



Supporting the Success of Students with Hearing Loss: A Self-Checklist for Classroom Teachers

The classroom teacher can use this self-checklist to become aware of the aspects of instructional delivery that may be problematic for students with hearing loss. Teachers of the Deaf/Hard of Hearing (D/HH) can use this checklist to identify adaptive strategies for general education teachers.	Frequently	Sometimes	Seldom	Never	Not Applicable
Do you make sure your face is clearly visible to your D/HH students during lecture-type presentations?					
Do you do frequent checks for comprehension during teacher presentations, small-group and individual work?					
Do you cue D/HH students to transitions in topics, speakers and/or activities?					
Do you pre-teach new vocabulary?					
For the question forms you typically use, do you provide students with many opportunities to practice accurate responses?					
Do you provide modeling of appropriate responses by yourself and other students?					
Do you rewrite complex materials to ensure comprehension of key concepts?					
Do your D/HH students understand the classroom "environmental print": bulletin board display, rules and policies, content-supporting materials, etc.?					
Do your D/HH students understand the language related to your daily rituals and routines: songs, chants, rhymes, games, etc.?					
Do you familiarize your D/HH students with test-taking behaviors, key vocabulary, response formats, etc. to allow them maximize their demonstration of skill/knowledge?					
Do you help your D/HH students connect previous learning and experiences to new content?					
Do you vary your lesson presentations to include visually-based and hands-on options?					
Do you determine the status of your D/HH students' hearing on a day-to-day basis so you can accommodate for fluctuations?					
Do you optimize the use of your students' residual hearing by making sure their amplification is in good working order and in use?					

Age Range: All Grades

Kathleen A. Arnoldi, 2011