



# Course guide

## E-learning course on inclusion of pupils with hearing loss

**Auditory, linguistic and social skills**



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# Introduction



Welcome to the e-learning course on inclusion of pupils with hearing loss.

We recommend that this course is taken with a study group to get the full benefit. Participants in a study group could be the team of teachers working with the class, that includes a pupil with hearing loss. You can also include a 'hearing professional' in the proces.

There are additional information and ressources in the document "Additional information for the e-learning course".

Before starting your studies – consider this (make notes for yourself):

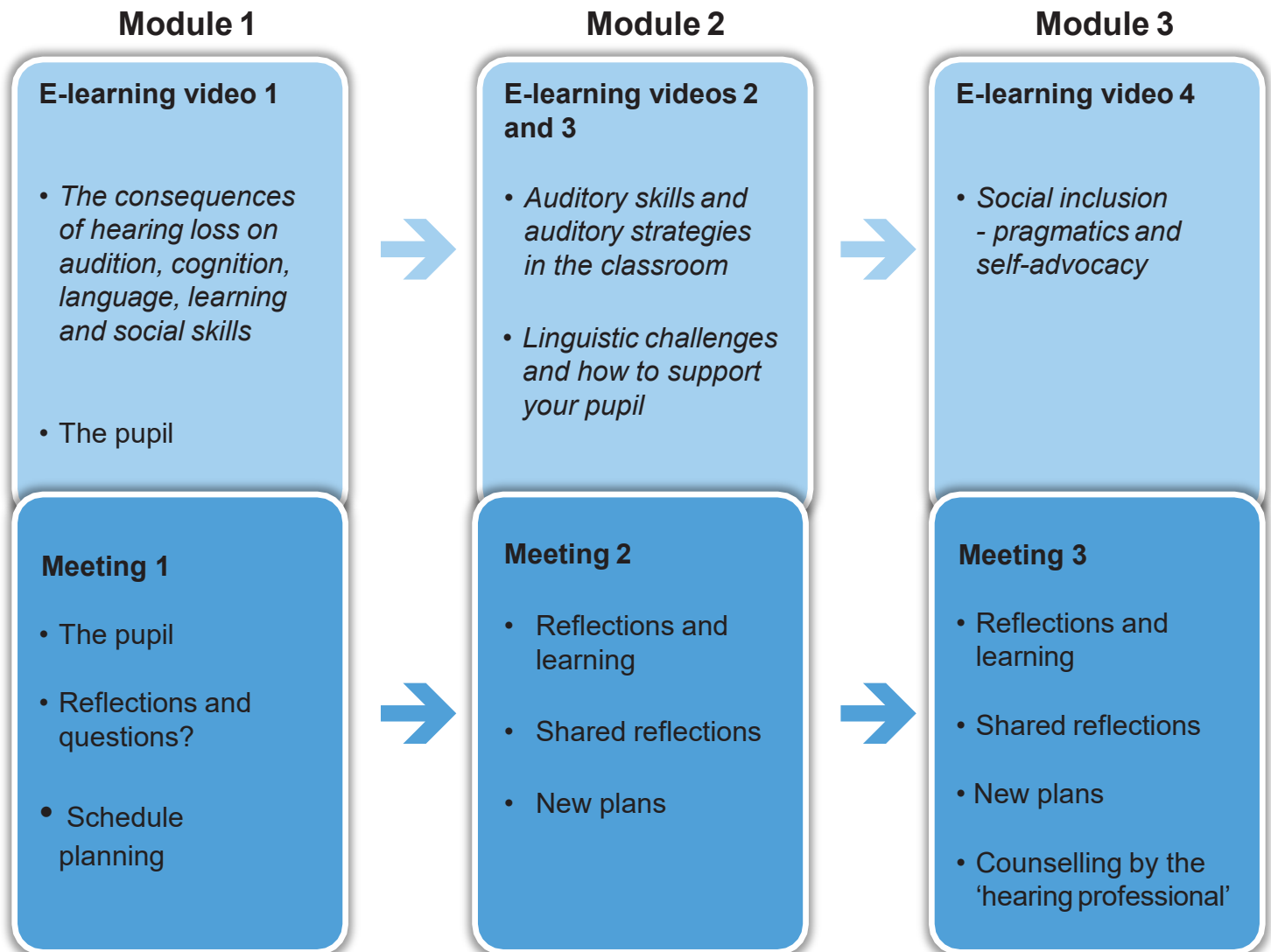
- What has puzzled you about the pupil's reactions, learning etc.?
- Are there any of your strategies or teaching methods that do not function and reach the learner with a hearing loss?
- Have you given any thoughts to how well the pupil hears in class?

Listen to an example of how it may sound to have a hearing loss in the classroom with or without a hearing assistive technology:

[Hearing Loss in the Classroom – YouTube](#)

# Learning process

Here is an overview of how you could organize your learning process. The light blue boxes are your independent work, and the darker blue boxes are questions for your meetings in the study group.



# Module 1 – Individual preparation



## Module 1 E-learning video 1

- *Consequences of hearing loss on audition, cognition, language, learning and social skills*
- The pupil

### See the e-learning video

*"Consequences of hearing loss on audition, cognition, language, learning and social skills"*

### Think about...

- What puzzles you about your pupil with hearing loss? (think of a daily or recent situation)
- What do you know about the pupil's hearing loss and about the hearing technology?
- How do you cooperate with the pupil's parents and with the 'hearing professional'?

# Module 1 - meeting in the study group

## Meeting 1

- The pupil
- Reflections and questions?
- Schedule planning

In this meeting you talk about your pupil(s) with hearing loss and organize the work in the group.

### The pupil:

Tell everything you know about your pupil(s): The hearing loss, the hearing technology, any supplementary hearing assistive technology (remote microphone(s), technology for listening to electronic devices), learning skills, social skills, parental support.

### What puzzles us?

- Are there any reactions of the pupil that have surprised you?
- Do you relate this to the hearing loss?
- Think about these situations: In the classroom, in another room at the school (gym, music class, cooking class, gathering hall), in another learning environment (outside, on excursions, swimming, school field trip), in the breaks playing with or talking to peers?
- Have you given thoughts to how to teach this pupil – and if any of your teaching methods might not be fully accessible to this pupil?

### Schedule planning

- Each meeting is suggested to last ½ -1 hour.
- We suggest that the meetings are approximately 2-3 weeks apart. This allows you time to implement the actions that you have decided to do and to study on your own before the next meeting.
- Plan dates and times of the study group meetings
- Do you want a 'hearing professional' to attend your last meeting? Who contacts her/him?
- How to prepare for the next meeting

# Module 2

## Individual study

### E-learning courses 2 and 3

- *Auditory skills and auditory strategies in the classroom*
- *Linguistic challenges and how to support your pupil*

1. See video 2  
***“Auditory skills and auditory strategies in the classroom”***
2. If you want to see an example of a teacher using auditory strategies in the classroom, look at this video at the minutes 5:30 – 8:55:  
<https://www.youtube.com/watch?v=s7-gVXkciMI>  
(Video made by Decibel - a Danish parent organization – as part of the project ‘iHEAR’)  
Subtitles in your own national language – see instructions in a separate document
3. Overview of **auditory skills and auditory strategies** in “Additional information, resources and materials”
4. Reflections:
  - What did you find most interesting in the video? Write it down and bring it to the study group.
  - Do you see any of these challenges with auditory skills (auditory attention, auditory memory) in your pupil? How is it expressed in the pupil's actions?
  - If you were to start using one of the auditory strategies while teaching – which one would you choose first? (acoustic highlighting, chunking, wait time, repetition, auditory before visual)

# Module 2

## Individual study - continued

### E-learning courses 2 and 3

- *Auditory skills and auditory strategies in the classroom*
- *Linguistic challenges and how to support your pupil*

5. See video 3

***”Linguistic challenges and how to support your pupil”***

6. Reflections:

- What did you find most interesting in the video? Write it down and bring it to the study group.
- Which challenges regarding speech and phonological awareness do you recognize in your pupil?
- Which challenges regarding language skills (vocabulary size, meaning of words, grammatical or syntactical errors in spoken language) do you recognize in your pupil?
- Which challenges regarding literacy (decoding words, reading comprehension, spelling, writing narratives) do you recognize in your pupil?
- Which challenges and how will you address these? – What will you do yourself and what will you discuss with the other teachers of the class and with the hearing professional?

# Module 2 - meeting in the study group

## Meeting 2

- Reflections and learning
- Shared reflections
- New plans

Share what you found most interesting in the e-learning courses "*Auditory skills and auditory strategies in the classroom*" and "*Linguistic challenges and how to support your pupil*".

Talk to your hearing professional about other valuable resources on these themes. Read more in the document "Additional information for the e-learning course"

You can find resources in English at this website:

<https://successforkidswithhearingloss.com/>

It is an American commercial website that produces resources for teachers of pupils with hearing loss. The TRAP UP partners do not receive any compensation for referring to this website. We also are not responsible for the content.

Reflect on your plans for changes and write down your plans in this form:

1. We will...
2. We will ask for help to introduce this new action from ...
3. Observe these reactions in the pupil to the changes: ...
4. How will you prepare for the next meeting?



# Module 3

## Individual study

### E-learning course 4

- *Social inclusion - pragmatics and self-advocacy*

1. See the e-learning video

***”Social inclusion – pragmatics and self-advocacy”***

2. Reflections:

- What did you find most interesting in the video?
- How can you use this information to support your pupil in becoming more self aware of his or her challenges?
- Do you see pragmatic challenges in your pupil?
- How can your pupil develop self-advocacy and self-determination?

3. If you want your pupil to evaluate how well she hears and understands in different learning situations, the following questionnaire can be used. You may want to contact a hearing professional.

<https://successforkidswithhearingloss.com/listening-inventory-for-education-revised-life-r/>

At this webpage you will find several instruction videos and physical materials on how to work with your pupil on self advocacy, communication repair strategies, self concept and social skills. Talk to your ‘hearing professional’ about resources in your own language.

<https://successforkidswithhearingloss.com/>

# Module 3 - meeting in the study group

## Meeting 3

- Reflections and learning
- Shared reflections
- New plans
- Exchange with a 'hearing professional'

Take turns sharing what you found most interesting in the e-learning course **"Social inclusion – pragmatics and self-advocacy"**

Share any valuable resources on this theme with your study group.

Reflect on your plans for changes and write down your plans in this form:

**Write down your final plans in this form:**

1. We will...
2. We will ask for help to introduce this new action from ...
3. Observe these reactions in the pupil to the changes: ...

**Summing up of e-learning course and classroom design:**

- Changes in your teaching?
- Changes regarding the whole class and the classroom?
- Involving the pupil's other teachers?
- Contact your 'hearing professional' ?
- Involving your school principal?
- We suggest that you meet again in 1-2 months time with your colleagues to share knowledge and reflections upon the next steps in your strategies to reach full inclusion for your pupil with hearing loss.