





Allow only one student to speak at a time, and require that they raise their hands and be acknowledged before speaking.

- x Repeat questions and comments made by other students.
- x Summarize discussion or group work visually (chalkboard, projected image, etc.).
- x Incorporate visual aids, handouts.
- x Have students sit in circles during group work or if your class is small.
- x Lecture only when you are facing the class, and avoid moving around the room.
- x Plan a 10-minute break if your class is longer than 90 minutes.
- x Consider alternatives to oral presentations when verbal communication is difficult.

Tour the lab with your student and discuss safety concerns.

- x Ensure all students have a lab partner.
- x Provide lab instructions in writing, beforehand, and written summaries of demonstrations.

Maintain eye contact and ask if the student hears better through one ear than the other.

- x Ensure you have the student's attention before speaking.
- x Speak clearly and concisely, use gestures and keep a writing pad handy.
- x A quiet location away from background noises (e.g., HVAC) is best.
- x Confirm that the student understands you, ask him/her to repeat key points, and be prepared to rephrase your messages.

Obscuring your face from the student – e.g., speaking while using the blackboard or with your back to a window

- x Movement that interferes with voice transmission – e.g., pacing
- x Switching topics abruptly

Students with hearing loss can include:

- x **Hard-of-hearing** – the most common type, usually with mild to severe permanent hearing losses. They use hearing and speech to communicate and may or may not use hearing aids, other assistive listening devices, and visual cues to assist them with communication.
- x **Deafened or late-deafened** – these people who grew up hearing or hard-of-hearing and then suddenly or gradually experienced a permanent, profound hearing loss. They may or may not use hearing aids, cochlear implants or other assistive listening devices, and rely instead on visual cues, visual assistive technologies or sign language.
- x **Deaf** – are people with severe-to-profound permanent hearing losses. They use sign language.

Showing a film/video without close captioning

- x Speaking during a film or video
- x Drawing attention to the student's disability
- x Speaking slowly, with a raised voice or with exaggerated gestures
- x Extraneous classroom noise – students talking during lectures, using keyboards, eating, etc. ~~15.01st2(g)2.6sm. T~~