**COMMUNICATION IN THE CLASSROOM**



ARRANGE YOUR CLASSROOM TO ENCOURAGE COMMUNICATION!

The learning environment is an important consideration for all students. Keep the following requirements in mind when deciding where to place your hearing impaired child.

* Have the student’s attention before speaking.
* The student should have a clear view of the faces of the teacher and the other students.
  + Be at student’s eye level
  + Maintain eye contact
  + Keep mouth clearly visible
    - Avoid covering face or mouth
    - Stand still when talking
    - Face the student
* Students with hearing aids should be seated away from sources of environmental noise, such as air conditioners or movie projectors.
* When possible, do not seat the student facing bright lights or windows where a glare will make it difficult to see the faces of others.
* Stay within close range of hearing impaired students (3-4ft).
* Remember that the best place for a hearing impaired student may change with the teaching situation. Make sure the student feels free to move around the room for easiest communication.

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HELP HEARING IMPAIRED STUDENTS PARTICIPATE IN CLASSROOM DISCUSSION.

* When possible have students sit in a circle.
* Remind students to speak one at a time.
* Be cognizant of the student’s language and vocabulary level.
* Introduce topic of discussion.
* Repeat and summarize discussion questions and points made by students.
* Check comprehension often through open-ended questions.
* Point to the student who will speak next. Wait for your hearing impaired student to locate the speaker.

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REPAIR STRATEGIES FOR IMPROVING COMMUNICATION IN THE CLASSROOM.

**If the student does not understand:**

* Repeat the message, emphasizing the key words. Try to face the student, stay at close range, within 3-4 feet. Use appropriate facial expressions and talk at a moderate pace.
* Rephrase the message. When possible, restate the message using different vocabulary, sentence structure, or simpler language.
* Demonstrate or act out the message when you can. Use visual cues as well.
* Write the message or key words of the message on the board or on paper.

**If you do not understand the student:**

* Ask the student to repeat the message.
* Ask the student to rephrase or restate the message.
* Repeat the part you did understand and have the student continue.
* Ask a question, do not pretend to understand.
* Encourage the student to gesture or clarif.

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**DO’S** THAT WILL HELP HEARING IMPAIRED STUDENTS.

DO use attention-getting techniques when they are needed: touch student lightly on the shoulder, wave your hands, or flash lights in the classroom.

DO use visual aids as much as possible (an overhead, charts, maps, photos).

DO use captioning whenever possible and face your student when using visual aids or technology.

DO write key words, new vocabulary and homework on the board.

DO provide student with written rules and expectations of the class.

DO provide a written summary or outline of material, homework assignments, projects or power points.

DO assign a note taker if needed.

DO assign a “buddy”.

DO make a substituted teacher folder with suggestions regarding the hearing impaired student.

DO keep itinerant teacher and parents aware of new vocabulary or concepts.

DO expect the hearing impaired student to accept the same responsibilities for considerate behavior, homework, and dependability as you require of others.

DO keep regular and frequent communication with the itinerant teacher concerning the students. If you have concerns, please let me know.

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**DON’TS** TO KEEP IN MIND.

DON’T talk in an excessively loud voice. Speaking loudly may increase sound distortion for students who wear hearing aids.

DON’T talk excessively slowly; this makes speech reading more difficult.

DON’T change topic of conversation quickly without letting your hearing impaired student know the topic has changed.

DON’T talk with your back to the class; your face obstructed by a book or with a pencil in your mouth.

DON’T use yes/no questions more than necessary. Hearing impaired students become adept at guessing correctly, even when they do not know the answers.

DON’T assume by a negative facial expression or gesture that the hearing impaired student has a negative attitude. Hearing impaired students tend to display their feeling very overtly without realizing it.