

Strategies toolbox

Teacher's checklist

Since autonomy and self-advocacy is a critical part of self-determination development, your student who is deaf or hard of hearing is encouraged to build a toolbox of strategies to help support their access in their school.

The second page of this document includes a strategy and accommodations checklist. The student has selected the supports they require for hearing and learning.

Student name: Class:

Teacher:

Advocating for hearing and learning needs

Self-advocacy means standing up for yourself and telling others what you need or want, what's important to you, and asking for help when you need it.

This is how comfortable I am advocating for my hearing and learning needs:
(Check the box at the part of the scale that best describes you)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very	Somewhat	Still Practicing	Learning	Not Comfortable
Very comfortable with self-advocacy	Comfortable but could do more	Still practicing and need extra support	Learning and need extra support	Not comfortable yet and require extra support

Teachers, please try to encourage your student as they learn to make requests in support of their learning needs.

Use of your EduMic (remote microphone)

My EduMic is an effective tool to access spoken lessons.

Previewing vocabulary

Please help me by providing me with a list of upcoming lesson vocabulary before the lesson. This helps prepare my brain for what I am about to hear. This helps me reduce errors and listening fatigue.

Seating in the class matters

Having a specific desk of my choosing will help make sure I am seated in an area of the classroom that best supports my hearing.

The student prefers to sit:

Elbow partner

Please help me select an elbow partner and ensure they understand their role. Expect brief exchanges in class.

Access to lecture material: Notetaking

Note-taking is a challenge for me. I would like an advance copy of notes and slides, access to a note-taker, or a copy of a classmates' notes.

Group work

Group work can be very challenging for students who are deaf/hard of hearing. Please assign me to a smaller sized group and find us a quiet space to work.

Closed captions

Please turn on closed captions for videos shown in class to help me follow what is being said.

Live captions

Captioning your voice during lessons helps me to access the information and potentially repair what was misheard.

Portable electronic device (PED)

I will use a PED (e.g. Chromebook™) in class to look up unfamiliar vocabulary, follow my own set of slides, add captions, and type my own notes.

Exam accommodations

Accommodations (e.g. quiet room, more time) during tests and exams are very helpful.

My personal accommodation**Asking questions**

I may ask for repetition, clarification, and additional information.

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