

OFFICE OF DISABILITY SERVICES  
STRATEGIES PAGE

HEARING IMPAIRMENT

This student, \_\_\_\_\_, *receives* auditory communication through  lip-reading,  hearing aid,  Communication Assisted Realtime Translation (realtime captioning ) (see attached), and/or  use of an FM(audio-magnification) system.

If the student uses an FM system, an Advisor from the Office of Disability Services will instruct you on its use. If a realtime captioner is provided, spoken words will be typed as you speak. The student *communicates* to others through oral speech and body language.

Students who are hearing impaired can complete academic requirements the same as any other student; however, some **strategies** may be required. The following are a few of those strategies that an instructor might consider when presenting subject matter:

Provide a visual detailed course syllabus (including papers and projects) before class begins, or as soon as possible.

Make sure there is proper lighting in the classroom.

Provide a script of oral presentations.

Have the student sit in the front row, closer to your lecture or demonstration.

Assign students with hearing impairments to a laboratory station that allows an unobstructed view of the chalkboard and the instructor and/or interpreter.

Face the student when speaking (don't speak while writing on the board).

Speak distinctly, without exaggerating mouth movements.

Accentuate body language.

Check frequently with the student who is *using an assistive learning device* to be sure sound is transmitting comfortably.

Allow a realtime captioner enough room to set up equipment and be seated alongside the student. (Realtime captioners should not be speaking to you about the student's progress.)

Include the student in class discussion, by allowing time for him/her to receive questions through the realtime captioner.

In group situations or discussions that include a student who is lip reading, it is very helpful to have students sit in a horseshoe or circle for better inclusion of the student with a hearing impairment.

Clearly identify who is speaking or asking a question (pointing is OK).

Use visual aids (charts, diagrams, maps, pictures, etc.) when explaining important key terms and concepts.

Write directions on the board, or use an overhead projector.

Present only one source of visual information at a time. Leave on the chalkboard only what you are discussing.

As you demonstrate a procedure or technique, alternate between speaking and manipulating the materials. (This allows the student to look at one thing at a time.)

Give assignments in writing.

After tests or quizzes, give answers by using the overhead projector or give answers in writing.