



TEACHING ASSISTANT FOR A CHILD WITH A HEARING IMPAIRMENT



WHAT IS MY PURPOSE?

YOUR GOAL IS TO HELP THE CHILD WITH A HEARING IMPAIRMENT TO BE MORE INDEPENDENT.



HOW?

FOR STARTERS, GET TO KNOW THE CHILD. HOW WELL DO THEY HEAR AND UNDERSTAND? WHAT IS THE LEVEL OF THEIR COMPENSATION? WHAT IS THEIR VOCABULARY? WHAT KIND OF BACKGROUND DOES THE CHILD COME FROM? IS THE CHILD ABLE TO ASK FOR HELP?



YOU NEED TO KNOW THAT NO HEARING TECHNOLOGY FULLY RESTORES HEARING.

Focus on the child's reactions in the following situations:

WHEN LISTENING TO SOUND RECORDINGS

WHEN THE TEACHER ASSIGNS A TASK

WHEN THEY CAN'T SEE THE SPEAKER'S FACE (THUS CANNOT READ LIPS)

IN GYM

WHEN KIDS ARE TALKING AT THE SAME TIME

AFTER-SCHOOL EVENTS

WHEN THERE'S NOISE DURING THE BREAK

WHEN A NEW TOPIC IS DISCUSSED

IN A GROUP OF CHILDREN



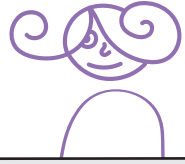
ALL OF THESE SITUATIONS CAN BE DIFFICULT FOR A CHILD WITH HEARING IMPAIRMENT.





IS IT NECESSARY FOR US TO SIT BEHIND THE ONE DESK TOGETHER IN CLASS?

DEPENDS...



Every child with a hearing impairment is different. For some it will be necessary, for others it will be more of a limitation to their independence.



IT DEPENDS ON WHAT LEVEL OF SUPPORT THAT PARTICULAR CHILD NEEDS. NOTICE HOW HE OR SHE RESPONDS TO THE TEACHER'S INSTRUCTIONS IN CLASS.

How to support the independence of a child with a hearing impairment:

You certainly can't promote independence by shoving everything under your child's nose. Formulate questions in a way that makes the child think, and ask him/her questions when you see that the child is lost.



How's it going?
Do you need any help?
How to do this exercise?

You can make communication easier by arranging non-verbal signals with your child. You can then easily check if everything is OK remotely in class.

COULD YOU PLEASE HELP JOHNNY WITH THIS EXERCISE?



PLEASE SHOW ANNE WHAT PAGE WE'RE ON RIGHT NOW.

CAN YOU HELP ME TO CUT OUT THESE PICTURES?

YOU'RE A TEACHING ASSISTANT, SO PROVIDE THE TEACHER WITH ASSISTANCE WHEN NECESSARY.





HOW TO FACILITATE FAMILY, CHILD AND SCHOOL COLLABORATION SO THAT EVERYONE KNOWS WHAT TO DO?



IN MANY SCHOOLS, TEACHERS, ASSISTANTS AND PARENTS EXCHANGE INFORMATION THROUGH A NOTEBOOK.



HOW SIMPLE AND EFFECTIVE!

ISN'T IT? ASSISTANTS, PARENTS AND TEACHERS CAN MAKE LITTLE NOTES HERE.



CRRRR



IT'S BREAK TIME!

UUUU AAAAAAAAAAAAAAAAAAAAAA Iiiiiiiii



A BREAK CAN PRESENT MANY COMMUNICATION CHALLENGES FOR A CHILD WITH HEARING IMPAIRMENT.

HMM, BUT WHAT CAN I DO ABOUT IT?



YOU DON'T HAVE TO JUST SUPERVISE DURING THE BREAK. ENGAGE IN GAMES AND HELP THE CHILDREN TO FOLLOW THE COMMUNICATION RULES.



I LIKE TO PLAY LUDO.

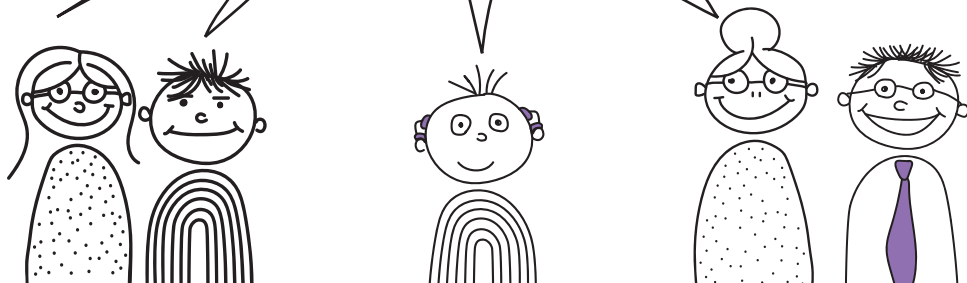
I PREFER DOBBLE.



IN CONCLUSION

MAKES LIFE EASIER!

DON'T FORGET TO COMMUNICATE!



More information here:



animation



methods



video tutorials

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



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