



The Itinerant Teacher's Handbook *3rd Edition*

John Luckner, EdD. & Carolyn Bullard PhD.

The Itinerant Teacher's Handbook, Third Edition is a trusted, practical guide for professionals supporting students who are d/Deaf or hard of hearing.

Combining expert knowledge, real-world strategies, and personal insight, this edition helps educators navigate the technical and human sides of itinerant teaching. Whether you're new to the role or a seasoned professional, you'll find fresh ideas and ready-to-use practices to support every student's success.

This valuable resource provides information and guidance to itinerant teachers of deaf and hard of hearing students. It

covers the itinerant's role and responsibilities and other topics important to the success of itinerant teachers but not necessarily included in teacher preparation programs.

All chapters have been updated with current references and resources. The new edition is available in downloadable format AND printed format with coil binding.

Contents 349 pages

Chapter 1: **Itinerant Teaching—An Overview**

Teaching is an Important Profession *New*

What Is an Itinerant Teacher?

Differences Between Being an Itinerant Teacher and a Classroom Teacher

Effective Practices of Itinerant Teachers

Enjoyable Aspects of Being an Itinerant Teacher

Challenges of Being an Itinerant Teacher

Characteristics of Successful Itinerant Teachers

Chapter 2: **Roles and Responsibilities of the Itinerant Teacher** *Expanded*

A Complex Position

The Itinerant Teacher's Responsibilities

Special Characteristics of the Itinerant Teacher's Role

Perceptions of the Itinerant Teacher's Role

Chapter 3: **Educating Students Who Are Deaf or Hard of Hearing in General Education Settings**

Changes in Placement

Potential Benefits and Barriers

Inclusion and Assumptions about How Inclusion Works

Successful Inclusion

Chapter 4: **Potential Impact of a Hearing Loss and Promoting Student Success**

Potential Impact of a Hearing Loss

Promoting Student Success

Instructional Approaches

Chapter 5: **Consultation and Collaboration**

Factors That Support Effective Itinerant Teacher - General Education Teacher

Consultation and Collaboration

Problem-Solving Consultations and Collaborations

Other Consultations and Collaborations with General Education Teachers

Influencing General Education Teachers to Make Changes

Giving Feedback

Teamwork

Leadership of Teams

Understanding School Cultures

Establishing Yourself and Your Credibility in Schools

Coordinating Services

Addressing Issues of Placement and Scheduling

Chapter 6: **Personal Life and Professional Life**

Stress

Work-Life Balance

Time Management *Expanded*

Using E-mail Effectively *Expanded*

Being Organized *Expanded*

Addressing Data Collection *New*

Managing Paperwork *New*

Overcoming Lack of Administrative Support *New*

Using Your Car Efficiently *New*

Professional Development

Standards of Conduct

Chapter 7: **Successful Communication with Adults**

Why Itinerant Teachers Study Communication

Frame of Reference

Dealing with Different Frames of Reference

Problem Solving

Authority Issues in Problem Solving

Itinerant Teachers and Problem Solving

Effective Communication Strategies

Tips on Reaching Clarity

Influencing-Even Persuading

Chapter 8: **Conflict and Negotiation**

Conflict

Reactions to Conflict

Outcomes of Conflict

Organizational Culture and Resolving Conflicts

Styles of Dealing with Conflict

Negotiation

Dealing with Anger

Overcoming Resistance to Change

When Conflict Resolution Fails

Chapter 9: **Working with Educational Audiologists, Speech-Language Pathologists, and Other Specialists**

The Team of Educational Specialists

Roles and Responsibilities of Educational Audiologists

The Itinerant Teacher's Audiological Responsibilities

Supporting the Educational Audiologist
Teaching Students About Hearing Loss
Speech-Language Pathologists
The Overlapping Roles of SLPs and Itinerant Teachers
Physical and Occupational Therapists
Other Support Personnel

Chapter 10: Working with Educational Interpreters, Paraeducators, Captionists, and Notetakers

Roles and Responsibilities Educational Interpreters
What Educational Interpreters Do?
How to Work with Educational Interpreters Effectively
Tips for the Educational Interpreter
Roles and Responsibilities of Paraeducators
How to Work with Paraeducators Effectively
The Educational Interpreter as a Paraeducator
The Educational Interpreter/Paraeducator-General Education Teacher-Itinerant
Teacher Relationship
Supervising Educational Interpreters
Captionists and Notetakers
Potential Issues in Working with Educational Interpreters, Paraeducators,
Captionists and Notetakers

Chapter 11: Orienting the School to Students Who Are Deaf or Hard of Hearing

Inclusion and Professional's Attitudes about Inclusion
Creating Change
Your Responsibility for Orientation
Beginning the Orientation
Meeting with Your Supervisor
First Meeting with the Principal
First Meeting with the General Education Teacher
Suggesting Adaptations for the General Education Classroom
Orientation for the Staff
Orientation for General Education Students
Sample General Education Classroom Presentation

Chapter 12: Accommodations and Modifications

Introduction
Arranging the Classroom
Communicating with Students who are Deaf or Hard of Hearing
Accommodations for Instruction
Presenting Content Visually
Group Discussions
Student Notetakers
Academic Areas Potentially Affected by a Hearing Loss
Assessment of Students who are Deaf or Hard of Hearing

Chapter 13: Working with Families

Understanding Families
A Special Relationship
Establishing Rapport
Providing Support and Information to Families
Communicating with Families
Connecting Families with Support Groups
Respecting Family Life
Cultural and/or Linguistic Family Differences
Families and Educational Interpreters or Paraeducators

Families and Report Cards
Dealing with Criticism *New*
Knowing Your Limits

Chapter 14: Language, Literacy, Speech, and Audition

Language *Expanded*
Functions of Communication *Expanded*
Literacy *Expanded*
Speech
Audition

Chapter 15: Working with Students Who Have Additional Disabilities and Students Who Are Culturally and Linguistically Diverse

Students Who Are Deaf or Hard of Hearing with Additional Disabilities *Expanded*
Ecological Assessment
Curriculum Focus
Students Who Are Deaf or Hard of Hearing and Culturally and Linguistically Diverse *Expanded*
Providing Culturally Responsive Services
Working with Families in a Culturally Responsive Manner
Culturally Responsive Teaching
Additional Activities and Resources

Chapter 16: Social – Emotional Development of Young Children

The Impact of Newborn Hearing Screening and Early Intervention
Basic Human Needs
Attachment and Relatedness *New*
Responding to Individual Personality and Development
Establishing Effective Communication
Social Development - Seven to Eighteen Months *Expanded*
Social Development - Nineteen Months to Three Years
Moving Through Grief
Overcoming Communication Barriers
Special Concerns with Signing Children
The Child and the Larger Family Unit
Social-Emotional Development - Three to Five Years
Making the Transition to Preschool
Learning Social Routines
Helping the Child in the Preschool Classroom
Helping Newly Immigrated Families
Dealing with Conflict
Socializing with Other Children

Chapter 17: Social Development of School Age Students

Developing Social-Emotional Skills
General Strategies for Teaching Social-Emotional Skills
Interventions for Promoting Social-Emotional Skills *Expanded*
Importance of Friendships *New*
Strategies for Helping Students Develop Friendships and Peer Relationships
Coordinating with General Education Teachers
Hearing Loss and Identity
Promoting Self-Advocacy
Knowing Rights and Sources of Support
Participating in IEP and Transition Meetings

Self-Advocating in Various Situations
Strategies for Academic Independence
Strategies for Stress Management

Chapter 18: Behavior Management

Personal Beliefs and Behavior Management
Problems of Managing Students Who Are Deaf or Hard of Hearing
General Education Teacher Hesitation
Language Issues and Behavior Management
Student Dependency
Student Interactions
Developing a Behavior Management Plan
The Role of the Student
Dealing with Challenging Behaviors

Chapter 19: Assessment, Test-Taking and Study Skills Instruction, and Grading

The Purpose of Assessment
Challenges of Assessing Students who are Deaf or Hard of Hearing
Types of Assessment
Commonly Used Assessment Tools and Procedures
Accommodations and Modifications to Assessment
Helping Students Develop Test-Taking Skills
Helping Students Develop Effective Study Skills
Helping Students be Prepared for Tests
Grading

Chapter 20: Individualized Education Programs and Individualized Family Service Plans

Federal Legislation
Special Education
Required Components of the IEP
Communication Considerations for Students Who Are Deaf or Hard of Hearing
The Role of Itinerant Teachers in the IEP Process
Parents/Guardians and the IEP Process
Choosing the Place and Schedule for the Meeting
Participating in the Meeting
Changing Recommendations
Rights and Responsibilities
The Individualized Family Service Plan
Map Action Planning System (MAPS)
Student Involvement in the IEP Process
The Whole Team Supporting Students
Section 504 of the Rehabilitation Act
Special Issues for Itinerant Teachers

Chapter 21: Transitions

The Stress and Challenges of Transitions
Families and Change
The Itinerant Teacher's Role in Transitions
Working with Families During the Transition from Early Intervention Services
Working with Schools During the Early Intervention to Preschool Transition
Transitions During Elementary School
Transitions During the Middle and High School Years
Considering the Move to a Residential School
Working with Families During the Transition from High School
Additional Transition Considerations
Summary of Performance (SOP)

Appendix A – Acquiring a Language Sample Focusing on the Functions of Communication *New*

Appendix B – Hierarchy of Functional Communication Skills Development *New*

Appendix C – Sample Activities for Promoting Speech Skills *New*

References

Index

Printed Edition – 349 pages | Coiled binding | \$69.00

Digital Edition – 349 pages | \$59.00

Published by Supporting Success for Children with Hearing Loss, Inc. ©2026

2703 Shamrock Drive

Mailing Address: 3201 Loop 306, Ste. 60091

San Angelo, TX 76904

<https://www.successforkidswithhearingloss.com>

FMI: Brenda Wellen, Executive Director

brenda@success4kidswhl.com