

## Teacher Strategies and Recommendations

*A compilation of helpful recommendations and strategies from Speech Language Pathologists and Auditory Verbal Therapists from around the country working with children who are deaf or hard of hearing.*

1. Full time use of device is important. "Eyes open, ears on."
2. Sing, talk, and read with the child. Encourage the child to engage in singing, talking, and reading as well.
3. Include parents in speech and language therapy sessions as much as possible.
4. Communicate and collaborate with parents and other professionals to ensure carryover at home and throughout other services.
5. Encourage the child to repeat back what they heard in order to help their communication partner rephrase or highlight the pieces of missing information.
6. Brush up on your knowledge of audiology, speech acoustics, and speech perception in children with hearing loss to provide the best quality services.
7. Ensure classroom teachers are aware and follow through with classroom accommodations on the child's IEP, such as: preferential seating and FM system usage.
8. If needed, seek the support of a professional trained in teaching children with a hearing loss to listen and use spoken language.
9. Create an ideal listening environment (e.g., gain the child's attention first, be an arm's length apart from student, be on his or her level, and reduce background noise),
10. Target joint attention, turn taking, initiation, and eye contact to support child engagement.
11. Follow the "plus one" rule (i.e., add one word to the child's utterance to help expand his or her language while keeping it within his or her comprehension level.
12. Make an "auditory sandwich" when presenting vocabulary or other language (i.e., auditory only, provide the visual, auditory and visual)