

Assessment Strategies:

- Adapt the assessment format (you can have students do a practical demonstration, build something or use pictures and videos to express an idea)
- Allow students access to a computer or word processor
- Allow students to access assistive technology such as Kurzweil reader, a speech synthesizer, speech-to-text software and other communication systems
- Amplify sound and say instructions loudly and highlight key words
- Try to minimize distracting sounds in the classroom
- Allow the student more time to complete work
- Repeat instructions and encourage student to rephrase to ensure understanding
- Use ASL/LSQ to translate instructions and questions
- Videotape responses in sign language
- (The Ontario Curriculum Unit Planner: Special Education Companion, 2002)

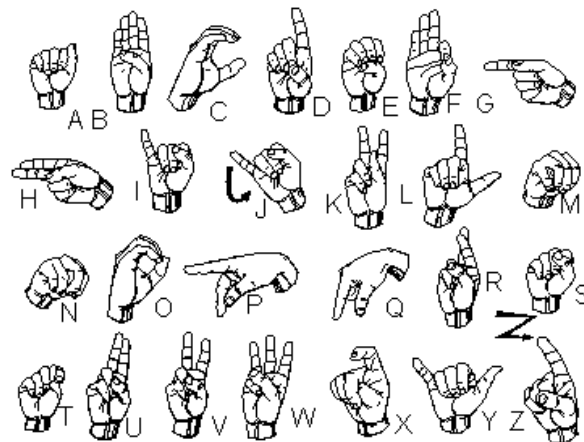


Deaf culture:

- Within our society being deaf is seen as a disability but to the deaf community it is seen as a vital part of their identity.
- The Deaf culture is a rich culture of art, values, morals, institutions, inventions, beliefs, literary traditions and so much more.
- Sign language is at the heart of the deaf community.
- Deaf students who are mainstreamed miss out on the feeling of belonging.
- Cochlear implants are looked down by the deaf community.
- Sign language is the most universal means of communication.

Deaf school in ontario:

- Sir James Whitney School for the Deaf (Belleville) .
- The Robarts School for the Deaf (London).
- Ernest C. Dury School for the Deaf (Milton).



Deaf or Hard-of-Hearing Education

By: Patricia A, Taylor M, Laura M
and Kateryna L



References:

“Ontario Deaf School History”. Sir William School of the Deaf. Revised January 21, 2006. Tuesday 25th Feb. 2015. <http://www.osdsjwalumni.com/Brief%20History%201868-2005.htm>

“Placement Considerations”. Gallaudet University. Wed 26th Feb 2015. http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/educate_children_%283_to_21%29/placement_issues/placement_considerations.html

“Deaf Culture”. Deaf culture center. Canadian culture society of the deaf. Wed 26th Feb. 2015. <http://www.deafculturecentre.ca/Public/Default.aspx?I=294&n=Deaf+Culture>

Ministry of Education Individual Education Plan (2009). Retrieved from http://www.ontariodirectors.ca/IEP-PEI/IEP-PEI_Eng_Downloads/Deaf%20&%20Hard%20of%20hearing%20elem.pdf.

The Ontario Curriculum Unit Planner: Special Education Companion (2002). Retrieved from <http://www.oafccd.com/documents/SpecialEducationCompanion2002.pdf>.

<http://www.brighthubeducation.com/special-ed-hearing-impairments/67528-tips-and-strategies-for-teaching-hearing-impaired-students/>

<http://www.ferris.edu/htmls/colleges/university/disability/faculty-staff/classroom-issues/hearing/hearing-strategy.htm>

<http://www.hearinglikeme.com/learning/teachers/teaching-child-hearing-loss>



Characteristics:

- Have difficulty following verbal instructions
- Have difficulty with oral expression and articulation
- May be skilled at lip reading
- Will have a degree of language delay
- Use assistive technology to enhance communication (i.e. hearing aids, amplification systems, etc.)
- Have difficulty with reading and writing skills, as language is closely related to these subjects
- May have additional exceptionalities, aside from hearing loss.
- Prevalence of other learning needs is about three times as large in the deaf/hard of hearing population, as compared to the rest of the school population.

Instructional strategies

- Speak clearly (but do not exaggerate words)
- Utilize non-verbal communication (gestures, facial expressions, etc.)
- Face the student
- Repeat questions and comments from other students
- Make use of visual aids
- To address confusion, rephrase (rather than repeat) what you have said

