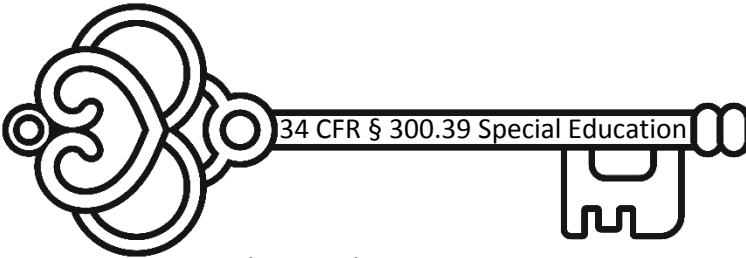


# Specially Designed Instruction for Students with Auditory Impairments



A key purpose of specially designed instruction is to address the unique needs of the child that result from the child's disability.



A hearing loss can cause inconsistent and decreased perception of incidental language and learning.



A hearing loss has a high likelihood of impacting a child's skill development in one or more of the areas listed below. This is **not** an exhaustive list of interventions and supports.

Area	Content/ Skills	Methodology	Delivery
<b>Language</b>	semantics, syntax, pragmatics, academic, functional	pre-teaching new vocabulary, repeated practice, real world application, visuals, modeling, expansion, self talk, parallel talk, wait time	systematic and explicit instruction of skills; explicit instruction of question-answer routines, following directions, classroom routines, pragmatic and figurative language; printed material posted to support routines in the environment; small group
<b>Communication</b>	<u>Expressive (speaking +/- or signing)</u> articulation, intelligibility, & fluency <u>Receptive (listening &amp; signing)</u> functional, attention, new vocabulary, discrimination, memory, & comprehension	classroom acoustic considerations affect ability to address listening skills in the classroom, total communication development, repeated practice, real world application, visuals, modeling, chunking	systematic and explicit instruction of skills + accommodations, e.g.: assistive listening devices; sign language interpreter; real-time captioning; multiple modes; augmentative and alternative communication systems
<b>Cognition</b>	general knowledge, working memory, critical thinking, problem solving, fluid reasoning	activate prior knowledge, scaffolding, repeated practice, nonlinguistic representations, chunking	model predicting and inferring, explicit instruction of problem solving strategies, bulleted lists for multi-step directions, extended time, simplified language
<b>Literacy</b>	<u>Reading</u> phonemic awareness, phonics, vocabulary, comprehension, & fluency <u>Writing</u> process, structure & style, mechanics meaning	classroom acoustic considerations, visuals, repeated practice, scaffolding, read-alouds, oral drafting, summarization, question answering	systematic and explicit instruction, integration of skills throughout the school day, simplified written text, Visual Phonics or Cued Speech, graphic organizers, picture prompts, small group
<b>Academic Concepts</b>	Math, Science, Social Studies, English Language Arts, abstract concepts	nonlinguistic representations, activate prior knowledge, scaffolding, repeated practice, mnemonic devices, Universal Design for Learning, Sheltered Instruction	pre-teaching new concepts; re-teaching and reviewing previously learned concepts; graphic organizers; advanced organizers; manipulatives; small group; simplified grade level text
<b>Social-emotional</b>	social awareness, conversation skills, decision making, self-awareness, self-advocacy, self-management, support networks, personal responsibility	modeling, role play, repeated practice, nonlinguistic representations, STOIC Model, Positive Behavioral Intervention and Supports	systematic and explicit instruction of skills, role play, peer modeling and tutoring, manipulatives, social stories