Strategies for the classroom

The following classroom management strategies should continue to be used to help maintain a pupil’s progress.

- They should sit near the front, with a clear view of the teacher's face.
- Speak clearly to them but do not shout.
- Visual aids and gesture will help clarify spoken information.
- Gain their attention before new vocabulary, information or instructions are given.
- Quiet listening conditions whenever possible, as background noise may affect speech discrimination.
- Awareness that it maybe more difficult to locate who is speaking in a group discussion.
- Awareness that their hearing may deteriorate when they have a cold.
- Speak clearly to them do not exaggerate words as this can alter lip patterns.
- Please make discreet checks that they have heard and understood important information.
- Awareness that some frequency speech sounds will be harder for them to discriminate and therefore may mishear some words. Vowels carry the power of speech but consonants convey the meaning.
- Areas such as lunch halls and playgrounds are difficult times for a hearing aid wearer to hear clearly, and he will be reliant on lip reading, which can easily lead to missed conversations.
- If the child does not hear something, it is helpful to rephrase rather than repeat what has been said.
- Hearing aids do not discriminate but amplify every sound. Be aware that the child may tire towards the end of the lesson.
- During outdoor lessons make sure you are standing near the child when talking to them or the whole class.
- Be aware that you cannot lip read voice-overs on television programmes or videos.
- Be aware of low frequency background noises will be amplified by their hearing aids e.g. Heaters, fans, computers.
- Be aware that if the pupil has a bad cold or is congested their hearing may deteriorate significantly, they will be more reliant on lip reading at these times.
• Make sure you have the child's attention and eye contact before speaking to him.