

Teaching Students Who Are Deaf or Hard of Hearing

Definition

The Individuals with Disabilities Education Act (IDEA) defines hearing impairment as an impairment in hearing, whether permanent or fluctuating, that adversely affects an individual's educational performance.

A student with hearing loss can generally respond to speech and other auditory stimuli. Conversely, deafness is defined as a severe hearing impairment in which the individual is impaired in processing linguistic information through hearing, despite any degree of amplification. Therefore, individuals who are deaf cannot receive sound in all or most of its forms.

Characteristics and Educational Implications

- Difficulty with communication
- Difficulty with background noise
- Difficulty understanding when speaker is not facing individual

Suggestions and Instructional Strategies for Faculty

- Speak clearly and naturally.
- If a sign language interpreter is used, address the student, not the interpreter.
- Face the student while speaking.
- Avoid talking to the class while your back is turned or while writing on the chalkboard.
- Use facial expressions, gestures and other body language to help illustrate your message.

- Repeat questions or comments made by other students in the room.
- Reinforce verbal presentations with written text.
- Have good light on your face.
- Work together with the student and the Disability Resource Center to ensure a successful learning experience for the student.

Possible Academic Accommodations

- Priority/front row seating
- Reduced course load
- Extended exam time
- Extended time on lengthy assignments
- Access to class notes/note taker
- Use of tape recorder for lectures
- Use of microphone for FM system
- Closed-captioned films, use of visual aids
- Visual warning system for lab emergencies
- Interpreter
- Distraction reduced test space

This document is a compilation of resources from CCDD, NICHCY and UCI.



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