

STRATEGIES



Outdoor lessons



Model the activity for the child

This will support Albert Bandura's Social cognitive theory. "The theory that individuals learn by observing others and imitating their behaviour" (Levine and Munsch, 2018).



Speaking louder when providing instructions

Being outdoors will mean the presence of loud background noise. "The presence of additional sounds involves hearing-impaired listeners, finding noisy environments disproportionately difficult for understanding speech, whether they wear a hearing aid or not" (Darwin, 2008).

STRATEGIES



Routine time



Usage of **alerting devices & systems**

"Alerting notification signaling systems are specially designed to alert the deaf, hard of hearing, or hearing impaired of different events around [them]. Flashing lights, loud alarms, and/or vibrations are alerting modes that benefit hearing individuals as well as the deaf and hard of hearing." (Hear World Communications, 2016).



WATCH a **video** about a child with **moderate hearing loss** and **how** the preschool **teaches** and **ensures** his the **best way for him to learn**

<https://m.youtube.com/watch?v=6g3szh8X8AA>



(Kisspng.com, 2019)

HEARING IMPAIRMENT

What your child faces in school & the ways schools handle it.

CHALLENGES



Communication

Difficulty conversing/
making friends

Causes **social, emotional & behavioural difficulties**. (Kirk, Gallagher, Coleman, 2015)

Difficulty expressing
their needs/
wants

Causes **delays** in the **development** of **receptive & expressive** communication skills. (Low n.d.)



Only able to use
4 out of 5 senses
to learn

(Makc76, 2019)

Harder to
understand
lessons

“Reading levels of children who are deaf or hard of hearing tend to be **substantially lower** than those of their hearing peers” (Kirk, Gallagher, Coleman, 2015).

Over reliance
on visual
modalities

Students can be **easily distracted** (Oxford University Press, 2019).

STRATEGIES



Indoor & outdoor
lessons



(Clipart Library, 2018)

Face and look at the child when **speaking** to the child

“Body language can help students do things or actions in accordance with teachers’ commands.” (Yang, 2017)

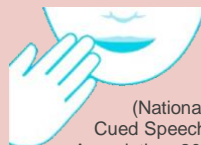


(Bonnie Rubin Audiology, 2019)

Usage of the FM system

“This approach replicates the clarity of normal hearing. Teachers can use wireless microphones

Through lessons and an audio signal is sent via FM radio waves directly into the assistive hearing device the child is wearing.” (CCHAT Centar, 2018)



(National Cued Speech Association, 2019)

Usage of Cued speech

“Cueing allows users who are deaf, hard of hearing or who have language or communication disorders to access the basic, fundamental properties of spoken languages through the use of vision.” (National Cued Speech Association, 2019)

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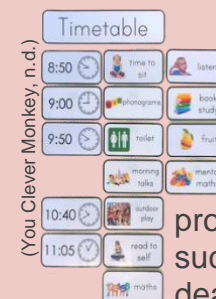
Indoor lessons &
routine time



(Alvernia University, 2019)

Usage of Graphic Organisers

“Depending on the type of writing, the graphic organiser can prompt the writer to describe an object, chart out a course of events or perform some other task that can help in planning the piece. Graphic organisers vary by type and technological sophistication.” (Alvernia University, 2019)



(You Clever Monkey, n.d.)

Usage of Visual scaffolds

“Research has indicated that incorporating visual prompts and pictorial cues is successful for both hearing and deaf individuals with language delays. Pictures and props may be able to accurately express the desired concept. Some materials are ‘a number chart showing numbers’, ‘a collection of different foam shapes’ and ‘coloured pictures indicating concepts’. (Smith, Wolbers and Cihak, 2015)