

If you are concerned:

- that a student has a hearing impairment
- or
- you are presented with documentation regarding a hearing impairment then:

Class Teacher contacts Support Teacher:
Inclusive Education (ST:IE)



ST:IE to follow school based support
processes and procedures



ST:IE to contact the VT:HI



VT:HI responds to school community
requirements



Strategies for support

- Place the student at the front of the class.
- Gain their attention prior to speaking.
- Avoid speaking with your back to the class.
- Keep classroom noise levels to a minimum.
- Avoid having the student face bright lights or glare.
- Check/clarify the student's understanding frequently.
- Ask "Can you repeat the instruction?", "What do you have to do?"
- Avoid yes/no questions as they may reply without really understanding.
- Provide cues if changing the topic.

Contact Details:

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Catholic
Education
Archdiocese of Brisbane

Teaching Challenging Transforming

Hearing Impairment Services



*...teaching, challenging,
transforming...*

Purpose:

The role of the Visiting Teacher: Hearing Impairment (VT:HI) is to assist all students, in particular those with a hearing impairment, to access lifelong learning.

This is achieved through:

- partnerships with school communities
- collaborative consultancy and networking with relevant agencies and school communities
- provision of a range of services to schools and colleges, teachers and parents to support the delivery of learning and teaching programs for students with a hearing impairment
- specific targeted support to students with a hearing impairment
- supporting inclusive education processes, e.g. Enrolment Application Support Procedures (EASP) and Education Adjustment Program (EAP) – Verification and Profiling, Individual Education Plan (IEP)
- dissemination of audiological information to key stakeholders.



Activities undertaken include:

The Visiting Teacher: Hearing Impairment:

- consults with key school personnel to support students requiring educational adjustments related to a hearing impairment
- responds to school community requirements through a range of routine and strategic service options
- teaches listening, speech, language and social communicative competence across the curriculum to supplement class learning
- assesses developmental skills for the acquisition of listening, speech, language and social communicative competence
- facilitates and contributes to school-based procedures and system requirements
- monitors and troubleshoots sensory devices for students with a hearing impairment
- interprets audiological data and consults with relevant agencies
- advises on classroom acoustic management for all learners
- provides professional development at local and system level
- educates school communities, whole class or year level, on the implications of hearing impairment.

Indicators of difficulty with hearing:

Do you have a student in your class who:

- does not respond when casually spoken to
- frequently looks worried
- has trouble localising voices
- answers inappropriately
- seeks clarification continually e.g. "Pardon", "What?"
- watches your face intently whenever you speak, as if trying to "lip-read" what you are saying
- is easily distracted and seems to day dream
- confuses words, e.g. boat/vote, cut/cup
- appears to be more disobedient sometimes than at other times
- fatigues very easily
- may have either a very loud or a very soft voice
- is easily distracted
- is sometimes clumsy and "off balance"
- complains of noises in the ears
- uses visual clues rather than auditory clues
- has poor speech
- has poor auditory memory
- has poor reading ability
- has a short attention span for oral instructions
- has difficulty spelling
- copies other children's work
- fluctuates in school performance.

Then... the student may be experiencing difficulty with hearing.