

Potential Accommodations for Deaf and Hard of Hearing Students

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
-develop a plan with the Learning Resource Teacher, Deaf and Hard of Hearing Itinerant Teacher and Educational Audiologist -check for understanding using open ended questions (avoid yes and no questions) -reword and rephrase information-provide a “listening buddy” that could repeat instructions to the student if teacher is unavailable -interpreter (ASL, signed English, cued speech) -provide listening breaks (quiet time to complete assignments) -close proximity to teacher (within 6 feet, but not so close that difficult to see her face) -explanation of information presented of the PA system -non-verbal signals/cues -provide context: state the topic initially and clearly, then expand -provide time for daily checks of assistive devices -provide prompts during transitions for student to transfer the FM system transmitter or microphone to someone new	-minimize background noise -minimize visual noise -enhance speech reading conditions (proper lighting, do not cover your mouth, enunciating speech) -use closed captions when sharing a video or audio content with the class -teach students about noise levels (use a visual sound level meter) -assistive devices or adaptive equipment including hearing aids, HAT systems -perform daily listening checks -preferential seating (close to teacher, away from sources of noise) -reduction of audio stimuli when possible -ensure proper lighting: reduce glare of shadow on writing surfaces and speaker’s faces (close blinds to control sunlight. avoid standing in front of bright sources of light, work in well-lit areas) -use circular configuration for group discussion -improve classroom acoustics by adding more soft surfaces on	-clarification of questions on assessments -preferential seating within the classroom -use of HAT systems -extra time for test taking -interpreter or scribe -alternative settings -fewer tasks

-use of HAT (Hearing Assistive Technology) system (personal or soundfield) -use the HAT system (sharing the mic or pass-around mic) in small group settings -visual cues (gestures or ASL signs) -visual reference materials available -get student's attention before you speak (call student by name, wave your hands, flash the lights once) -face the student at all times when speaking, avoid talking to the white board -control conversation: require students to raise hands, call by name and motion in the general direction of the student selected to respond (One voice rule) -establish and maintain clear routines, support schedule with visual schedule -use manipulatives and role-play when possible -pre-teach and re-teach vocabulary when possible -send home materials for parents to pre-teach and re-teach -speak in normal tone and volume, louder is not better, use the HAT technology	floors and walls (carpets, curtains, cork-boards)	
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