Educational Strategies that Work with Deaf and Hard of Hearing Students

Ways to Increase Engagement and Outcomes
Deaf and hard of hearing students need a variety of strategies to access the curriculum. Many of these strategies will also benefit the other students in the classroom.

Multisensory instruction that emphasizes visual supports.

Tapping into prior experience and background knowledge.

Opportunities for students to reflect, represent and report on learnings with others.
Most students are multisensory learners.

Access to learning and understanding is increased by visual supports.

Engagement and learning opportunities are enhanced by hands-on activities.
Visual Supports

Examples of Finished Products

Real objects or pictures

Graphic Organizers

Role play

Finished Products

Graphic Organizers
Semantic Word Mapping with Visuals

- sticks
- stick out your tongue
- stick up
- stick of gum
- stick together
Supporting Writing Development via Visuals

The Life Cycle of the Butterfly

1. Adult butterfly lays eggs on a leaf.
2. The baby caterpillars hatch from the eggs.
3. The baby caterpillars begin to eat and grow.
4. Caterpillar is now big enough to make the chrysalis.
5. The caterpillar is inside the chrysalis, transforming into a butterfly.
6. The butterfly emerges with wings.
Modeling...

Gives students a visual example of what you expect them to do.

- Supports behavior as well as academics
- Helps language delayed students “get it” without words...

Shows the process of how to as well as what to do...

- First, second, third, etc.
- Not everything is a one-time activity

Makes your thinking visible

- Students as apprentices learning from a proficient master
Tapping into Background Knowledge and Prior Experience

Critical, yet underused tools that encourage cognitive connections.

Background knowledge entails vocabulary and concepts you need to make sense of information.

New skills and knowledge are built upon both of these.

Prior experiences entail what has previously taken place either in or outside of the classroom.
When students lack background knowledge, it can lead to misperceptions, confusion, and decreased engagement.
What background knowledge would a person or student need to make sense of this comic and understand the humor?

And this is just a comic! School curricula often require far broader or deeper levels of background knowledge!!
Some Ways to Tap into Prior Experience and Build Background Knowledge

- KWL Chart
- Picture Books
- Venn Diagram
- Compare and Contrast New Info with Prior Info
- Review/Discussion of Past Learnings
- Brainstorming
Effective Learning: The Three R’s

**Reflecting** – Children need to reflect on an experience and what they have learned from it. Too often they hustle from one activity to another with no time to think about what they have learned.

**Representing** – Children need to represent their learning in a variety of forms. It can be concrete such as a drawing or picture, or may involve constructing something. When an idea is represented it is more likely to be learned.

**Reporting** – Children need to clarify their understandings by talking about them. Children refine, consolidate, and extend their learning by reporting what they know or have learned.
Reading is an active process of making meaning. The goal is comprehension.

Phonics is a helpful part of a reader’s tool kit.

Phonemic awareness (segmenting and blending sounds) is not a prerequisite to reading development.

Many deaf and hard of hearing people learn to read without ever hearing a phoneme.
This is a sample from a deaf kindergarten student who has never heard a sound!

His approximations are similar to that of a hearing child learning to write...

All of his knowledge about language, reading and writing is based on visual information!
The 3 R’s
- Reflecting
- Representing
- Reporting

Multisensory Instruction
- Visuals
- Modeling
- Hands-on/Interactive

Connect with Prior Experience
- KWL Charts
- Compare and Contrast New Information with Prior Knowledge
- Picture Brainstorming
NMSD CECT Services

- Individualized consultation to students and education teams
- IEP attendance and assistance in developing the Communications Consideration Addendum
- Classroom observations
- Student evaluations and career assessments
- Online lending library - [http://nmsdoutreachlibrary.org/](http://nmsdoutreachlibrary.org/)
- Statewide & regional trainings
- Program or student specific workshops
- AmeriCorps sign language instruction program
Contact Information

Center for Educational Consultation & Training

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1060 Cerrillos Road
Santa Fe, NM 87505

505.476.6400 – phone
505.476.6371 – fax

www.nmsd.k12.nm.us/outreach