

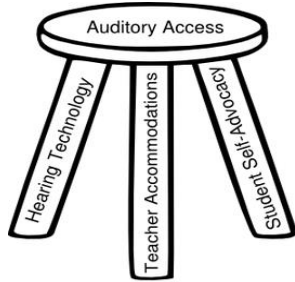


Supporting Success

for Children with Hearing Loss

Student Tommy Henderson Teacher Mrs. Moore Gr 3

Itinerant Teacher of the Deaf/Hard of Hearing Mandy Reynolds Date 3/36/15



NECESSARY SUPPORTS WORKSHEET

This student has an educationally significant hearing loss in the R / L ear. In order to fully participate and communicate as effectively as students without hearing loss, hearing technology, classroom accommodations and specific skill building is typically needed.

Issue	Example of skills we will be working on:	Once learned, he will be able to:
Following directions	<ul style="list-style-type: none"> - review language of directions - using context to figure out what to do - communication repair 	Student will apply strategies to enable him to follow directions, even when he misses part of them.
Socially awkward or isolated	<ul style="list-style-type: none"> - work on pragmatic language skills - social communication role playing - practice initiating conversation 	Student will initiate conversations with peers and respond appropriately to peer comments
Self-conscious about hearing aids/teasing	<ul style="list-style-type: none"> - discuss why people ask about devices - practice ways to respond to questions - role play how to handle teasing - develop pride in being his own 'hearing technology specialist' 	Student will be more confident about wearing hearing devices among class peers.
Reading delay	<ul style="list-style-type: none"> - strengthen foundation phonemic awareness/phonics, focusing on sounds that are difficult for him to hear 	- Student's reading fluency will improve, thereby improving comprehension.
Independence with hearing devices	<ul style="list-style-type: none"> - improve understanding of parts of the devices and troubleshooting - work toward ability to do Ling sounds with a classmate as part of daily check 	- Student's involvement in device monitoring will improve, including daily recording of data

IDEA Sec. 300.113. (a) Each public agency must ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. (b) (1) Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly. Data verifying technology function should be available if the district is monitored for IDEA compliance.

Under the Title II ADA Policy Clarification (Nov. 14, 2014) schools have the responsibility for ensuring that **communication access is as effective** for children with hearing loss as their typical peers and requires that schools must provide appropriate auxiliary aids and services so that students with hearing loss have an **equal opportunity** to participate in, and enjoy the benefits of, the services, programs, and activities of the public school district. This applies to ALL students with known hearing loss, not just those with IEPs or 504 plans.

Issue	Classroom Accommodations
Not hearing student discussion responses	<ul style="list-style-type: none"> - Teacher will repeat key information stated during class discussions - Teacher will encourage students to speak loudly/clearly during discussions
Misunderstanding directions/assignments	<ul style="list-style-type: none"> - Teacher will provide visuals when appropriate (example, written directions) - Teacher will perform comprehension checks 1:1 with student periodically
Cooperative learning	- Student's group will be allowed to meet in quiet location. FM mic to be used