



Working with Students Who are Deaf, Hard of Hearing, Have Low Vision, or are Blind

Category: Special Education

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Special Education

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Understand the special needs of low vision, blind, deaf, and hard of hearing (D/HH) students.
- Identify the teacher’s role in addressing the needs of low vision, blind, deaf, and hard of hearing (D/HH) students.
- Discover effective classroom strategies for working with low vision, blind, deaf, and hard of hearing (D/HH) students.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts:
 - Handout 1: Expand Curriculum for Students Who are Blind
 - Handout 2: Terminology and Abbreviations
 - Handout 3: Functional ASL Words to Master
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Understanding Low Vision and Blind Students
2. Understanding Deaf and Hard of Hearing Students
3. Deaf Culture and Communication
4. Working with Deaf and Hard of Hearing Students

Subtopics:

1. Understanding Low Vision and Blind Students

- a. Myths About the Blind
- b. Tips for Working with Students Who are Blind or Have Low Vision
- c. Remember

2. Understanding Deaf and Hard of Hearing Students

- a. Defining Terms: Decibel
- b. Degrees of Hearing Loss
- c. Languages and Signed Systems

3. Deaf Culture and Communication

- a. The Deaf Culture
- b. Common Mistakes

4. Working with Deaf and Hard of Hearing Students

- a. Teaching Deaf and Hard of Hearing Students
- b. Tips for Working with Deaf and Hard of Hearing Students

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-3	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	3	10
Topic 1 – Understanding Low Vision and Blind Students		
	3-15	75
Discussion Point – Misconceptions About Visually Impaired Students		
	7	(5)
Activity – Idea Collage		
	14	(25)
Break		
Topic 2 – Understanding Deaf and Hard of Hearing Students		
	17-19	25
Topic 3 – Deaf Culture and Communication		
	20-23	15
Discussion Point – Mistakes When Working with Deaf and Hard of Hearing Students		
	23	(5)
Topic 4 – Working with Deaf and Hard of Hearing Students		
	24-29	40
Activity – Consult with Your Peers		
	29	(15)
Closing Remarks		
	30	5
Total of 2 hours and 50 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

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PDXPERT **UNDERSTANDING DEAF AND HARD OF HEARING STUDENTS**

Defining Terms: Decibel

Common Sounds	Decibel Ratings
A whisper	15 dB
Normal conversation	60 dB
A lawnmower	90 dB
A car horn	110 dB
A rock concert or jet engine	120 dB
A gunshot or firecracker	140 dB

THE MASTER TEACHER

Before we define the deaf and hard of hearing, we must be aware of the unit used to measure sound intensity, the decibel. Here is a chart of some common sounds and their intensity. A normal conversation rates 60 dB. So a person with a loss of 60 dB can only hear sounds of this intensity or louder. Deaf or hard of hearing people, depending on their decibel loss, might be able to hear you speak but not understand what you say.

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PDXPERT UNDERSTANDING DEAF AND HARD OF HEARING STUDENTS

Degrees of Hearing Loss

- Hard of hearing.
- Deaf.
- Mild hearing loss (loss of 26 to 40 dB).
- Moderate hearing loss (loss of 41 to 65 dB).
- Severe hearing loss (loss of 65 to 90 dB).
- Profound hearing loss (loss of 90 dB or more).

THE MASTER TEACHER

Hard of hearing: *Mild to moderate hearing loss. The person can detect some sounds with amplification. Hard of hearing is used as a polite way to refer to people in all categories of hearing deficits.*

Deaf: *Severe to profound hearing loss.*

Mild hearing loss: *Loss of 26 dB to 40 dB. The person can detect most sounds without amplification.*

Moderate hearing loss: *Loss of 41 dB to 65 dB. The person can detect most sounds with amplification.*

Severe hearing loss: *Loss of 65 dB to 90 dB. The person may be able to detect some sounds with amplification.*

Profound hearing loss: *Loss of 90 dB or more. The person is unable to detect any sounds, even with amplification.*

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Activity: Consult with Your Peers
Allow 15 minutes for this activity.

Instructions:
Ask the group if anyone has had experience in dealing with deaf or hard of hearing students or if they have learned sign language. These people will serve as experienced peers or “experts.” Ask the “experts” to spread out around the room. Then have the rest of the participants form mixed groups of 3-5. Have each member from the groups consult an “expert.” Ask the “experts” to share their experiences while the team members take notes and ask questions for five minutes. When the time is up, all participants go back to their groups and share what they have learned. Have the small groups compare notes and consolidate their insights about dealing with deaf or hard of hearing students.

If there are no “experts” within the group, have participants list questions or concerns they have about working with deaf or hard of hearing students. Then have them compare their questions and concerns with others and see who shares the same concerns. Let them brainstorm possible solutions or teaching strategies.



“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Describe how your perceptions about deaf, hard of hearing, low vision, or blind students have changed after this workshop. How will these changes affect the way you deal with these students?

2. Are there any aspects of working with deaf, hard of hearing, low vision, or blind students that the presentation did not cover? What are they, and how do you suggest addressing these aspects?

3. Which classroom strategies suggested in the workshop would be applicable to your present situation? How are you going to apply these principles to the classroom?
