If you are concerned:
- that a student has a hearing impairment
- 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:

Brisbane Catholic Education
School Service Centre North
12 Endeavour Boulevard, North Lakes
GPO Box 1201, Brisbane 4001
Phone: (07) 3490 1700

School Service Centre South
5-7 Laurinda Crescent, Springwood
GPO Box 1201, Brisbane 4001
Phone: (07) 3440 7900
www.bne.catholic.edu.au
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 daydream
- 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.