

Making Modifications, Accommodations and Variations for Student Success

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Complete manual available at www.jimrodsz.com/sped.html

Hearing Impaired

Characteristics

One who exhibits a hearing loss, whether permanent or fluctuating, that interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language, and academic achievement.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Questioning

- Preferential seating for listening or speech reading.
- A copy of the questions should be given to the student with the main ideas and vocabulary highlighted.
- Utilize pictures and visual prompts for reinforcement.
- Establish a visual cue system for the student so the student will know that he needs to pay attention and will watch you.
- Main concepts should be short and specific, rephrasing and continuous checking for understanding.
- Repeat information frequently.
- Use software or videos that are closed captioned to reinforce learning.
- If the student does not use his voice, use a voice output device with the sign or word on it, so when called upon, the device will be his voice.
- If the student uses his voice, accept any close approximation of the answer.
- For students that are very literal, use figurative speech and idioms cautiously.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- If necessary, provide an assigned work space that minimizes distractions and provides consistency for the student.
- Provide permanent location for student to place completed work.
- Establish a daily routine for the student
 - Should include the activities anticipated for the class session
- Provide the student with worksheets that are uncluttered and give the student ample room for the answers.
- If necessary highlight or color code spaces for answers.
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Reinforce and accept gestures, approximations, and signs.

Assessments

- Allow extended times and breaks if necessary.
- Break the assessment up into smaller segments.

- Allow use of speech-to-text and text-to-speech software.
- Allow alternate methods of response (i.e. oral instead of written).
- Modify the environment to meet the needs of the student (i.e. area with minimal background noise).
- Minimize oral testing.

Projects and Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow alternate means of presentation (i.e. written, PowerPoint)
- Allow student to use desktop publishing application (i.e. Publisher).
- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word)
 - Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review
- Review specific steps to writing a report
 - Provide an outline of required steps with due dates specified
- Provide and review grading rubric so student knows how they will be graded.

Reading

- Verify student understands assignment instructions.
 - Use both oral and written instructions.
- Use graphic organizers to help organize information.
- Use age appropriate reading materials written at a lower grade level.
- Ask short, concrete questions about each paragraph.
- Use visual aids or cues to help the student grasp the concept(s) being taught.
- *Depending on the severity of the hearing impairment, allow student to use recorded versions of the reading material(s).*
- Have a peer help the student if he loses his place.
- Be sure the reader's face is always visible and not covered by a book.
- Provide deliberate use of visual aids/cues to help the student grasp the concept being presented.
- If the student is being read to, make sure extra time is given for students to actually look at the pictures/illustrations.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Use graphic organizers to assist with organization of writing task.
- Allow student to use word processing software (i.e. Word) especially if there is an aversion to writing out assignment.
- Allow use of speech-to-text and text-to-speech software.
 - *NOTE: Severity of the hearing impairment must be considered as the extent of their disability may severely impact the clarity of speech recognition, hence making these tools not practical to the student.*
- Allow alternate means of completing the assignment.
 - Example: PowerPoint, Publisher.
- Provide student an opportunity to use an outlining software application for brainstorming and organization of thoughts for writing (i.e. Inspiration).
- Provide samples for student to review.
 - Review positive and negative aspects of the writing with the student so they have a better understanding of expectations.
- Review steps specific to the type of writing you are expecting the student to accomplish.
 - Provide an outline of required steps.
- Provide and review grading rubric so student knows how they will be graded.
- Accept pictures, graphs charts, etc, in lieu of written materials.

Groups

- Ensure accessibility and participation by the disabled student.
 - Encourage partial participation if full participation is not possible.
 - Instruct other group members on different ways to include the student.

Note-taking

- Provide slotted note guide so student can fill in the blanks and concentrate on the lecture or discussion.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).
- Provide printed copy of notes
 - Have student highlight key points on printed copy of notes rather than copying or recording lecture notes.
- Provide student with an outline of key points prior to the lecture.
- Allow a peer note taker (use carbonless paper).
- Preferential seating.

Presentation

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Teach presentation techniques.
 - Model what you want the student to do during the presentation.
- Develop a detailed presentation checklist for students to follow and insure all aspects of the presentation are completed.
- Allow student to use alternative methods for presentation.
 - Allow non-verbal presentations.
 - PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Break presentation into smaller segments, each with specific due dates for self-monitoring.
 - Frequently monitor progress towards completion.

Allow use of computer to generate pictures, graphs, etc. for the presentation.

Computers

- Insure computer sounds are clear and at an appropriate volume
 - Allow use of headphones to minimize external distractions for the hearing impaired student.

Other Information for Hearing Impaired

- Locate student in the classroom seating for direct eye and lip visibility.
- Secure student eye contact before speaking.
- Keep your face and lips visible to the deaf student when speaking.
- Slow your speech and speak clearly.
- Repeat responses of other students, or delay individual responses until the student has good eye contact with the speaker.
- Pre-teach vocabulary and allow student to explore the materials prior to the lesson.
- Provide a supportive peer assistant to assist during the activities.
- Allow extra time for student and peers to engage in activities of choice outside of school day and at home.
- Prepare printed directions in advance.
- Communicate with the student concerning any interference from background noises.
- Maximize availability of visual media and/or models.