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|  | | **BIG IDEAS** | | | | | |
| **Audition plays a major role in concept and language development. We learn many things incidentally through hearing that need to be directly experienced by students who are deaf or hard of hearing.** | **We use hearing and vision as the two primary senses through which we access language. Two terms are used to indicate a student’s hearing status:**  **‘deaf’ (use vision as the primary mode of communication) and**  **‘hard of hearing’ (use listening and spoken language as the primary modes of communication).** | | **The term ‘Deaf’ indicates a person’s cultural identity. The main indicators of membership in Deaf culture are hearing status as deaf or hard of hearing and use of a native sign language.** | **Collaboration with the itinerant teacher of the deaf and hard of hearing is important to support optimal inclusion in the classroom.** | **Students who are deaf or hard of hearing usually have challenges in accessing spoken language – and, therefore, often in developing spoken and/or written language on par with their hearing peers – and this may interfere with their academic achievement.** | **Classroom teachers can support social emotional well-being of students who are deaf or hard of hearing by holding high expectations, promoting positive peer interactions that include two-way communication, and creating an environment where using communication supports (e.g., technology, sign language interpreters) are embraced for all.** | **Most deaf or hard of hearing students in inclusive classrooms are hard of hearing. Classroom teachers can support these students by incorporating strategies to improve classroom listening conditions (classroom acoustics) for all.** |
|  | | **BIG QUESTIONS** | | | | | |
| ***What information in the world around us do we access through hearing, even without noticing?*** | ***How could a student’s status as deaf or hard of hearing impact ability to access learning? How is this different for students who are deaf as opposed to students who are hard of hearing?*** | | ***What can you do as the classroom teacher to support the inclusion of a student who is Deaf, and how can you show and encourage respect for Deaf culture in your classroom?*** | ***What can you do as the classroom teacher to support collaboration with the itinerant teacher of the deaf and hard of hearing?*** | ***How can you support your deaf or hard of hearing student’s academic achievement across the curriculum?*** | ***In what ways can you support peer interaction among students who are deaf or hard of hearing and their hearing peers in structured and unstructured (informal) situations?*** | ***How can you arrange your classroom to support optional classroom listening conditions? What teaching strategies can you use to provide the best listening conditions for all your students?*** |

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| **CURRICULAR COMPETENCIES**  **Design and Implement**   1. Develop classroom routines that provide visual cues and promote self-advocacy for learners who are deaf or hard of hearing    1. ***Describe two strategies for teaching self-advocacy*** 2. Implement practices that promote explicit instruction, utilize visual organizers, aid in the comprehension of vocabulary, and increase language and literacy skills    1. ***Describe two strategies for teaching vocabulary and literacy to D/HH students*** 3. Support students who are hard of hearing by effectively utilizing auditory equipment (hearing aids, microphone systems, etc.) and/or sign language interpreters to maximize communication and language opportunities, as well as other needed accommodations    1. ***List two ways you can ensure students who are D/HH don’t miss out on classroom conversations*** 4. Plan and Implement curricular units that are accessible to learners who are deaf or hard of hearing and take into consideration their background, vocabulary knowledge, and communication skills    1. ***Describe considerations you would need to have in designing a curricular unit for a class that includes a student who is D/HH*** 5. Differentiate materials for learners based on their hearing level, language level, and self-regulation skills   **Understand and Connect**   1. Work as part of a collaborative team of professionals (teacher of the deaf and hard of hearing, speech language pathologists, audiologists, provincial outreach programs for the deaf and hard of hearing, classroom teachers, etc.) who support students who are deaf or hard of hearing 2. Determine assessment accommodations for learners who are deaf and hard of hearing, as well as IEP considerations    1. ***What might you need to consider in assessing a student’s academic achievement who is D/HH?*** | **CONTENT AREAS**   1. Audiological management    1. ***List two ways you can manage the level of sound in your classroom*** 2. American Sign Language (ASL) acquisition 3. Language delays do not equal language disorders    1. ***Identify three reasons why students who are D/HH might have delayed language acquisition*** 4. Deaf and hard of hearing students can have additional learning needs or exceptionalities and/or be culturally and linguistically diverse 5. Role of the teacher of students who are deaf and hard of hearing    1. Provide inclusive and one-on-one support for learners and their classroom teachers    2. Assist with access to language and communication through strategies, interpreters, and/or auditory equipment 6. Promoting self-advocacy skills to gain access to information 7. ***Add at least two more key concepts teachers should know about students who are D/HH*** |