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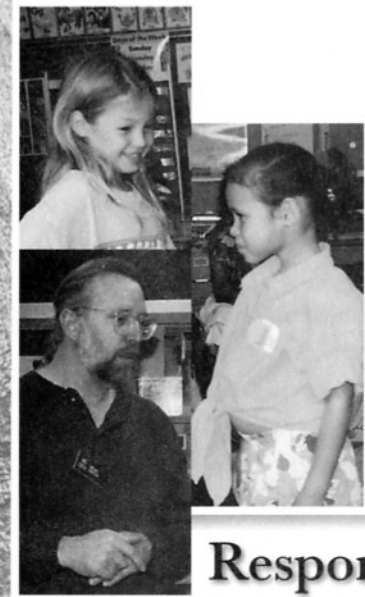
- Be aware that, due to the time required to process the information, the interpreter is usually several sentences behind the speaker. During classroom discussion, establish a rule that one person speaks at a time. When students raise their hands and teachers point to the next speaker, it allows students with hearing impairments to more fully participate in fast-paced, lively conversations.
- Understand that private conversations between teacher and interpreter, or between interpreter and students with hearing impairments, are not appropriate. However, there may be times when the interpreter is still signing information in order to clarify communication — even after the teacher/classmate has finished speaking.
- Hold students with hearing impairments responsible for class rules, homework, materials, and class preparation just as you would any other student.

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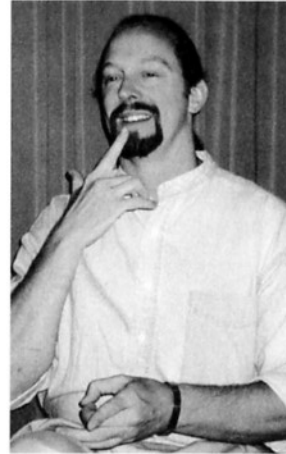


Responsibilities of Teachers Working with Students with Hearing Impairments in the Regular Classroom

- Introduce the interpreter to the entire class at the beginning of the year and allow class time for the interpreter to explain his/her role.
- Discuss with the interpreter the class format (lecture, discussion, and films/media to be used).
- Provide the interpreter with all textbooks and other related materials used in the class. Provide an overview of upcoming instruction. Apprise the interpreter of specific or new vocabulary used in class.
- Learn to use the closed caption decoder and other technology students may be using in the classroom.
- Use films and videos that are captioned to ensure access for students with hearing impairments.
- Remember the interpreter is working for everyone in class (i.e., he/she is not there just for students with hearing impairments, but rather to facilitate communication for everyone).



- Consult regularly with the interpreter.
- Retain all responsibility for classroom management. Interpreters are not expected to have any responsibility for classroom management, nor are they to take any actions that impinge on the teacher's authority in the classroom.



- Look at and talk to students with hearing impairments, rather than with the interpreter. This establishes a direct and important connection between teacher and students.
- Although the interpreter will be signing what you are saying, watching students' facial expressions indicating understanding or not understanding can assist you with communication.
- Face and talk directly to students. "My name is Ms. Smith" is more empowering and inclusive than "Tell him my name is..." This practice applies when using an interpreter and during all classroom communication.
- Be flexible with classroom seating arrangements. Preferential and roving seating are important so students can have visual access to the teacher, interpreter, and children who are contributing to classroom discussions.
- Speak at the same speed you would use in any instructional situation. You do not have to slow down to accommodate students with hearing impairments in the classroom. The interpreter will ask for clarification if needed. However, during oral reading, it is important to realize that speed tends to increase. Please be aware that students may be trying to watch the inter-

preter and follow the text. Modifications/adaptations may need to be devised.

- Be aware that the interpreter is responsible for providing communication and educational access for students with hearing impairments by (a) signing all the information he/she hears from teachers and other students, (b) voicing or speaking all the information from students with hearing impairments, and (c) not editing, interjecting personal comments, or deleting information that other students can hear.



- Visually cue students with hearing impairments to indicate who is talking during class discussions.
- To promote independence and inclusion, hand all materials directly to students, rather than the interpreter.
- Allow several minutes for students to visually scan new materials and to become oriented to vocabulary and central concepts. Providing vocabulary or study guides prior to the introduction of new material is also helpful.