

Part 1: Websites and YouTube Addresses for Tips Readers

You are receiving this e-mail because you have a student with hearing loss in your class.

Here are some hearing loss simulations that you may find interesting.

Flintstones clip with various degrees of hearing loss:

<https://www.youtube.com/watch?feature=endscreen&v=TD5E88fFnxE&NR=1>

Sample spelling test with mild hearing loss:

<https://www.youtube.com/watch?v=pPoaFQGptVU>

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class.

For a great auditory demonstration of the difference between listening with and without FM:

1. Click on the following link:
http://www.utdallas.edu/~thib/fm_wav.html
2. Each link opens an audio file of a sentence being spoken under various listening conditions:
 - a. “Environmental microphone only” simulates how a student hears under the specified conditions with just their hearing aids on.
 - b. “Environmental and FM microphones” simulates how a student hears under the specified conditions with their hearing aid on and the speaker wearing the FM microphone.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class.

Here's a fantastic demonstration of FM in the classroom:

<http://www.youtube.com/watch?v=ln8NHZVfJkQ&feature=related>

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class.

Here are some testimonials from parents and kids:

<http://www.youtube.com/watch?v=V-rWfOjZPyU>

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class.

A couple of more great websites to explore are:

www.phonak.com

www.oticonusa.com

<https://www.cochlear.com/us/home>

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

From the mouths of babes — this young lady makes clear the role you play in the success of students with hearing loss.

<http://kaneclosures.blogspot.com/2012/03/my-child-advocate.html?spref=fb>

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

Part 2: Staff Tips

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

You are a very big link in the chain of people supporting your student with hearing loss in her quest to become the best listener, language user, advocate and learner she can be. The weekly tips you will be receiving are suggestions on how to better address her needs relevant to her hearing loss. It is not meant to stifle your individual style or creativity; rather, it is meant to support you in creating an educational setting in which a child with hearing loss has the best possible opportunity to succeed using audition and spoken language.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Correct placement of the microphone is the number one strategy you can use to assure that your student with hearing loss has access to the information in your class. Be sure to clip the top of the lapel mic 6-8 inches directly below your mouth.

OR

Correct placement of the microphone is the number one strategy you can use to assure that your student with hearing loss has access to the information in your class. Be sure to clip the top of the lapel mic 6-8 inches directly below your mouth with the microphone screen facing outward.

OR

Correct placement of the microphone is the number one strategy you can use to assure that your student with hearing loss has access to the information in your class. Be sure the microphone is positioned on the strap so it is 6-8 inches directly below your mouth and the screen is facing outward.

OR

Correct placement of the microphone is the number one strategy you can use to assure that your student with hearing loss has access to the information in your class. For the lapel mic (secondary-joined the network), be sure to clip the top of the lapel mic 6-8 inches directly below your mouth with the microphone screens facing outward. For the loop mic (initiator), snugly fit around your ear with the boom situated so that it is close to your mouth. You can pull the loop to make it tighter around your ear, and you can adjust the boom forward or backward.

OR

Compose your own directions for other types of microphones

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

When the student with hearing loss is working independently, the transmitter should stay with them on their desk. That way, the various people who need to communicate with them (for example, teacher, para or peers) will always be able to pick up the mic and have clear communication with the student. The classroom teacher must remember to put on the transmitter and correctly position the mic when she begins teaching the whole class again.

OR

When the student with hearing loss is working independently, the secondary transmitter should stay with them on their desk. That way, the various people who need to communicate with them (for example, teacher, para or peers) will always be able to pick up the mic and have clear communication with the student. The classroom teacher must remember to mute and activate as needed. (If a para will be communicating with your student at the same time that the teacher is talking, reverse the microphones so that the para is using the initiator that is kept on the desk. That way, for the time that the initiator is being spoken into, the para support can be heard instead of the teacher's voice.)

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Here's an easy but very effective way to maintain a quieter acoustic environment in your classroom – shut the door! It's amazing how much noise is produced by students walking by. You can eliminate those unnecessary snatches of shuffling sneakers, tidbits of conversation, giggles, etc. by simply keeping the door to your classroom closed.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Remember to mute when helping another student working independently or when you are making comments that your student with hearing loss doesn't need to or should not hear. Of course, you must then remember to activate the microphone to include your student with hearing loss in the lesson once more. Your student is expected to remind you to mute and activate as appropriate.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Your student will find it easier to speechread if you avoid chewing gum, avoid putting papers or your hands in front of your face, and - if you have one - keeping your beard and moustache well-trimmed.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

In order to enhance speechreadability, please give your directions from an area where your student with hearing loss can view your entire face straight-on, not just your profile.

Thank you for all that you do to help support your student with hearing loss.

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Watching videos during class can pose a unique challenge to students with hearing loss. It is helpful for the student with hearing loss to view it multiple times. Imagine that you must read captions to access the verbal content of a show or movie. As your eyes dart back and forth between the images on the screen and the text below, you are bound to miss parts of each. Sending the link to the student prior to class to give them the opportunity to prepare ahead of time is very helpful. Additionally, providing notes pages is important so the student has written access to any information from the video that they will be responsible for knowing. Never ask a student with hearing loss to take their own notes during a video, as looking down to write pulls their eyes away from the screen and causes them to miss information.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

As per your student's IEP/504, when possible, an A/V hook-up is to be used for auditory media. Additionally, closed captions are to be pulled

up when possible for visual media. A simple one-strand A/V cord is available for most headphone jacks. If using the cord prevents the other students from hearing the presentation, then the use of a Y-splitter is needed. If you have any questions about pulling up captioning or use of the A/V cables, please contact your media specialist.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Last week's tip included mention of the use of captions on visual media. In addition to captioning or if no captioning is available, you can:

1. make available a copy of the film for the student to preview and/or
2. provide the study guide or script of the video to your student and/or
3. place the mic about 12 inches away from the audio-speaker during the film or
4. use the patch cord to connect the transmitter to the audio-speaker: during this scenario, you must mute the mic. (remember to unmute and use the transmitter when you add commentary)

Remember that if the lights are dimmed during a media presentation, your student with hearing loss will not be able to speechread you. Turning on the lights or summarizing often will allow her access to the information.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Clothing or jewelry covering or scratching the microphone can cause an unpleasant noise for your student with hearing loss. Be sure the microphone is unobstructed at all times. Jewelry can be flipped to the back when you use the transmitter.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

When your students give either practiced or extemporaneous oral reports, have them use the transmitter. If each student is contributing a remark, the transmitter can be passed among the students. You may need to remind the students how to properly hold the transmitter or attach the mic.

OR

When your students give either practiced or extemporaneous oral reports, have them use the secondary transmitter. If each student is contributing a remark, the transmitter can be passed among the students. You may need to remind the students how to properly hold the transmitter or attach the mic.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Some students complain that passing the FM/DM transmitter to the teacher draws unwanted attention to themselves. To avoid the

embarrassment, the student can place the transmitter on your desk at the beginning of class, and you place it there at the end of class where the student retrieves it.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

When using the transmitter, talk naturally without raising your voice or exaggerating mouth movements.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Small group learning sessions can cause a large amount of noise! Consider placing the group with the student with hearing loss in the hallway, at a greater distance from the other groups, or in an alternate setting. The transmitter should be placed in the middle of the table.

OR

Small group learning sessions can cause a large amount of noise! Consider placing the group with the student with hearing loss in the hallway, at a greater distance from the other groups, or in an alternate setting. The secondary transmitter should be placed in the middle of the table with the teacher's initiator mic on mute until the teacher needs to address the group or the whole class again, at which time the initiator mic needs to be activated.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

If practical, keep your face in the line of sight (not in profile) and avoid moving about the room so that your student with hearing loss has an opportunity to speechread you. Put yourself in the best light by having the natural lighting from windows illuminate your face head-on.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

When reading to the class, keep your papers or texts at chest level so that they do not cover your face. Avoid obstructing the microphone and rustling papers.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

When using the white board or a smart board, best practice for teaching students with hearing loss is to write, then turn around and talk. This avoids blocking your student from speechreading by speaking with your back to the class. Using something like document camera is a great option since you are facing the class as you write.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Because localization may be difficult for your student with hearing loss, identify by name and point to the student you have called on to report or answer a question. Your student with hearing loss is then expected to turn and speechread that student. For short answers, don't forget to rephrase the student's comments into the microphone! Of course, passing the mic to each student is still the best option but may be impractical at times.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Reducing student movement such as bathroom breaks or pencil sharpening during class time will make for a calmer, quieter classroom. Good for the student with hearing loss and good for you, too!

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Overtalking, or more than one person talking at a time, makes it impossible for your student with hearing loss to access the acoustic environment. Make it a rule that only one person at a time is to speak.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Consider the acoustics of your classroom. A quiet learning environment benefits all your students, but it is essential for your student with hearing loss. Some questions to ask yourself are:

1. Is extraneous noise being caused by desks and chairs scraping against the floor? If so, carpets or *chair slippers*, tennis-ball-like buffers attached to each chair and desk leg, could be used.
2. Is my classroom close to the band room or other noisy environment?
3. Are hard surfaces causing reverberation? Soft bulletin boards, bookcases full of books, portable soft room dividers, corkboards, or curtains may be helpful to squelch the echoes.
4. Are motors, HVAC, or lighting fixtures causing unnecessary and/or constant background noise? When practical, turn off all motors in class during instruction time. Have HVAC and lighting checked to lessen or eliminate noise.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Preferential seating may be more than just a front of the classroom placement. Depending on whether one or both ears are affected, your student's seat could be almost anywhere in the room! Factors to consider are: closeness to the main speaker, usually the teacher; the availability of speechreading the other students; and the proximity to other noise makers such as pencil sharpeners or fans. Please notify me if you need some help determining "the best seat in the house" for your student with hearing loss. Also allow them to move to see or listen better.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Students with hearing loss may require more time to process your instructions. You may want to, for instance, wait a second or two before you call on the student with hearing loss after you have asked a question.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

To increase confidence and promote participation, set up a student hand signal like raising 2 fingers to let your student with hearing loss wordlessly communicate that they are sure they know the answer to your question. That's your cue that it is OK to call on them.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Check your students' comprehension by asking for a repeat or summary of a snippet of your lesson. If you make it a practice to make random checks for all students, your student with hearing loss is never singled out. Never ask, "Did you understand?" The student with hearing loss may not be fibbing if they answer, "Yes." They may think they did understand but because of mishearing may have gotten the wrong idea.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

When changing topics during class, use a recognizable transition. For example, your routine signal could be, "OK, now we're going to switch the topic to _____." This strategy allows your student with hearing loss to auditorily focus on key terms that match the subject of your lesson. A summary of the information near the end of the class is also helpful.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Listening to loudspeaker announcements is a very high level listening skill. Depending on the age of the student, repeat or summarize the announcements into the microphone, allow your student to have access to a paper copy of the morning announcements, or encourage them to check the school's website or other venue for the written text. If unscheduled announcements are made during the school day, repeat/rephrase them into the microphone.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Be aware of the fatigue factor. Listening through a hearing loss is quite tiring. As the day wears on, your student with hearing loss may need a break from listening. Accurate listening may wane in the latter part of the school day.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Quick off-the-cuff remarks made by other students are usually not able to be perceived by a student with hearing loss. Be sure to repeat these blurbs and all un-microphoned student responses and remarks into your microphone.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Keeping your classroom well-lit at all times is essential for your student with hearing loss. Although dimming or turning off the lights is used as a stress reliever, a focusing strategy, or to keep the room cooler, a dark classroom is toxic for your student with hearing loss. Their ability to speechread is compromised in dim lighting. The best practice is to teach your class with natural light from a window illuminating your face. Be aware that accurate speechreading will be impossible if the lights are off during a media presentation (ex: if the room lights are off and you are backlit by a Powerpoint displayed on a Smartboard).

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Oral tests may present a challenge for your student with hearing loss. Having your student with hearing loss take the assessment in another format should be an option.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Be aware! When your student with hearing loss has a cold or ear infection, it is possible that they have an additional middle ear hearing loss that will make it even more difficult for them to hear accurately.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Write all homework assignments on the board. Who's not going to believe a student with hearing loss when they say they didn't hear the homework assignment? Homework is often given out during a transition period near the end of the class when lots of ambient noise is present. If the homework with any last minute changes is written on the board, there will never be an excuse for a missing assignment.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

By now you are probably an expert at remembering to repeat other students' comments into the FM/DM microphone so that your student

with hearing loss won't miss out on any important information. Add to your expertise by not repeating but rather by rephrasing the remarks. Your student with hearing loss is expected to turn and speechread other speakers, but the turn-taking may be too quick or the speaker out of range for this strategy to be effective at all times. When you rephrase, your student with hearing loss uses the information they can garner independently but also supplements their learning with your new paraphrase.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Guest speakers who are unfamiliar with the FM/DM system will need some instruction in using the equipment. Ideally, the directions for FM/DM use should come from the student with hearing loss themselves; however, time restrictions and other events may make it impossible for the student to follow through. A simple "clip the top of the mic about 6 inches from the front of your mouth and speak normally" from you beforehand should do nicely.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

When reading aloud from a selection, give your student with hearing loss the option of a hard copy of the text so they can follow along more easily.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Highlight key words and new vocabulary on the board as they are presented. You can also use acoustic highlighting, which means emphasizing salient information with your voice by pausing before the word or phrase and/or saying it a little louder than the surrounding information. Both of these strategies help your student with hearing loss tune in to the important information presented in your class.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Consider listening/learning conditions when you incorporate computers into your lessons. Typically, students are facing the computer screen while listening to your verbal instructions. This puts the student with hearing loss at a disadvantage because speechreading is not available to them. You can solve this problem by asking all students to look at you during the giving of general directions. Be aware that the student with hearing loss may need an example of your objective to be presented on their computer after the class instruction.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class. This week's tip is:

Be aware that your student with hearing loss may be mishearing. While amplification technology available today often allows for vastly improved auditory discrimination ability, it still does not correct hearing to normal. Word endings and unstressed words in running speech can cause one idea to turn into another. A compliment about getting done with a task quickly can turn into a disparaging remark (i.e. "Wow! You're fast!" can be misheard as "Wow! You're fat!"). You can improve the chances of accurate hearing by being a consistent and accurate FM/DM user.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class.

Here are the top 5 tips to insure that your student with hearing loss has access to the acoustic environment:

1. Correct placement of the microphone is the number one strategy you can use to assure that your student with hearing loss has access to the information in your class. Be sure to clip the top of the lapel mic 6-8 inches directly below your mouth.

OR

1. Correct placement of the microphone is the number one strategy you can use to assure that your student with hearing loss has access to the information in your class. Be sure to clip the top of the lapel mic 6-8 inches directly below your mouth with the microphone screens facing outward.

OR

1. Correct placement of the microphone is the number one strategy you can use to assure that your student with hearing loss has access to the information in your class. For the lapel mic

(secondary-joined the network), be sure to clip the top of the lapel mic 6-8 inches directly below your mouth with the microphone screens facing outward. For the loop mic (initiator), snugly fit around your ear with the boom situated so that it is close to your mouth. You can pull the loop to make it tighter around your ear, and you can adjust the boom forward or backward.

OR

1. *Compose your own directions for other types of microphones*
2. Remember to mute when helping another student working independently or when you are making comments that your student with hearing loss doesn't need to or should not hear. Of course, you must then remember to activate the microphone to include your student with hearing loss in the lesson once more. Your student is expected to remind you to mute and activate as appropriate.
3. Quick off-the-cuff remarks made by other students are usually not able to be perceived by a student with hearing loss. Be sure to repeat these blurbs and all un-microphoned student responses and remarks into your microphone.
4. Clothing or jewelry covering or scratching the microphone can cause an unpleasant noise for your student with hearing loss. Be sure the microphone is unobstructed at all times. Jewelry can be flipped to the back when you use the transmitter.
5. Consider the acoustics of your classroom. A quiet learning environment benefits all your students, but it is essential for your student with hearing loss. Some questions to ask yourself are:
 - Is extraneous noise being caused by desks and chairs scraping against the floor? If so, carpets or *chair slippers*, tennis-ball-like buffers attached to each chair and desk leg, could be used.
 - Is my classroom close to the band room or other noisy environment?
 - Are hard surfaces causing reverberation? Soft bulletin boards, bookcases full of books, portable soft room dividers, corkboards or curtains may be helpful to squelch the echoes.
 - Are motors, HVAC or lighting fixtures causing unnecessary and/or constant background noise? When practical, turn off all motors in class during instruction time. Have HVAC and lighting checked to lessen or eliminate noise.

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]

You are receiving this e-mail because you have a student with hearing loss in your class.

Knowing what worked and what didn't this year will help me improve the weekly tips for next year. Would you mind giving me your thoughts?

1 PLUS

1 WISH

Thank you for all that you do to help support your student with hearing loss!

SincEARly,

[your name]