



## TEACHING STRATEGIES

When teaching students who have a hearing or hearing and vision loss, there are a variety of strategies that will allow them to access the information more easily.

Some methods of presentation may require some modification so the student can receive the information in a more visual manner. The students will be receiving all information after the students who can hear, as processing the information, whether received via an interpreter or transcriber, requires what is commonly known as lag or processing time. To accommodate this process and the students' reliance on visual learning, the following suggestions may be helpful.

- ❑ Present information via overheads, chalkboards, charts and slides to assist visual learning whenever possible and write new terminology on the board
- ❑ Provide a detailed course outline including dates, chapter readings and assignments
- ❑ Give classroom handouts to the service provider first, or ideally before class
- ❑ Advise the interpreter or transcriber in advance when a video or film will be shown and whether or not it is close captioned
- ❑ Provide a light if the video or film is being interpreted
- ❑ Speak at your normal rate facing the class and keep hands/pens/papers/coffee cups away from your mouth. The service provider will ask if something needs to be repeated.
- ❑ Seat groups in a circle when possible for group discussion as this allows the student to see who is talking
- ❑ If a student is using an assistive listening device, repeat any questions asked before responding to them
- ❑ Set definite turn taking rules for discussion groups as the student cannot process two simultaneous conversations in the same way hearing students can



- ❑ Acknowledge that a note-taker is necessary as the student cannot watch the service provider and take notes at the same time
- ❑ Allow the service provider to be present at exams, to relay any needed instructions or questions or concerns that may arise during the process

**Communication tips for your office or classroom**

- ❑ Ensure that you have the student's attention before speaking. If not, tap the student's shoulder or arm, or move your hand gently.
- ❑ Maintain eye contact with the student. Do not turn away in the middle of a sentence.
- ❑ Direct your comments or questions to the student, even if a third person such as a sign language interpreter is present.
- ❑ Re-phrase a word or sentence if not understood the first time, rather than repeating the same words.
- ❑ Speak normally without 'over-enunciating' or speaking loudly unless the circumstances require it. If you tend to speak quickly, try to moderate your pace.
- ❑ Avoid communicating when moving, as facial visibility may be reduced and background sounds may be distracting.