Modifications & Accommodations for Students Who Are Deaf and Hard of Hearing (DHH)

Educate Student’s Staff About Your Student’s Hearing Loss and Needs

According to Underwood (2003) a teacher should (1) have a basic understanding of hearing loss, (2) be able to troubleshoot technology associated with hearing loss, and (3) have adequate knowledge of the educational implications associated with hearing loss. If a DHH itinerant is not assigned to a DHH student, the SLP may be the most knowledgeable professional on campus when understanding the students hearing loss and communication abilities. Be sure to collaborate with and educate your teachers on campus about your student and his/her hearing loss and needs.

Classroom Accommodations which may or may not be included on the student’s IEP to consider:

- Classroom Amplification (FM speaker will be provided if stated on the student’s IEP)
- Seating Arrangement: Position the student in the front of the class or in close proximity to the teacher/sound source.
- Visual support / Visual Presentation of Materials
- Allow extra time for the student to respond
- Repeat directions/questions if necessary
- Frequently check for the student’s understanding
- Allow extra time on tests
- Assign a note taker to share their notes with the DHH student
Therapy Strategies for Students Who Are Deaf and Hard of Hearing (DHH)

POSITIONING

Be sure to position the student’s sessions so that the student’s stronger ear is towards the sound source/therapist. If you are working on aural rehab tasks, you may want to use a hand cue (i.e. cover your mouth) or a listening hoop to minimize visual cues.

ELICITING SPEECH AND LANGUAGE THROUGH AUDITION

• Acoustic Highlighting (of sounds within words and of words within sentences). Highlighting will often be necessary when eliciting speech sounds or when emphasizing function words (e.g. articles, pronouns, auxiliary verbs, etc.)
• Whispering the word so that vowels do not overpower target consonant sounds
• Articulation: Pause between the target sound and the rest of the word ("/k/ (pause) /ar/" for “car”) and then repeat the word without the pause.

ELICITING SPEECH AND LANGUAGE WITH NON-AUDITORY METHODS

If the student’s amplification is functioning at its maximum potential and a hearing loss persists, proceed to use an “auditory sandwich.”

In an auditory sandwich, the target sound or word is presented verbally only, followed by a visual or tactile cue, and completed with an additional verbal presentation of the target.

**Note: If student’s amplification is functioning at maximum potential and leaves the student with a residual hearing loss, accurate sound production may not be fully attainable, depending on the nature of the loss.
Questions for Parents and Teacher when Hearing Loss is Suspected

DOES YOUR CHILD

At birth to 4 months
- Awaken or stir at loud sounds?
- Startle at loud noises?
- Calm at the sound of a familiar voice?
- Respond to your voice (smiles or coos)?
(These are skills the child should be demonstrating)

At 4 to 9 months
- Turn eyes toward source of familiar sounds?
- Smile when spoken to?
- Notice rattles and other sound-making toys?
- Cry differently for different needs?
- Make babbling sounds?
- Seem to understand simple word/hand motions such as “bye-bye” with a wave?
(These are skills the child should be demonstrating)

At 9 to 15 months
- Babble a lot of different sounds?
- Respond to his/her name?
- Respond to changes in your tone of voice?
- Say “mama” or “dada”?
- Understand simple requests?
- Repeat some sounds you make?
- Use his/her voice to attract attention?
(These are skills the child should be demonstrating)

At 15 to 24 months
- Point to familiar objects when they are named?
- Listen to stories, songs, and rhymes?
- Follow simple commands?
- Use several different words?
- Point to body parts when asked?
- Name common objects?
- Put two or more words together?
(These are skills the child should be demonstrating)

At Preschool Age and Older
- Turn up the volume of the TV excessively high?
- Respond inappropriately to questions?
- Not reply when you call him/her?
- Watch others to imitate what they are doing?
- Have articulation problems or speech/language delays?
- Have problems academically?
- Complain of earaches, ear pain, or head noises?
- Have difficulty understanding what people are saying?
- Seem to speak differently from other children his or her age?
(These are indicators of a potential hearing loss)