

Strategies for the Itinerant Teacher of the Deaf and Hard of Hearing

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The following list of strategies for the D/HH itinerant teacher is categorized as follows:

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Intrapersonal Strategies Overview

- ➔ Tips for Daily Commute
- ➔ Organization Suggestions
- ➔ The Box System

Tips for the Daily Commute

- ☞ Live in a central area to where you need to commute ⁴
- ☞ Get a reliable car & insurance/road service ⁴
- ☞ Keep computer software in a portable cooler for protection⁸
- ☞ Hide an extra key on your car ⁴
- ☞ Keep local road maps handy ⁴
- ☞ Own a cell phone and be sure schools have the number
- ☞ Have the number of every school and classroom numbers if available
- ☞ Have students' home phone numbers
- ☞ Keep a food/snack supply in the car⁷
- ☞ Keep a change of clothes for any unexpected accidents/spills

Organization Suggestions

- ☞ Schedule events in a daily planner/palm pilot
- ☞ Implement Box System: ⁷
 - Student File Box
 - Forms & Information Box
 - Daily Box

The Box System

☞ Student File Box

- ☞ Contains a working file for each student: current IEP, audiogram
- ☞ samples of students work or portfolio of work

☞ Forms & Information Box

- ☞ Blank forms and letters
- ☞ Important contact information

☞ Daily Box

- ☞ Daily work for each individual student
- ☞ Hearing aid kit
- ☞ Often used curricular materials

Interpersonal Strategies Overview

- Suggestions for Classroom Setup
- Suggestions to Give the Regular Education Teacher
- Suggestions for Itinerant Teacher Communicating with Regular Education Teacher
- Suggestions for Student Interactions with Peers
- Suggestions for all Team Professionals
- Suggestions for Fostering Parental Involvement

Suggestions for Classroom Setup

- ☞ Semi-circular seating arrangement/ U-shape (depending on number of students) ²
- ☞ Preferential seating for the D/HH student²
- ☞ Utilize rugs & curtains to curtail reverberation²
- ☞ Tennis balls on legs of desks and chairs
- ☞ Backlighting is ideal to minimize glare⁵

Suggestions to Give the Regular Education Teacher

- ☞ Communication with the D/HH student: (these tips apply to **all** staff and students)
 - ☞ Don't over-exaggerate speech for student ¹
 - ☞ Face the student while talking ¹; stand where students can read lips⁵
 - ☞ Talk to the student, NOT the interpreter ¹
 - ☞ Rephrase a statement/question—do NOT repeat ¹
 - ☞ Say student's name when addressing him & identify the topic you are covering ²
 - ☞ Make topic transition obvious ²

Suggestions to Give the Regular Education Teacher (cont'd)

☞ Overall education of the D/HH student:

- ☞ Utilize an overhead rather than the blackboard
- ☞ Attend an in-service workshop on deafness and audiological services
- ☞ Explain idioms, slang and sarcasm ⁵
- ☞ Ask frequent comprehension questions
- ☞ Visual aids are key!!!
- ☞ Write key ideas/topics on overhead
- ☞ Provide break for auditory fatigue ²
- ☞ When requesting quiet, do not specify the necessity for the D/HH child to hear, only request quiet in general ²

Suggestions to Give the Regular Education Teacher (cont'd)

- ☞ Testing information and modifications: ¹¹
 - ☞ Provide extra time as necessary
 - ☞ Distribute study guide prior to testing
 - ☞ Give additional information for instructions/test questions
 - ☞ Provide graphic cues on answer forms
 - ☞ Teach test-taking skills
 - ☞ Review test directions

Suggestions for Itinerant Teacher Communicating with Regular Education Teacher

☞ “Suggest” rather than “tell” 11

☞ Examples:

☞ “What topics are you planning to cover this week?”

☞ “What kind of help could I provide for these activities?”

☞ “How do you normally plan for this student?”

☞ “Can we brainstorm some options for working with this student?”

Suggestions for Itinerant Teacher Communicating with Regular Education Teacher

☞ examples: (cont'd)

☞ “Would you be willing to try...?”

☞ “How typical has this student’s performance been this week?”

☞ “What is the objective of the lesson?”

☞ “How will this lesson be evaluated?”

☞ “How and when will progress be measured?”

☞ “What can I do to help?”

☞ “How much adaptation can your lesson plan tolerate for this student?”

Suggestions for Itinerant Teacher Communicating with Regular Education Teacher

☞ examples: (cont'd)

☞ “How and by whom will the different parts of the lesson be presented?”

☞ “Who will have the responsibility for evaluating which students?”

☞ “Who will communicate with the parents?”

☞ “When should we meet again?”

☞ “Do we need to include anyone else in the future?”

Suggestions for Student Interactions with Peers

- ☞ Institute a buddy system (classroom helper, note taker) ⁵
- ☞ Provide opportunities for all students to engage in extra-curricular activities
 - ☞ example: student may not want to play sports but could help coach or be a scorekeeper
 - ☞ example: students may want to start a Deaf Club
- ☞ take part in sign classes offered by school
- ☞ work with students using cooperative learning techniques

Suggestions for all Team Professionals ²

- ☞ Establish and take part in weekly/monthly meetings on progress
- ☞ Keep in touch via e-mail/phone
- ☞ Engage in in-service/workshop training for entire team
- ☞ Meet with principal frequently
- ☞ Collaborate to prepare units on deafness and sign language, classroom acoustics/amplification, and audiological services
- ☞ Never make the teacher/team feel inferior: do not overstep boundaries ¹¹

Suggestions for Fostering Parental Involvement

- ⇒ Prepare a weekly/monthly newsletter to explain classroom activities/curriculum
- ⇒ Suggest at-home activities
- ⇒ Invite parents for class trips

Direct Instruction of the Deaf/HOH student

- ☞ Have movies and videos closed-captioned to be kept in the school video library ²
- ☞ Purchase CC decoders for all TV/VCR's
- ☞ Obtain film strip scripts (as they cannot be closed-captioned) ²
- ☞ Teach skills promoting independence & responsibility
 - ☞ Study skills
 - ☞ Test taking skills
 - ☞ Social skills
 - ☞ Organizational skills

Direct Instruction of the Deaf/HOH student (cont'd)

- Make use of visuals
- Thematic teaching- incorporate new information throughout all subject areas ¹¹

Resources & Works Cited

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