BVC ³ | MJS ⁷ | BCSD Elem ⁴ | QES ⁵ | BCSD ⁶ ASL | BCSD ⁶ Oral |
| Referral & Admission | Home school referral required. | | √ | √ | √ | √ | √ | √ | √ |
| | Admission at the recommendation of the Committee for Deaf Education | | | | | √ | | √ | √ |
| Duration of Placement | Ongoing | √ | √ | √ | √ | | √ | | |
| | Ongoing at discretion of the Committee for Deaf Education | | | | | √ | | √ | √ |
| Mode of Communication | ASL (Immersive environment) | | | | √ | √ | | √ | |
| | Access to ASL, oral language, and visual communication system | √ | √ | √ | √ | | √ | | √ |
| Language of Instruction | ASL and written English | | | | √ | √ | | √ | |
| | English (oral and written) / Total Communication (ASL and oral) | √ | √ | √ | √ | | √ | | √ |
| Deaf or Hard of hearing Role Models | Frequent opportunities for interaction with students who are DHH | | √ | √ | √ | √ | | | √ |
| | Possible opportunities for interaction with students who are DHH | √ | √ | √ | √ | √ | √ | √ | |
| | Possible access to Itinerant DHH role models | √ | √ | √ | √ | | √ | | |
| | Immersion in an environment in which many staff are DHH | | | | | √ | | √ | |
| Social Interactions | Immersion in an environment in which all individuals use ASL to communicate. | | | | | √ | | √ | |
| | Immersion in an environment in which peers are exclusively or primarily hearing. | √ | √ | √ | √ | | √ | | |
| | Inclusion in an environment in which peers are hearing; or DHH | | √ | √ | √ | √ | √ | √ | √ |

Neighbourhood School

² Bear Creek Elementary (Newton)

³ Beaver Creek Elementary (Newton)

⁴ Provincial School for the Deaf - Elementary Program (South Slope)

⁵ Queen Elizabeth Secondary, Surrey

⁶ BC Provincial School for the Deaf - Burnaby South Secondary (NOTE: BCSD has an oral program at the high school.)

⁷ Mary Jane Shannon Elementary

EARLY INTERVENTION NETWORK: SUPPORTING LINGUISTIC COMPETENCE FOR CHILDREN WHO ARE DEAF OR HARD OF HEARING

According to the Early Intervention Network at Gallaudet University¹, the following five factors are critical to developing linguistic competence among children who are deaf or hard of hearing:

Factor 1: *Direct and daily access to language and communication* is essential to facilitating each child's language and communication development.

The evidence supporting Factor 1 centers on the importance of language access occurring early in a child's life and the critical nature of quality parent-child communication in the establishment of linguistic competence.

Factor 2: *A collaborative, ongoing process* should be used to explore modalities, technologies, and strategies to support the development of linguistic competence.

The evidence supporting Factor 2 centers on: 1) the diverse characteristics and background of each child who is deaf or hard of hearing, and 2) the importance of collaboration between professionals and families in the identification and monitoring of approaches and strategies for each child.

Factor 3: *Early exposure to accessible language through sign* is beneficial to language acquisition.

The evidence supporting Factor 3 centers on: 1) the benefit of using visual language (ASL) to establish early timely language foundations and minimize language delay, 2) the beneficial role of sign language in the development of spoken language, and 3) the potential of hearing families to acquire the competence to facilitate their child's development of ASL.

Factor 4: When appropriate, *early fitting of amplification and ongoing monitoring* of its effectiveness is integral to selecting communication strategies to facilitate language development (<http://www.gallaudet.edu/clerc-center-sites/early-intervention-network-supporting-linguistic-competence-for-children-who-are-deaf-or-hard-of-hearing/early-intervention-factors/factor-4.html>)

The evidence supporting Factor 4 centers on: 1) the importance of early fitting of listening technologies, and 2) the importance of evaluating and monitoring of the role of listening in the development of linguistic competence.

Factor 5: Planning for language and communication development should be individualized and systematically guided by *ongoing assessment and monitoring*.

The evidence supporting Factor 5 centers on professional insights and experiences addressing the benefits of developing and implementing an assessment-driven, systematic language planning process to guide recommendations for choosing and monitoring strategies and approaches to best facilitate language acquisition as well as the recommended components of this process.

¹ <http://www.gallaudet.edu/clerc-center-sites/early-intervention-network-supporting-linguistic-competence-for-children-who-are-deaf-or-hard-of-hearing/early-intervention-factors/factor-1.html>

DHH HELPFUL LINKS

BC Ministry of Education Provincial Resource/Outreach Programs

- Auditory Outreach: <http://www.sd47.bc.ca/auditoryoutreach/Pages/default.aspx>
- Provincial Outreach Program - Deaf & Hard of Hearing (POPDHH): <http://www.popdhh.ca>
POPDHH's focus is to support school districts in their quest to meet the needs of all learners with special attention placed on the needs of D/HH learners. POPDHH will address, support and meet, through collaborative consultation, the unique communication and learning styles of individual Deaf or Hard of Hearing students.
- Provincial Outreach Program for Students with Deafblindness (POPDB): <http://popdb.sd38.bc.ca>
POPDB consultants work with school districts and school-based teams to ensure that the unique needs of the student with Deafblindness are being met, and that each student is receiving an appropriate educational program.

Other Organizations

1. BC Family Hearing Resource Society: <http://www.bcfamilyhearing.com/>
2. BC Hands and Voices: <http://www.bchandsandvoices.com/>
 - [Readiness Checklist](#)
 - [Parent Checklist](#)
3. Canadian Association of Educators of the Deaf or Hard of Hearing (CAEDHH): <http://caedhh.ca>
4. Canadian Hard of Hearing Association British Columbia Chapter (CHHA): <http://chha-bc.org>
5. Canadian Hard of Hearing Association BC Parents Branch (CHHA-BC): <http://www.chhaparents.com/>
6. Canadian Hearing Society: <https://www.chs.ca/>
 - [Classroom Accessibility for Students who are Deaf or Hard of Hearing](#)
7. Children's Hearing & Speech Centre of BC (formerly The Vancouver Oral Centre for Deaf Children): <http://childrenshearing.ca/>
8. Cochlear: <http://www.cochlear.com/wps/wcm/connect/us/home>
9. Conference of Educational Administrators of Schools & Programs for the Deaf: <http://ceasd.org/>
10. DCF Deaf Children's Society of BC: www.deafchildren.bc.ca
11. Deaf BC: <http://deafbc.ca>
12. Deaf, Hard of Hearing, and Deafblind Well-Being Program (WBP): <http://deafwellbeing.vch.ca/>
13. Family Network for Deaf Children (FNDC): <https://www.fndc.ca>
14. Gallaudet University: <https://www.gallaudet.edu/about>
 - [Interpreters: A Guide for Students](#)
 - [Interpreters: A Guide for Teachers](#)
 - [Interpreters: A Guide for Parents](#)
 - [Interpreters: A Guide for Administrators](#)
 - [Educational Interpreters: A Guide for Interpreters](#)
 - [A Guide for Interpreters Working with Students Who Use Cochlear Implants](#)
 - [Sign Language Use for Deaf, Hard of Hearing, and Hearing Babies: Evidence Supports It](#)

15. MED-EL: www.medel.com
16. Oticon: <http://www.oticon.ca/>
17. PHONAK: <https://www.phonak.com/ca/en.html>
18. Provincial Deaf and Hard of Hearing Services (PDHHS): http://www2.gov.bc.ca/assets/gov/health/managing-your-health/provincial-deaf-hard-of-hearing-services/pdhhs_brochure.pdf
19. Provincial Deaf and Hard of Hearing Services - Family and Community Services: http://www2.gov.bc.ca/assets/gov/health/managing-your-health/provincial-deaf-hard-of-hearing-services/fcs_brochure.pdf
20. Western Institute of the Deaf and Hard of Hearing (WIDHH): <http://www.widhh.com>
21. Language 1st: <https://language1st.org/>
 - [Language First Professional Development](#) (free)
 - [Language First Events](#)
22. Silent Voice: <https://silentvoice.ca/about/>
23. Northern Signs Research: <https://northernsignsresearch.com/>
24. Phys.org article: [New education 'hubs' for Deaf children needed to replace social spaces lost when specialist schools close](#)
25. Wavefront Centre for Communication Accessibility: <https://www.wavefrontcentre.ca/>
26. National Deaf Education Conference: <https://www.deafeducation.us/>
 - [Theory Of Mind And Deaf Students Barriers And Solutions](#) – Lisalee Egbert & Ashlee Trempus
 - [Bilingualism And The Brain: Key Findings From Rosen Preschool](#) – Lindsay Klarman
 - [Starting Early: Family Engagement In The Urban Setting](#) – Lynette Mattiacci & Amy Moore
 - [Optimizing Outcomes: A Guide For Improving Deaf Education](#) – Barbara Raimondo
 - [Deafed Equity: Open-Source Platform For Books And Games](#) – Christopher Kurz (Part 1 Of 2)
 - [Deafed Equity: Open-Source Platform For Books And Games](#) – Christopher Kurz (Part 2 Of 2)
 - [Remote Teaching Tips – Csd Learns](#)
27. Vancouver Community College (VCC); <https://www.vcc.ca/services/services-for-students/interpreting-services/>
 - [Understanding the legislation, laws, codes and policies that affect the work, as well as the roles and responsibilities of Registered Sign Language interpreters at VCC](#)
28. [Charlotte Ens](#), Director, Arthur V. Mauro Institute for Peace and Justice | Professor, Faculty of Education, St. Paul's College, University of Manitoba, Treaty One Territory | [On Human Capacity for Languages: Charlotte Ens – TedxTalksUManitoba](#)

AMERICAN SIGN LANGUAGE (ASL) - LEARNING and LEARNING RESOURCES FOR ADULTS and CHILDREN

ASL COURSES AND PROGRAMS

- [ASL: American Sign Language \(Linguistics, Faculty of Arts, UBC\)](#) - (ASL 100 (3) American Sign Language and Deaf Culture; ASL 101 (3) American Sign Language and Deaf Culture II)
- [UBC Extended Learning](#)
- [Gallaudet University - ASL CONNECT](#)
- [Douglas College](#)
- [Vancouver Community College](#)
- [University of the Fraser Valley](#)
- [ASL Online Service Provincial Deaf and Hard of Hearing Services \(PDHHS\)](#) is offering nine levels of online ASL instruction. **For families who have school-aged deaf, hard of hearing, and deafblind children (families with DHH children starting kindergarten this September may also register.)**
- [POPDHH: Upcoming Workshops](#)
- [ASL NOOK](#)
- [HandsUP! Sign2Read](#)
- [The ASL App. Learn ASL for free](#)

ASL LEARNING RESOURCES

- | | |
|---|---|
| • <u>Lifeprint</u> | • <u>VL2 Storybook Apps / Motion Light Lab</u> |
| • <u>Signing Savvy</u> | • <u>ASL eBooks and Resources for Deaf Kids</u> |
| • <u>The Daily Moth</u> Deaf News | • <u>ASL Story: Are you my Mother?</u> |
| • <u>Atomic Hands</u> | • <u>ASL Stories Directory</u> |
| • <u>ASL Book Time</u> | • <u>Dawn Sign Press - Free ASL Videos</u> |
| • <u>Amanda Mitchell Deaf and Hard of Hearing</u> | • <u>Eyes Alive</u> |
| • <u>Deaf-Owned Business</u> | • <u>Peter's Pictures</u> |
| • <u>ASLIZED</u> | • <u>Rocky Mountain Deaf School</u> |
| • <u>The Deaf Professional Arts Network (DPan)</u> | • <u>Deaf Education Library</u> |
| – <u>DPan – Wee Hands (Preschool Children)</u> | • <u>Modalmath</u> |
| – <u>DPan – Kids Stories in ASL</u> | • <u>CSD Learns</u> |
| – <u>DPan TV Workshop</u> | |

PART 2

A DEAF AND HARD OF HEARING RESOURCES GUIDE FOR CLASSROOM TEACHERS



Student Support
September 2021

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INTRODUCTION

The *Deaf and Hard of Hearing Resource Guide for Classroom Teachers* has been developed to support classroom teachers, who have or will have, deaf or hard of hearing (DHH) students in their class. With inclusive access and support, positive relationships and optimal learning will take place in each classroom. In most cases, a student will come to you with a support system in place and if not, this guide can direct you to others who will form an educational team to work alongside you and your student(s).

A number of everyday practices can be utilized to assist you in meeting your student's learning needs, however, it will be your knowledge, experience, guidance, and encouragement that the DHH student will most benefit from.

This resource guide has been developed to provide you with basic information to ensure the student's success in your classroom. Each section represents the areas of importance and concern identified by experienced classroom teachers as well as specialist teachers of the deaf and hard of hearing. Preparing for students with listening needs requires:

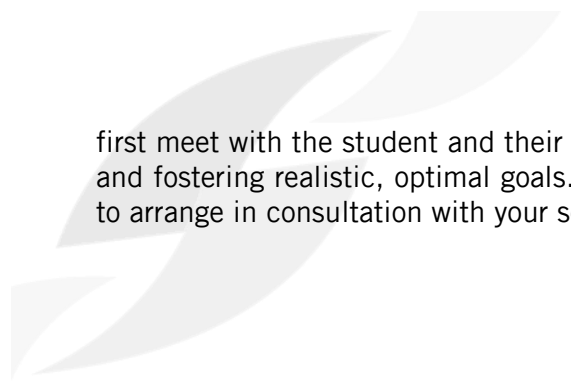
- Learning where to obtain support and resources when you require them;
- Knowing the most effective way to communicate with your student;
- Being ready to speak with parents and the student during your first meeting; and
- Knowing how to effectively work with other members of the support team, which may include, for example, Educational Visual Language Interpreters (EVLI), Education Assistants (EA), and deaf adults.

Preparation, positive planning, and cooperation during the first few days or weeks of school will form the groundwork for effective teaching and learning. Building on this strong relationship with your DHH student will help you to optimize the physical, social and emotional environment, and curriculum for your student. Establishing this network with your new student at the beginning of the school year, will lead naturally into the educational work of conducting an initial assessment, engaging in thoughtful planning, teaching, and fostering the student's development in relation to their communication skills, responsibility, self-reliance, self-esteem, skills, knowledge, and a desire for lifelong learning.

Frequently asked questions, information and communication, and teaching strategies are included in this document in order to help broaden your awareness and experience of the language and world of your student. When you understand the nature and degree of a student's hearing level, and the associated educational implications, you will be better equipped to work with your student and to guide their learning process in the classroom.

When an audiological assessment is conducted, hearing levels are measured in decibels (dB), across a range of frequencies from low sounds to high pitched sounds. Where several students have similar audiograms, this does not always mean that each student's language skills and learning needs are the same. For example, you may find that your student has difficulties with both spoken or signed, and written communication due to a possibility of language deprivation in earlier years. Vocabulary development, idiomatic and grammatical English, or the understanding of abstract ideas, are examples of areas that may be delayed due to limited language exposure. A significant hearing loss may also lead to a need for specific and explicit strategies to address skills in social-emotional development. Difficulty in initiating and maintaining friendships and/or evidence of low self-esteem are examples of the effect of the isolation experienced by many students who are deaf or hard of hearing. Therefore, we recommend that you discuss the audiology assessment results and the resulting educational, social and emotional impacts with a qualified Teacher of the Deaf and Hard of Hearing (TDHH).

Your own assessment of the student's learning needs and abilities, along with the support of a qualified TDHH, can assist you and your student in the development of an effective Individual Education Plan (IEP). When you



first meet with the student and their parent/guardian(s), ask for these assessment results to assist you in setting and fostering realistic, optimal goals. If no current assessment has been conducted, this should be a first step to arrange in consultation with your school team.

1. RANGE OF HEARING DIFFERENCES AND EDUCATIONAL IMPACTS

Most students with hearing differences in regular classrooms have enough residual hearing to process language through hearing with appropriate listening equipment. Additionally, there are DHH students who use both personal listening devices and sign language, and require visual language interpreters (VLI) for language access.

Hearing differences have traditionally been organized into five categories that consider the range of sounds used in speech; it may be helpful for you to know which category best describes your particular student.

Normal/Typical Hearing

Students can detect all speech sounds even at a soft conversation level. The student's hearing would be plotted in the -10 to +15 decibel range on an audiogram.

Minimal/Slight Hearing Loss

Students may have difficulty hearing faint or distant speech. Peer conversation and teacher instructions presented too rapidly, particularly in noisy classrooms, are likely to result in missed information. 16 to 25 decibels.

Mild Hearing Loss

Student may miss up to 50% of class discussions, especially if voices are soft or the environment is noisy. Students will require the use of a hearing aid or personal FM system. 26 to 40 decibels.

Moderate Hearing Loss

Classroom conversation from 3 to 5 feet away can be understood if the structure and vocabulary is controlled. Hearing aids and/or personal FM systems are essential. Specific attention will need to be directed to language development, reading and written language. 41 to 55 decibels.

Moderate to Severe Hearing Loss

Without amplification, students with this degree of loss may miss up to 100% of speech. Full time use of amplification is essential. Students will probably require additional help in all language based academic subjects. 56 to 70 decibels.

Severe Hearing Loss

Students can only hear loud noises at close distances. To register and interpret sounds, they require individual hearing aids, intensive auditory training, and specialized instructional techniques in reading, language, and speech development. 71 to 90 decibels.

Profound Hearing Loss

For all practical purposes, these students rely on vision rather than hearing for processing information. If you have a student in this category, they may be a candidate for American Sign Language (ASL), a cochlear implant, and specialized instructional techniques to develop reading, speech, and language development. 91+ decibels or more is described as profound.

(Source: Clark, J.G. (1981). Uses and abuses of hearing loss clarification. *Asha*, 23, 493-500)

You may refer to the [Relationship of Hearing Loss to Listening and Learning Needs](#) documents for further information.

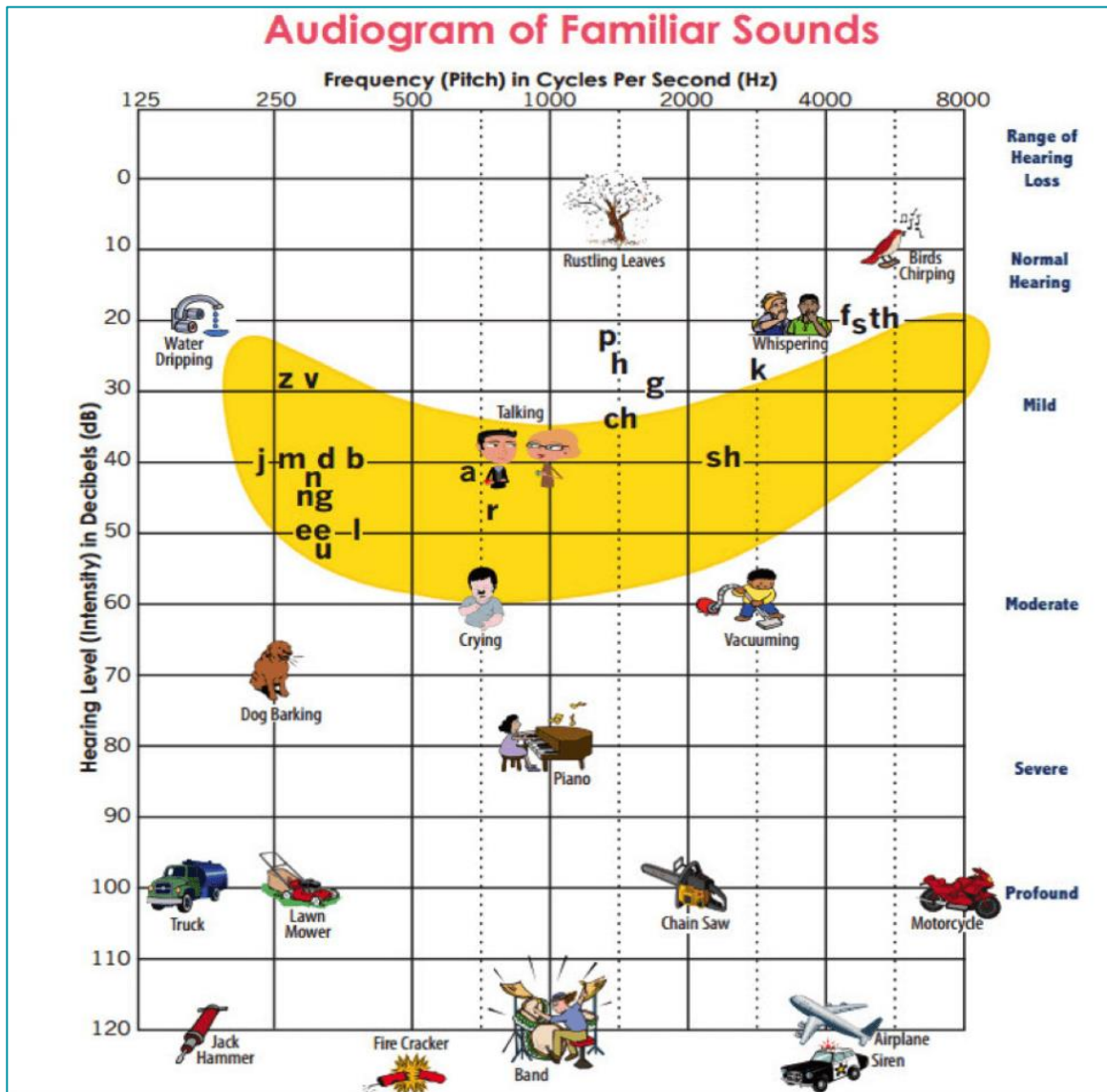
TYPES OF SERVICES

Based on the type and degree of hearing loss and related needs, your student will be assigned to one of the two categories of support: **direct** or **consult**.

1. **Direct** “students [are] identified as receiving direct support are reported to the ministry as having special needs” ([Guide to Inclusive Education for Surrey Schools: Embracing Diversity, Equity, and Inclusion](#)) and are designated F - Deaf or Hard of Hearing. They receive weekly direct support from the TDHH.
2. **Consult** students do not receive direct services from the TDHH. “Students identified as receiving consult support are not reported to the ministry as having special needs” ([Guide to Inclusive Education for Surrey Schools: Embracing Diversity, Equity, and Inclusion](#)).

SAMPLE AUDIOGRAMS

It is also useful to remember that sometimes hearing levels can be at high or low frequencies. This can interfere with the ability to hear specific speech sounds. Also, hearing can fluctuate depending on the student's state of health or upon differences in the environment. These sample audiograms may help in further understanding your student's listening needs <https://kitchendecor.club/files/audiogram-familiar-sounds.html>.



2. PREPARING TO TEACH STUDENTS WHO ARE DEAF OR HARD OF HEARING

Students who are Deaf or Hard of Hearing are learners with the same needs and aspirations as their peers in the classroom. The goals of the kindergarten to grade 12 curriculum are the building blocks from which you, in consultation with the student and other members of the education team, will begin to develop the student's IEP. Planning for the students' needs incorporates the academic, personal/social, and career goals of all learners and will also include objectives relating specifically to the student's hearing needs. These may include:

1. American Sign Language (ASL) fluency, as well as the development of
2. Auditory Skills;
3. Self-advocacy Skills;
4. Social/Emotional Well-being; and
5. Language modeling.

TALK TO TEACHERS TRAINED IN THE EDUCATION OF STUDENTS WHO ARE DEAF OR HARD OF HEARING

Teachers who have special training in the education of students who are Deaf or Hard of Hearing form a part of your support network. You can expect them to answer your initial questions, help you identify questions you need to ask the student and parents or guardians, provide immediate, practical classroom tips that can assist both you and your new student, as well as ongoing support. If you are unsure of who to go to, ask your principal to identify key resource people in your district, or consult one or more of the resources listed in this guide.

SCHOOL-BASED TEAM MEETINGS

As a student who is Deaf or Hard of Hearing is likely to have multiple needs in the classroom, it is beneficial to include the TDHH in school-based team meetings and IEP meetings, so that they can be properly informed of the student's needs and where the challenges may be. Additionally, the TDHH can contribute suggestions and strategies to further support the student who is Deaf or Hard of Hearing and the educational team.

Accommodation Tips

1. Use a soft touch or visual sign and maintain eye contact, to get the student's attention.
2. Speak naturally without overemphasizing. Short sentences are best. Talking very loudly or over-enunciating does not help your student, in fact it makes it harder for them.
3. Keep your mouth visible (i.e., don't turn away, cover your mouth, etc.).
4. Facilitate speech reading by not standing in front of windows or other light sources (i.e., standing in front of lights or windows causes your face to go in shadow). Students with hearing loss need to see your face all the time to speech read and understand meaning clues. Your non-verbal communication is crucial. Use your smiles to encourage, invite, and include. Optimal natural lighting is important.
5. Use the words "I" and "you" and maintain direct eye contact, even when using an interpreter. Remember you are communicating directly with the student.
6. Use gestures, body language, and facial expressions to support communication.
7. Use open-ended questions that invite interaction and wait to allow processing time. This prevents the student from nodding without really comprehending.
8. Check comprehension of instructions or lesson content. A direct question such as, "tell me what you need to do," is preferable to, "do you understand?"
9. Repeat, and then rephrase if the student has difficulty understanding you. Use pencil and paper if necessary, as some combinations of consonants and vowels are difficult to speech read. Getting the message across is most important.

Inclusive Classroom and Group Discussions

1. Identify the speaker.
2. Identify the topic, repeat questions asked, and summarize whenever possible.
3. Insist on one speaker at a time and reduced general noise.
4. Provide new vocabulary ahead of time or write on the board or on chart paper.
5. Make sure the student who is Deaf or Hard of Hearing receives all of the vital information. You may need to repeat responses by students or adults who are seated behind the student.
6. Seat the student where s/he can see the speaker and his/her classmates, and receive the clearest possible audio signal (round table or semi-circle arrangements are best). Usually the student will know his or her preferences, so you will need to discuss the best seating arrangement in the room with the student. Consideration must be given to the best place for receiving maximum information within the normal flow of classroom activities.
7. When speaking, remain in one position as much as possible. Walking up and down in front of the class makes speech reading difficult.
8. Invite full participation from the student who is Deaf or Hard of Hearing and ensure that turn-taking occurs.
9. Interpreters (oral and signing) may assist in group situations and will require time to transfer the speaker's message.
10. Use a note taker where possible to record information. This allows the student to fully attend to the conversation (***please note: it's impossible to speech read or use sign language and take notes at the same time***).
11. Vocabulary lists with definitions of new terms and concepts to be used, assist the student in developing a personal dictionary of learned words.
12. An outline of the class agenda (e.g., 3 or 4 points jotted on the board) really assists the student in obtaining a sense of purpose, direction, and timing for short-term work, which fits into the longer range planning.
13. Provide course or grade outlines of the topics and type of work to be completed.
14. Provide an outline of a typical school day with the student's own timetable. Include room numbers (as appropriate) as well as a list of people who may assist (e.g., counsellor, school secretary).
15. If there is class discussion or group work, it is useful to summarize on the board or have the group report their work on large paper that can be read as a group.
16. Use of overheads, visuals, handouts, and outlines may be helpful.
17. Other students in the class may be asked to volunteer as a buddy to take notes and help you as the teacher, be aware of the need for more clarification.

Hints for Note Takers

1. Arriving a few minutes early to talk with the teacher really helps.
2. Leaving wide margins makes it easy for later notes and questions.
3. Each page should be dated and numbered.
4. Highlighting the main points helps to organize the notes and emphasize topics.
5. Ask the speaker to check your notes for accuracy at the end of class.

SAMPLE QUESTIONS FOR BUILDING SOCIAL/EMOTIONAL SKILLS

You may find your student who is Deaf or Hard of Hearing needs opportunities to respond to direct questions or to ask for clarification in a quiet welcoming environment. Questions focusing on social needs and self-esteem are particularly important for any degree of hearing loss. As hearing loss impedes communication, you need to be alert to both your student's understanding of spoken language and reading of body language in social settings. Misunderstanding can result in difficulties interacting with peers or the student's feeling of frustration and isolation. All students need and deserve to feel a sense of belonging. Your DHH student may require a little additional support to build that social network. The following questions may be useful.

1. Who are you playing with/forming friendships with?
2. Are you enjoying lunch/recess breaks? Are you aware of the kinds of things you might do at lunch time/recess (clubs, sports, games, etc.)? Do you know how to get involved in these activities? What can I do to help you participate?
3. Do you feel at times that you need someone to talk to? Do you know who you can ask for help?
4. How well do you think the buddy system is working?
5. Are there any things I need to know about your hearing aids or your auditory training equipment?
6. If you could change some things about the classroom/school what would they be?
7. Are you comfortable working with the interpreter/education assistant?
8. Do you feel comfortable letting me know when you need help? Is there a way we can be sure I know when you need help?
9. Let us review what we have done (review IEP).
10. What do you feel you most need to work on?
11. Are there any questions you would like to ask or anything you think I should know to help you learn better?

COMMUNICATING THROUGH AN INTERPRETER

1. Speak directly to the student who is Deaf or Hard of Hearing, not the interpreter. The interpreter is not part of the conversation but there to relay everything you say.
2. Allow some extra time for the interpreter to transfer your complete message and for the student to form thoughtful responses.
3. Speak clearly in normal tones at a well-paced rate and volume.
4. Provide good lighting for the student and interpreter, especially during slides, films, videos. An outline of main points ahead of time is helpful.
5. In classes, outlines of the materials to be studied, new vocabulary and lots of visual aids assist both the student and the interpreter.
6. It is helpful to spend a few minutes ahead of class with the interpreter to briefly review the topics, agenda, and information.
7. During a normal class day, the interpreter will need regular breaks. The student needs breaks as well, because reading sign is intensive work. Planning for these in advance is helpful.

LANGUAGE STRATEGIES

Language is learned from the environment around us. Deaf children often miss out on language input when it is auditory-only.

American Sign Language is a visual language that allows Deaf children full access to the linguistic input. Use these strategies to help increase a Deaf child's language in American Sign Language.

Sign Out Loud

Narrate everything you're doing and thinking in ASL. Because Deaf children do not have as much access to incidental learning, seeing someone signing as they go about a task is good language exposure.

Fingerspelling

Deaf children are never too young to fingerspell. Even if they are just moving their fingers to look like fingerspelling, they still are making the connection between letters, words, and signs. This directly relates to reading ability.

Sandwich

If the child has some auditory access, use the sandwich method. Say something in ASL first, then in English, and then again in ASL. This will help make the connection between the two languages, with the more accessible language provided twice.

Sign On Body

Produce signs on the Deaf child's body. If the child is sitting in front of you, or even next to you, signing on the body can allow the child to be looking at an object while simultaneously receiving your language input.

Eye Gaze

Make sure the Deaf child is looking at you when you're signing. If there is an item you're referencing, give the child time to look at the item and then look back at you before you start signing again.

Facial Expressions

Facial expressions are phonemic in ASL. This means that changing a small expression on your face can change the meaning of your message. Use exaggerated facial expressions with a Deaf child who is first learning how to sign.

Sign On Object

Similar to the concept of signing on a Deaf child's body, you can sign directly on objects. For example, if a teddy bear is "upset," sign on the bear itself. Or, if you're counting with the child, sign the numbers on the objects as you count.

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3. ASSISTIVE LISTENING TECHNOLOGY

A number of technical aids and equipment are available to assist the student who is Deaf or Hard of Hearing in accessing the curriculum. As language and listening are key elements in the daily routine of the classroom – hearing aids, Bone Anchored Hearing Aids (BAHA), cochlear implants, and other assistive listening technology such as Roger™/FM Systems - are critical to the student's success. Some basic information on what the hearing aid can and cannot do will increase your comfort level with this technology.

HEARING AIDS

Hearing aids simply amplify **all** sounds, as a result they amplify speech and background noise, which can be problematic for some hearing aid wearers. Furthermore, the increase in sound does not mean that you can assume the student with hearing aids has normal hearing. Sound may be distorted, and in addition, as the distance from the sound source increases, particularly in a noisy environment, it becomes increasingly difficult to distinguish between speech and background sounds. A personal hearing aid works best within a 2 to 3 metre radius. Beyond that, other background noise will interfere. It is important to be aware of this range for direct instruction and group activities. The degree of benefit is also dependent upon the degree of hearing loss. No amount of amplification will help if the loss is so profound that little residual hearing remains in certain frequencies. The information you receive from the audiogram will help determine what information your student can gain, given optimum listening conditions and appropriately functioning hearing aids. To conclude, hearing aids:

1. Will not restore normal hearing;
2. Will amplify all sound;
3. Must be in excellent working condition; and
4. Must be worn consistently.

BONE ANCHORED HEARING AIDS (BAHAs)

Bone Anchored Hearing Aids are either worn on a soft band or are surgically implanted and work through direct bone conduction. BAHAs are usually worn by DHH people with “chronic middle ear disease that is resistant to further medical or surgical intervention or patients with congenital malformation of the outer and/or middle ear (ex. atresia and microtia). [Individuals] with profound, unilateral sensorineural hearing loss with normal hearing in the unaffected ear (also known as single sided deafness).” (University of Manitoba:

http://umanitoba.ca/faculties/health_sciences/medicine/units/otolaryngology/8535.html#Bone_Anchored_Hearing_Aids).

COCHLEAR IMPLANTS (CI)

A Cochlear Implant (CI) is a small electronic device that helps some severe to profoundly deaf people by doing the job of the damaged or absent nerve cells that, in a normal ear, make it possible to hear - that is, the CI makes sound. It involves a surgical process whereby a surgeon puts the cochlear implant under the skin behind the ear and inserts electrodes inside the cochlea in the inner ear. The implant has two parts:

- A **sound processor**, an external piece, is worn behind the ear. A magnet holds it in place over the implant that is under the skin, the sound processor has a microphone that picks up sounds from the environment. The transmitter then changes the sounds into electrical signals, which are then sent to the receiver.
- The **cochlear implant receiver**, the internal piece, is located under the skin behind the ear. The receiver has an electrode array, inserted in the cochlea that picks up the electrical signals and sends them to various parts of the auditory nerve ([Guide to Inclusive Education for Surrey Schools: Embracing Diversity, Equity, and Inclusion](#)).

Cochlear implants have been shown to improve a person's ability to understand speech and speak clearly. Unlike hearing aids, cochlear implants do not make sounds louder, but rather, improve how well you hear sound.

ROGER™/FM SYSTEM

Students typically arrive in class with personal hearing aids and/or cochlear implants, and they may also be provided with a Roger™/FM system. A Roger™ system consists of a microphone for the speaker's and a receiver to be worn by the student. Properly functioning Roger™/FM systems project the sound of the speaker's voice directly into the student's ears, without the pollution of background noise. Students fitted with Roger™/FM systems should come to you with a support system in place. When using a Roger™/FM system, remember to speak in a normal tone of voice with the microphone approximately 14 cm from your mouth. Your voice will be amplified, however, please remember that no hearing aid will allow your student to hear exactly as s/he would if he or she had typical hearing.

A TDHH will ensure that you have all of the information you will require in order to use and troubleshoot the equipment. Remember to ask that they provide you with an in-depth checklist of "What to do when..." for the specific equipment assigned to your student.

ADDITIONAL LISTENING DEVICES

Dynamic (Roger™) Soundfield Tower projects your voice to the classroom. All students will be able to hear the speaker's voice.

Pass around DynaMic Roger™. When passed around from speaker to speaker, the student will be able to hear speaker's voice, and the primary speaker may keep the transmitter on without having to pass it from speaker to speaker.

Roger Select™: Roger Select™ is a small round microphone that can be connected to student's Roger™ receivers. It may be used in a directional mode for single speakers, or in omnidirectional mode when the student is working in a group.

NOTES FOR WORKING WITH TECHNOLOGY

- A Roger™/FM system will usually transmit for a distance of approximately 45 metres. The clarity of the signal and the amount of information received depend on the student's hearing level and ability to process the information s/he hears. The student may need to have a clear view of the speaker's mouth to receive all of the information.
- The gymnasium or outdoor field trips may be difficult listening environments even though the Roger™/FM system has an extended range. Encourage speakers in assemblies to wear the microphone.
- For in-class discussions, pass the transmitter to the speaker or, if working in small groups, place it in a central location (e.g., the middle of the table), or utilize the pass-around mic.
- Encourage the student to take responsibility for the daily charging of the equipment, as appropriate. Either you, or another adult, will need to check that it is in good working order each morning.
- It is necessary to have a ready supply of batteries available. Your student is expected to provide them for his/her personal hearing aids. Batteries for iSense™/Roger™ Focus receivers may be obtained through the TDHH.

Ask your TDHH for a checklist to assist with troubleshooting the equipment. Keeping it close to the area where the system is charged is helpful for other adults working with you.

Assistive Listening Technology

Roger/Inspiro Transmitter



Roger Touchscreen Mic



Dynamic Soundfield Tower:
for classroom use



Phonak pass around mic: for
group discussions – sounds go
directly into students' receivers



Personal Assistive Technology

Roger/FM Inspiro Transmitter



Roger Touchscreen Mic



MLx/Roger receiver: for
students with hearing aids



Types of Receivers

Roger receiver: for students
with cochlear implants



iSense/Roger focus: for
students with
unilateral hearing



Roger receiver on Oticon
Medical streamer: for
students with outer/
middle ear concerns and
wears BAHA



4. TERMINOLOGY

American Sign Language (ASL): The native language of most deaf adults in North America. ASL is a distinctive visual-spatial language with its own grammatical rules and syntax, which are not derived from any other written or spoken language.

Assistive Listening Devices: Technical aids for the Deaf or Hard of hearing.

Roger™/FM System: Includes a transmitter and receiver(s) that are worn with hearing aids and/or cochlear implants.

Audiogram: A graph that provides a picture of the amount of hearing; hearing levels are recorded in decibels (loudness) for each frequency (pitch) tested.

Auditory Discrimination: The ability to perceive and identify individual sounds.

Auditory Learning (Auditory Training): Specific attention focused on specific speech or environmental sounds to optimize residual hearing.

Auditory Management: Includes all aspects of the student's environment which impacts on maximizing residual hearing

Closed-Caption Decoder: A device which when attached to a visual display that may be set to make the captions appear.

Closed-Captioning: Subtitles that enable viewers to read the dialogue of a television program, video, or film.

Conductive Hearing Loss: Damage or obstruction in the outer or middle ear resulting in reduced conduction of sound to the inner ear. This loss is most commonly caused by ear infection (e.g., otitis media) which in the majority of cases can be cleared by medical treatment.

Deaf (capital D): References the Deaf Community.

Deaf Community: A separate linguistic and cultural group of deaf individuals who use ASL for communication.

Deafness: A hearing difference such that linguistic information cannot be processed through the ear, with or without a hearing aid.

Decibel (dB): A unit of measurement for the intensity of sound finger spelling - a system of forming the letters of the alphabet and numbers with hand shapes.

Finger Spelling: ASL signs that corresponds to each letter in the English alphabet.

Free-field System: A wireless microphone, worn by the teacher, transmits amplified sound to speakers placed strategically around the classroom.

Frequency: The number of times a sound wave vibrates in a second, measured in Hertz.

Hard of Hearing: Those people who usually, with the use of a hearing aid, have sufficient residual hearing to process auditory linguistic information.

Hertz/Hz: A unit of measurement that describes the pitch of a sound. The number of Hertz corresponds to the number of vibrations per second.

Visual Language Interpreter (VLI): A person who facilitates communication between the student who is Deaf or Hard of Hearing, and hearing peers, service providers, teachers. The communication mode (ASL, Manually Coded English) must be aligned with the student's learning program.

Manually Coded English (MCE): An umbrella term that refers to all English-based sign systems. ASL features and finger spelling are incorporated into signs that follow English syntax and grammar to try to present a more conceptually accurate message.

Message Relay Center (MRC): A service provided by a telecommunication provider that relays telephone messages from a telephone user to a TTY user (consult the telephone directory).

Residual Hearing: Hearing which remains after a person has experienced a hearing loss.

Sensory-Neural Hearing Loss: Often referred to as nerve deafness, which cannot be cured by medical treatment.

Signed English: A system of gestures and signs that follows English syntax and grammar, yet *unlike ASL* is not a language.

Speech Range/Zone: The range of spoken language that can be heard by the human ear, occurring between the frequencies of 250 Hz to 4000 Hz (refer to audiograms on page 6).

Speech Reading: The use of lip movements, facial expressions, and body language to determine the speaker's meaning.

Text Telephone/Telecommunication Device for the deaf: A teleprinter, an electronic device for text communication over a telephone line, that is designed for use by persons with hearing or speech differences.

5. RESOURCES

Your work with students who are Deaf or Hard of Hearing may lead to further questions and a desire for more information. Persons knowledgeable about hearing loss will be able to provide you with current research and literature for your interest, and lists of learning resources to support your student's learning.

WEBSITES

1. [*Guide to Inclusive Education for Surrey Schools: Embracing Diversity, Equity, and Inclusion*](#)
2. [Equipment sheet](#)
3. [TDHH Teacher Flyer](#)
4. [Relationship of Hearing Loss to Listening and Learning Needs](#) (as specific to student)
5. [Provincial Service Providers \(services can be requested by the District, classroom teacher, school-based administrators, or TDHHS\):](#)

❖ [*Provincial Deaf and Hard of Hearing Services \(PDHHS\)*](#)

PDHHS is a provincial government organization dedicated to supporting the diverse and multicultural goals of deaf, hard of hearing and deaf-blind individuals and their families within an ASL and English environment. PDHHS creates opportunities for:

- Deaf, hard of hearing, and deaf-blind individuals to explore and achieve their personal goals;
- Families to connect with resources that sustain strong and caring relationships;
- Communities and professionals to work in partnership in meeting the principles of human rights, equality and life-long learning; and
- Full access for all British Columbians.

❖ [*Provincial Family Services \(PFS\)*](#)

PFS is a program within Provincial Deaf and Hard of Hearing Services that provides integrated and immersive services that reflects a one-stop approach to supporting families with school age deaf and hard of hearing children, youth and young adults up to age 24 through PDHHS.

❖ [*Provincial Outreach Program: Deaf and Hard of Hearing \(POPDHH\)*](#)

The focus of the POPDHH is to collaborate with school districts in meeting the needs of all deaf and hard of hearing (DHH) learners. Through collaborative consultation, POPDHH supports educational teams in addressing the unique communication and learning styles of individual DHH students.

To reach every student's potential, POPDHH promotes goals of language development, literacy, numeracy, cognitive development, self-advocacy, and self-confidence in becoming responsible, global citizens.

6. [Gallaudet University](#)

- ❖ [A Guide for Interpreters - Classroom Interpreting for Students Who are Deaf or Hard of Hearing](#)
- ❖ [A Guide for Administrators - Classroom Interpreting for Students Who are Deaf or Hard of Hearing](#)
- ❖ [A Guide for Teachers - Classroom Interpreting for Students Who are Deaf or Hard of Hearing](#)
- ❖ [A Guide for Parents - Classroom Interpreting for Students Who are Deaf or Hard of Hearing](#)
- ❖ [A Guide for Students - Classroom Interpreting for Students Who are Deaf or Hard of Hearing](#)
- ❖ [Literacy Assessment Tools for the Deaf Community](#)

- 
- ❖ [Visual Language and Visual Learning Summary of Research Briefs](#)
 - ❖ [Educating Students Who Are Deaf or Hard of Hearing: A Guide For Professionals in General Education Settings](#)
 - ❖ [Fifteen Principles for Reading to Deaf Children](#)
 - ❖ [The Importance of Fingerspelling for Reading](#)
 - ❖ [Advantages of Early Visual Language](#)
 - ❖ [Visual Attention and Deafness](#)
 - ❖ [Reading and Deaf Children](#)
 - ❖ [Children with Cochlear Implants](#)
 - ❖ [Family Involvement in ASL Acquisition](#)
 - ❖ [Maximizing Language Acquisition: ASL and Spoken English](#)
 - ❖ [Research Study Finds Language Deprivation, Communication Neglect Increase Deaf Children's Risks for Heart Conditions, Depression, and Other Diseases](#)
7. [Classroom Accessibility for Students who are Deaf and Hard of Hearing](#)
 8. [What You Don't Know Can Hurt You: The Risk of Language Deprivation by Impairing Sign Language Development in Deaf Children](#)
 9. [Overcoming Barriers to the Involvement of Deafblind People in Conversations About Research: Recommendations From Individuals With Usher Syndrome](#)
 10. [Troubleshooting Personal Assistive Listening Devices](#)
 11. [Student Tip Sheet in the Classroom](#)
 12. [Sample Summary Guide for Group Activities](#)
 13. [Avoiding Linguistic Neglect of Deaf Children](#)
 14. [Language deprivation in deaf children](#)
 15. [Deafblind Children](#)
 16. [Educational Programming for Students who are Deafblind](#)
 17. [A Qualitative Evaluation of the National Expert Team Regarding the Assessment and Diagnosis of Deafblindness in Sweden](#)
 18. [Assessment of a Communication Assistive Technology for Individuals with Deafblindness: A Case Study](#)
 19. [Transfer – From Knowledge to Action - The Sense of Being a Competent Partner to Persons with Congenital Deafblindness](#)
 20. [Communication Partner Skills](#)
 21. [Literacy Skills Checklist](#)
 22. [Assessing Communication and Learning in Young Children Who are Deafblind or Who Have Multiple Disabilities](#)
 23. [Communication Matrix](#)
 24. [Language 1st](#)
 - ❖ [Language First Guiding Principals \(free\)](#)
 - ❖ [Language Opportunities chart \(free\)](#)

25. [Hands and Voices](#) - *Here are a couple of checklists from Hands & Voices re kindergarten readiness. Without any detailed assessment information to go on, these checklists might support the need for a language enhancement setting, at least initially:*
- ❖ https://www.handsandvoices.org/pdf/PARC_2011_ReadinessChecklists.pdf
 - ❖ https://www.handsandvoices.org/pdf/parent_checklist.pdf
26. [Northern Sign Research; ASL language assessment tools: October they have online workshop for how to provide ASL assessments. Must be in fluent ASL](#)
27. [Charlotte Ens – TedxTalksUManitoba \(18 min YouTube on Language\)](#)

TEACHERS OF THE DEAF & HARD OF HEARING

WHAT A TEACHER CAN DO:

- Speak clearly at a normal pace (not too fast; not too slow)
- Reduce noise levels
- Visuals, visuals, visuals to support learning
- Preteach, post teach, repetition, repetition, repetition
- Close classroom door to reduce outside noise
- Optimal listening distance is within 3-6 feet
- Indicate name of student who is speaking so HH student knows where to look. Paraphrase other students comments
- Clear line of vision to speakers face so student can speechread & get meaning clues
- Use closed captions/ subtitled videos

SURREY SCHOOLS DISTRICT # 36

PROVIDE ACCESS TO THE CURRICULUM:

A CHILD MUST BE ABLE TO HEAR CLEARLY
AND CONSISTENTLY IN ORDER TO LEARN.

AN ASL USER MUST HAVE ACCESS TO AN
INTERPRETER IN ORDER TO LEARN.

GOOD TO KNOW:

Listening with a hearing loss is
tiring.

Announcements need to be
repeated/ paraphrased/ posted

Taking notes and reading lips is
difficult.

Do not be fooled by the head
nodding 'yes' #expertbluffers

Teacher and peer use of FM/DM

Say "What do you need to do?" (not
"did you hear me?" or other yes/ no
questions)

Putting on their hearing aids/ CI is like
"opening the doorway to their
brain" (Carol Flexor, Audiologist)

ASL/ Sign Language is an official
Language.

**IF YOU SUSPECT A STUDENT
HAS A HEARING LOSS,**

CONTACT/GOOGLE:

Fraser Health

"Community Pediatric

Audiology and

Speech Language Request"

WE, SURREY TDMHS, ARE:

ANGELA DENNSTEDT

ANNIE LEHBAUER

DAVID SAMBORSKY

JOY GONG

KIM PATRICK

LAURIE JEFFREY

LEELA MATTU

LEONARDA EHL

SHELLEY WILLIAMS

TERRY BELTON



TROUBLESHOOTING PERSONAL ASSISTIVE LISTENING DEVICES

Hearing Aids

| | |
|---|--|
| <i>No sound</i> | <ul style="list-style-type: none">➤ Check that the power is on.➤ Check the tube or earmold for cracks or wax blockage.➤ Check the ear mold for moisture.➤ Replace the battery. |
| <i>Weak, distorted, static, intermittent sound, or feedback (loud squeal)</i> | <ul style="list-style-type: none">➤ Clean and check the battery contacts.➤ Check for clogged earmolds or excess ear wax.➤ Check for properly fitting earmolds (<i>young children often outgrow their earmolds</i>).➤ Replace the batteries. |

If the hearing aids do not function after trying the above suggestions, inform the TDHH and/or parent/guardian.

Cochlear Implants

| | |
|--|---|
| <i>No sound</i> | <ul style="list-style-type: none">➤ Check that the power is on.➤ Check that the coil is still attached.➤ Check that the cable is not broken or bent.➤ Replace the battery. |
| <i>Weak, distorted, static or intermittent sound</i> | <ul style="list-style-type: none">➤ Check the sound processor body for cracks or damage.➤ Check the battery door.➤ Check the cable for damage.➤ Replace the mic covers. |

Bone Anchored Hearing Aids

| | |
|--|---|
| <i>No sound</i> | <ul style="list-style-type: none">➤ Ensure that the sound processor is turned on by completely closing the battery compartment.➤ Make sure the battery is inserted correctly.➤ Replace the battery.➤ Turn up the volume. |
| <i>Static, distorted, intermittent sound, and feedback (loud squeal)</i> | <ul style="list-style-type: none">➤ Ensure that items such as eyeglasses, helmets, etc. do not come into contact with the Baha sound processor housing.➤ Make sure the battery door is completely closed.➤ If none of the above resolves the issue, programming adjustment may be needed. Please see your audiologist.➤ Use a Dry Aid Kit overnight to remove any moisture in the sound processor. |

Roger™/ FM System

| | |
|---|---|
| <i>No sound</i> | <ul style="list-style-type: none">➤ Turn the power switch on.➤ Recharge the FM/Roger™ transmitter.➤ Check that the receivers are properly attached to the hearing aids, CI, and BAHA and paired with the transmitter.➤ Check that each microphone and student transmitter have the same frequencies (FM Inspiro™ only).➤ Check that mic cord is properly connected to the transmitter.➤ Recharge or replace batteries on the students' personal listening devices. |
| <i>Weak, distorted, static, intermittent sound, or feedback sound</i> | <ul style="list-style-type: none">➤ Check for water or wax, or clogs in the earmold.➤ Recharge transmitter or replace batteries on personal listening devices.➤ Check for broken cords.➤ Clean and check the battery contacts.➤ Check for properly fitting earmolds. |
| <i>A charger that isn't charging</i> | <ul style="list-style-type: none">➤ Check that the charger is plugged in to the wall socket.➤ Check that the wall socket is active.➤ Check that the teacher microphone is turned off and properly placed in the charger.➤ Clean charge contacts. |

If the FM system does not function after trying the above suggestions, do not let the student wear it. Inform the TDHH.

STUDENT TIP SHEET IN THE CLASSROOM

Sample Reflective Guide for Self-Assessment

Date: _____ Student Name: _____

Subject _____

The purpose of this work was: _____

Next time I would like to: _____

What I like best about what I did was: _____

From this work I learned: _____

The main ideas for me to remember include: _____

Questions I still have about this assignment are: _____

The teacher's comments and suggestions are: _____

Other notes and reminders to myself are: _____

SAMPLE SUMMARY GUIDE FOR GROUP ACTIVITIES

Student's Name: _____

Members in our group: _____

Our group's task was: _____

My contribution to the group was: _____

The main topic of our talk was: _____

Some of the main ideas were: _____

Communication skills I practiced during the group were: _____

Next time I work in a group I would like to: _____

Questions I still have for our group are: _____

Strategies we used together as a group include: (check the relevant ones)

☐ Brainstorming

☐ Writing

☐ Listening

☐ Note taking

☐ Problem Solving

☐ Finding Common Goals

☐ Discussion

☐ Interviewing

☐ Sharing Work

ADVOCACY SKILLS FOR DEAF OR HARD OF HEARING STUDENTS

Typically students are able to perform the skills at the grade levels below, however, this is not always the case. Please work with your teacher of the Deaf or Hard of Hearing to note where your student is at in relation to each area (regardless of grade level) and complete at least once per school year.

Student Name _____ School _____ School Year: _____

Date of Birth _____ Teacher of the Deaf and Hard of Hearing _____

PART 1 - UNDERSTANDING HEARING LOSS

(Part 1 of 5)

| GRADES K-2 | Emerging | Mastery | Not Applic. |
|--|--------------------------|--------------------------|--------------------------|
| Recognizes that he/she has a hearing loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Can identify "better" ear if applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware of needs related to hearing loss (watch speaker, preferential seating, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizes audiogram from other charts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware of basic information on an audiogram | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware that he/she is not the only one who has a hearing loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware that environmental sounds may damage hearing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 3-5 | Emerging | Mastery | Not Applic. |
| Knows the three parts of the ear (outer, middle, inner) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knows types of hearing loss (conductive, sensorineural, mixed) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knows cause of his/her hearing loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knows age of onset and age of identification | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands the basic language of an audiogram | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies the L or R marking on an audiogram | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware of the basic terms related to hearing loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refers to self as hard of hearing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knows that his/her hearing loss is stable, progressive, or is irreversible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizes that people with hearing loss use a variety of communication strategies (speech, ASL, Signed English) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware that hard of hearing people and hearing people are similar in almost every way | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explains to teacher and peers difficulties associated with hearing loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware of ways to protect and conserve hearing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 6-8 | Emerging | Mastery | Not Applic. |
| Identifies parts and functions of the ear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies his/her type and degree of hearing loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explains audiogram in terms of his/her functional hearing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explains aided and unaided hearing loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands speech reception threshold scores shown on an audiogram | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Talks comfortable about his/her hearing loss with peers/others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands that feelings about hearing loss may impact the overall self image | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| Accepts his/her loss and its permanency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knows that hard of hearing people are capable of major accomplishments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware of myths and misconceptions about hard of hearing individuals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PART 2 - AMPLIFICATION MANAGEMENT (Part 2 of 5) | | | |
| GRADES K-2 | Emerging | Mastery | Not Appic. |
| Understands how hearing aids/amplification system help | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Accepts and uses hearing aids/amplification system as directed by an adult | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses earmolds appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Puts on and takes off amplification equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Asks an adult for help with hearing aid/amplification system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indicates when amplification equipment is not working | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Stores hearing aids correctly when not in use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Checks batteries and changes as needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleans/cares for personal earmolds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knows how to turn on/off hearing aids and use the volume control, if available | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gives teacher, speaker/peer the microphone; with reminders, if necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands that hearing aids/amplification systems are expensive and valuable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 3-5 | Emerging | Mastery | Not Appic. |
| Wears hearing aids/amplification system consistently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explains why and when hearing aids/amplification system is needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gives speaker the microphone independently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensure speaker is utilizing the microphone appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Charges FM daily | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Keeps hearing aid(s) in good working order | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleans earmolds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knows battery size needed and keeps a supply at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Manages all controls properly (on/off, t-coil, programs, volume, teacher mic) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Begins to troubleshoot when amplification is not working (static, intermittency, spill over of signal) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indicates when auditory stimulus is not loud enough | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indicates when background noise interferes with audition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands that amplification system is expensive and valuable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Requests help with amplification system when necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Names the main parts of the hearing aids/amplification system and their purpose | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 6-8 | Emerging | Mastery | Not Appic. |
| Uses hearing aids/amplification system switches and volume control in various learning situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Monitors and maintains own equipment on a daily basis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PART 3 - RESOURCES AND TECHNOLOGY*(Part 3 of 5)*

| GRADES K-2 | Emerging | Mastery | Not Applic. |
|---|--------------------------|--------------------------|--------------------------|
| Knows the people who help him/her in school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Has seen a person using a phone amplifier, TTY or Video Relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware of the basic function of a TTY phone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware that the captions represent the spoken word | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Responds correctly to emergency (fire/smoke) alarms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 3-5 | Emerging | Mastery | Not Applic. |
| Knows names and roles of school staff members who can help with problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knows that a variety of interpreters (oral, sign, cued speech) are used in a variety of situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware of alarm clack and hard of hearing people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses TTY or amplified phones with some assistance, including etiquette and procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizes that closed captioned programming is available | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognized the symbol used to indicate closed captioned programs in the TV guide and on videos/DVDs/CDs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizes which assistive technology might be personally appropriate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Locates and responds to altering devices such as flashing/strobe light fire alarms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 6-8 | Emerging | Mastery | Not Applic. |
| Knows who to seek out for help at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizes that deaf and hard of hearing people have legal rights in accessing public places | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware of agencies/resources for hard of hearing people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizes that the option for an interpreter is available for after-school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses phone amplifier, TTY, or Video Relay services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses SD Relay Services appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knows how to access and use closed captioning on a television | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies purpose and function of technology such as assistive listening devices and alerting systems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses and cares for personal assistive technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 9-11 | Emerging | Mastery | Not Applic. |
| Uses school staff as a resource for information about post-secondary education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies names of agencies/resources/community activities serving hard of hearing clients | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PART 4 - COMMUNICATION STRATEGIES*(Part 4 of 5)*

| GRADES K-2 | Emerging | Mastery | Not Applic. |
|--|--------------------------|--------------------------|--------------------------|
| Sits themselves preferentially with adult assistance (good visual, near speaker, aware from noise) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizes when hearing or understanding does not happen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses I-statements with adult assistance (I need you to look at me when you talk) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands the need to clarify auditory information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| Attempts to locate the source of sounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 3-5 | Emerging | Mastery | Not Applic. |
| Seats themselves preferentially independently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Restates auditory information consistently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attends to the speaker visually and auditorily (body language, speech reading, wait time) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tells the speaker when he/she doesn't understand, independently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses I-statements independently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Avoids bluffing when hearing/understanding are not clear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware of how physical environment affects communication (carpeting, acoustical tile and lighting) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scans environment for use cues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lets speaker know what to do to maximize communication (speak louder, speak slower, look at listener) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware of situations which make it hard to speechread and listen in classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware of speechreading and its benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware of signal-to-noise ratio and its impact | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware of impact on own ability to understand when seated too far away from the speaker | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware that their hearing loss affects receptive and expressive communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 6-8 | Emerging | Mastery | Not Applic. |
| Requests written reinforcement of instruction/transcript or closed captions for films/videos, etc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes necessary adaptations to maximize listening and communication in community situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Names and explains accommodations in physical environment of classroom that can affect communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Requests preferential seating independently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explains speechreading and signal-to-noise ratio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Names situations which make it hard to speechread and listen in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates troubleshooting communication skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PART 5 - PERSONAL AND INTERPERSONAL SKILLS (Part 5 of 5) | | | |
| GRADES K-2 | Emerging | Mastery | Not Applic. |
| Meets other hard of hearing children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies feelings associated with having a hearing loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aware of appropriate social behaviours in informal situations with peers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies 2 or 3 main areas of interest and/or ability (academic, social, artistic, sport) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knows that all people, regardless of hearing ability, are more similar than different | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 3-5 | Emerging | Mastery | Not Applic. |
| Meets or corresponds regularly with other hard of hearing children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies feelings associated with having a hearing loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lists, with guidance, strategies for dealing with feelings associated with hearing loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands information situations with peers, including understanding body language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| Discusses, with guidance, concerns such as involvement in activities or interest/ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lists, with guidance, adaptations and behaviours to foster successful participation in interest/ability activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Participates in at least one activity related to area(s) of interest or ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describes ways in which he/she is similar to other people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 6-8 | | | |
| Meets/corresponds regularly with other hard of hearing students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discusses feelings associated with having a hearing loss and strategies for dealing with them, with family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies social, interest, and ability groups to which he/she belongs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discusses concerns such as involvement in activities or interest or ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lists, with guidance, his/her behaviours and attitudes that foster successful participation in activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Participates in at least one activity related to area(s) of interest or ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GRADES 9-11 | Emerging | Mastery | Not Applic. |
| Interacts comfortably with people with varying hearing abilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discusses his/her hearing loss and associated feelings with family and friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describes personal benefits of participation in groups to which he/she belongs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describes impact of hearing loss on participation in groups to which he/she belongs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |