



## A LEISURE EDUCATOR OF A CHILD WITH HEARING IMPAIRMENT

You just found out you have a child with hearing impairment in your group.



AND THAT'S A PROBLEM?

NOT AT ALL! BUT THERE ARE SOME THINGS TO THINK ABOUT

IT'LL BE NICE IF YOU THINK ABOUT THEM DURING THE LESSON AND FOLLOW THE COMMUNICATION RULES.

AND WHY?

Every child with a hearing impairment is different and needs a different level of support. You may even think that they don't need anything at all, because the quality of his or her speech is comparable to that of their peers. However, you should need to know that even a child with good hearing aids or cochlear implants with a hearing impairment does not hear as well as their hearing friends.



WHAT I SHOULD DO ABOUT IT?

IN THE INTRODUCTORY LESSON, GET TO KNOW THE CHILDREN, AND IF THE CHILDREN DO NOT KNOW EACH OTHER, TALK ABOUT THE VARIOUS DIFFERENCES.

DO NOT DRAW TOO MUCH ATTENTION TO THE CHILD WITH A HEARING IMPAIRMENT, BUT OPEN THE TOPIC SENSITIVELY SO THAT THE SUBJECT DOESN'T BECOME TABOO OVER TIME. CHILDREN SHOULD FEEL THAT THEY ARE IN A SAFE ENVIRONMENT IN YOUR CLASS.



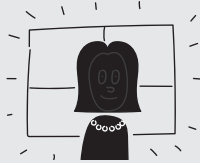


NOW LET'S MOVE ON TO THE COMMUNICATION RULES.

Create the best possible conditions for a child to help themselves by reading lips and faces.



Don't cover your mouth.



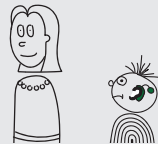
Don't stand with bright light behind you. The child would not see you face properly.



When talking to child, get lower to their level.



Get straight to the point, don't babble.



Face the child when talking to them.



Speak normally, don't shout and don't over-articulate.

REPEAT THE OTHER CHILDREN'S ANSWERS. SOME CHILDREN SPEAK QUIETLY OR MUMBLE.

WHEN YOU READ SOMETHING OR PLAY SOMETHING FROM A PLAYER, GIVE THE CHILD WITH HEARING IMPAIRMENT TEXT THAT THEY CAN FOLLOW.

WHEN DISCUSSING SOMETHING, WRITE DOWN THE MAIN POINTS ON A WHITEBOARD OR ON LARGE PAPER.

IDENTIFY GESTURES AND SIGNALS FOR NON-VERBAL COMMUNICATION.

TEACH CHILDREN TO SPEAK IN TURN. WHEN THEY ARE TALKING, PASS AN OBJECT SUCH AS A SMALL PLUSH TOY AROUND THE GROUP. WHOEVER HAS IT, CAN SPEAK; IT IS THEIR TURN.

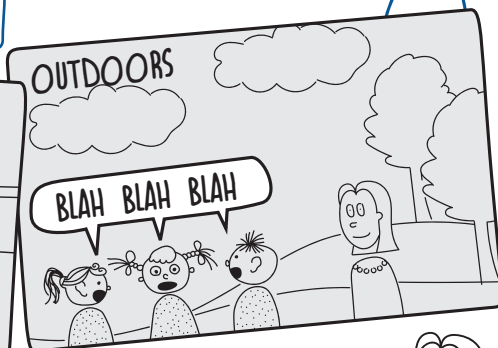
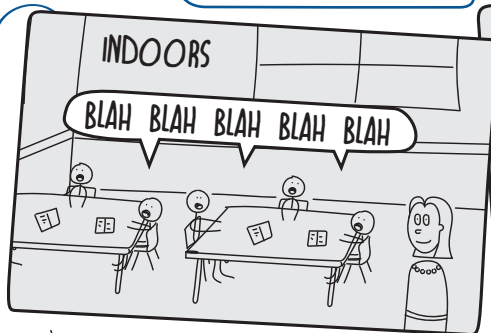
A FEW MORE NOTES ON HOW TO DO THIS WHEN DISCUSSING SOMETHING AND WORKING WITH A GROUP OF CHILDREN.



THINK ABOUT THE ENVIRONMENTS YOU ARE IN WITH YOUR CLASS.



AND HOW LOUD IT IS.



EVERYBODY'S TALKING OVER EACH OTHER AND I DON'T UNDERSTAND THE INSTRUCTOR AT ALL.

RIGHT, IT'S A TERRIBLE BABBLE.



**Visual signals:** discuss gestures or signs for instructions that you use frequently.

Check that the child with a hearing impairment understands you well by asking questions and observing.

#### **Wireless technology:**

- Can be used to communicate with your child in the classroom, on a walk or field trip (the microphone should be carried by the person who is talking).
- The child with a hearing impairment can decide who to give it to according to whom they're speaking to at the time.

Follow the communication rules (you can find them in the Teacher booklet).

Speak so that the child with a hearing impairment can respond.



Explain the games and activities you want to do with children in a visual way and show them how to do it.

**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).



# 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.*



## CONTACT



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