



Understand through experience



TEACHER OF A CHILD WITH A HEARING IMPAIRMENT



There is no substitute for a personal encounter with a child with a hearing impairment, because there is not a universal rule how to approach a child. Every child is different and hears differently. But one thing is certain, no hearing technology fully restores hearing.

WHO CAN GIVE YOU ADVICE?

Parents or guardians



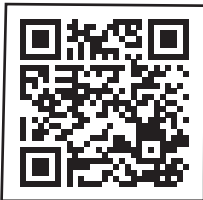
Understand through Experience project



Special Education Advisor



Early Care



animations

TALK ABOUT DIFFERENCES IN CLASS. WHAT IT'S LIKE NOT TO HEAR OR SEE PROPERLY? WHAT SHOULD WE DO TO HELP EACH OTHER?



methods

HOWEVER, A CHILD WITH A HEARING IMPAIRMENT MOVES THROUGHOUT THE SCHOOL, SO SUCH A DISCUSSION SHOULD TAKE PLACE IN ALL CLASSROOMS. AT THE SAME TIME, TEACHERS SHOULD EXPLAIN TO THEIR PUPILS WHAT IS BEHIND THEIR NEW CLASSMATE'S EAR AND HOW TO COMMUNICATE WITH HIM OR HER.

The translation of materials from Czech to English is in progress.



European Union
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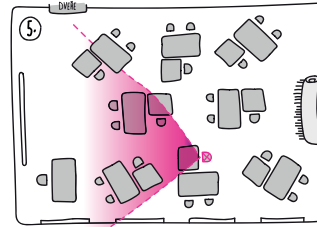
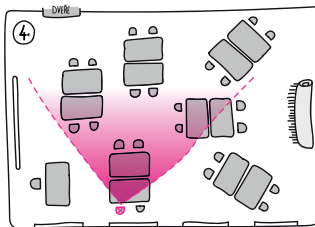
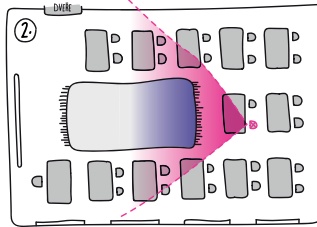
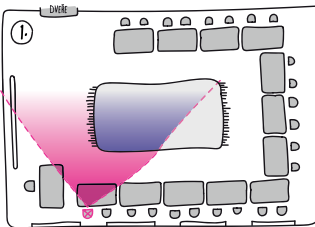
MINISTRY OF EDUCATION,
YOUTH AND SPORTS

THINK ABOUT THE CLASSROOM LAYOUT

I NEED TO SEE THE TEACHER AND THE CLASSROOM, SO THAT I DON'T MISS ANYTHING.

OKAY, BUT HOW?

THERE ARE PLENTY OF OPTIONS.



HOW ABOUT WE TRY 2ND OPTION AND THEN 4TH OPTION THE NEXT MONTH?

GREAT!



MAKE THE AUDITORY ENVIRONMENT EASIER FOR THE CHILD.

...BY ACTIVELY USING WIRELESS TECHNOLOGY

WHAT IS THAT?

Wireless technologies are technical assistive devices that transmit the teacher's voice directly into the hearing aid or processor of the hearing-impaired child's cochlear implant. They consist of a transmitter (microphone) and a receiver. The child feels as if you are speaking directly into his or her ear. For more information, see the methods and videos of the Understand through Experience project. (In Czech language - to be translated soon).



VISUALIZE · RECEIVING INFORMATION VISUALLY IS MUCH EASIER FOR CHILDREN WITH HEARING IMPAIRMENT · SPOKEN WORDS TAKE THEM LONGER TO PROCESS AS THE CHILD LISTENS, TRIES TO UNDERSTAND AND EVALUATES THE INFORMATION.



INCLUDE PICTURES, LABELS, VISUAL AIDS, GESTURES, MIND MAPS, SIGNS WITH INSTRUCTIONS...

YOU CAN FIND MORE INFO IN OUR VIDEO TUTORIALS



video tutorials

COMMUNICATION RULES ARE KEY TO SUCCESS



Repeat the children's answers. Some children speak quietly or unintelligibly, and the classroom may not be completely silent all the time – it's a loud environment. It is therefore very important to repeat all children's answers, summarize the information, and enunciate well and clearly.



During the class discussion, only one person speaks at a time. Before the children get used to this rule use any wandering object - whoever has it speaks.



Write the information on the board. Just a summary, the main idea. This will create a summary of the information that the children have found out/know/are interested in, at the same time allowing the child not only with hearing impairment but also others to better navigate the topic.



Have a very clear agreed signal for termination of activity. It can also be a gesture or a learned movement (for example, a hand with a clenched fist in the air or another movement that you and the children agree on together).



Support the children with making their own information brochure. They'll consolidate the information better this way and they'll return to the brochure more often.



If you are working with text in class, give the child with hearing impairment a printed copy. It'll help during a listening activity for an English/foreign language lesson. In case of listening, the comprehension of children with hearing impairment is even worse (as well as the difficulty of hearing different voices and accents in the presence of background noise, not being able to read lips can also be a major problem).

HOW CAN THE TEACHING ASSISTANT HELP YOU?

They will help you prepare all the materials.

Asks for silence during the class.

The teaching assistant is there for the whole class. They can help other pupils and give you the space to work individually with a child with a hearing impairment.



Notices the child's reactions and helps the child go back if he or she gets lost in the explanation.

They write information about the lessons in a notebook to provide feedback to you and the child's parents about:

- what the child has done well,
- what needs to be worked on,
- what's being discussed,
- what to prepare for.



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