Training Seminars for Regular Education Teachers: Preparing to Teach Students who are Deaf in the Hearing Classroom

K'Leis H. Young

Follow this and additional works at: https://digitalcommons.usu.edu/gradreports

Part of the Education Commons

Recommended Citation
Young, K'Leis H., "Training Seminars for Regular Education Teachers: Preparing to Teach Students who are Deaf in the Hearing Classroom" (1993). All Graduate Plan B and other Reports. 1025.
https://digitalcommons.usu.edu/gradreports/1025

This Creative Project is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Plan B and other Reports by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.
TRAINING SEMINARS FOR REGULAR EDUCATION TEACHERS: PREPARING TO TEACH STUDENTS WHO ARE DEAF IN THE HEARING CLASSROOM

by

K'Leis H. Young

A master's project submitted in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

in

The Department of Communicative Disorders

Approved:

Utah State University
Logan, Utah

1993
ACKNOWLEDGMENTS

I want my committee to know my sincere appreciation for all the time and effort they have spent in my behalf. Thanks to Dr. James Blair for his silent rebukes and incredible patience with me. Thanks to Dr. Freeman King and Peggy Von Almen for their support and suggestions. And thank you to all three for their experience, professional advise and confidence in me.

A special thanks to the teachers who filled out the questionnaire at a busy time in the school year and to the students who read and evaluated the seminars.

Without the help of my friends and family who listened to my ideas, gave me support, and watched my daughter I could never have completed this project. Last but not least I wish to thank my husband for his unwavering belief in me, that I could finish even under difficult circumstances. Thank you for being there for me when I needed it most.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ACKNOWLEDGMENTS</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I. STATEMENT OF THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Problem Statement</td>
<td>1</td>
</tr>
<tr>
<td>Purpose and Objectives</td>
<td>5</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>6</td>
</tr>
<tr>
<td>III. PROCEDURES</td>
<td>12</td>
</tr>
<tr>
<td>IV. THE SEMINARS</td>
<td>15</td>
</tr>
<tr>
<td>Introduction to the Seminars</td>
<td>15</td>
</tr>
<tr>
<td>Seminar #1</td>
<td>17</td>
</tr>
<tr>
<td>Seminar #2</td>
<td>28</td>
</tr>
<tr>
<td>Seminar #3</td>
<td>42</td>
</tr>
<tr>
<td>V. EVALUATION AND CONCLUSION</td>
<td>54</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>58</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>62</td>
</tr>
<tr>
<td>APPENDICES I</td>
<td>62</td>
</tr>
<tr>
<td>A: Questionnaire Evaluation Table</td>
<td>63</td>
</tr>
<tr>
<td>B: Questionnaire</td>
<td>67</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>C: Evaluation Form</td>
<td>74</td>
</tr>
<tr>
<td>D: Average Evaluator Ratings</td>
<td>78</td>
</tr>
<tr>
<td>APPENDICES II</td>
<td>80</td>
</tr>
<tr>
<td>A: Alan's Story: Handout and Transparency</td>
<td>81</td>
</tr>
<tr>
<td>B: Alan's Story: Instructors Copy</td>
<td>83</td>
</tr>
<tr>
<td>C: Student Interest Inventory</td>
<td>87</td>
</tr>
<tr>
<td>D: Topic Outline for Seminar #1: Handout</td>
<td>90</td>
</tr>
<tr>
<td>E: Subtopic Outlines for Seminar #1: Transparencies</td>
<td>92</td>
</tr>
<tr>
<td>F: Topic Outline for Seminar #2: Handout</td>
<td>96</td>
</tr>
<tr>
<td>G: Subtopic Outlines for Seminar #2: Transparencies</td>
<td>98</td>
</tr>
<tr>
<td>H: Book and Movie List</td>
<td>105</td>
</tr>
<tr>
<td>I: Topic Outline for Seminar #3: Handout</td>
<td>109</td>
</tr>
<tr>
<td>J: Subtopic Outlines for Seminar #3: Transparencies</td>
<td>111</td>
</tr>
<tr>
<td>K: Illustrations of a Ratlin: Instructors Copy and Transparency</td>
<td>118</td>
</tr>
</tbody>
</table>
CHAPTER I: STATEMENT OF THE PROBLEM

Problem Statement

“Increased numbers of children who bear the medical label ‘deaf’ or ‘hard of hearing’ are being integrated today into regular classes with their hearing peers in preschool, elementary and secondary schools of the United States” (Northcott, 1980, p. 1). Luckner (1992) related that approximately 79% of deaf and hard of hearing students have been served in mainstream settings. Regular education teachers were being asked to educate students who are deaf and hard of hearing with those who have no hearing difficulty.

Deaf students who are mainstreamed may find difficulty fitting in if regular education teachers do not know how to help them. Finn (1989) studied drop-out rates and developed a “participation-identification model” to explain the causes of dropping out. His study concluded that students need to feel a part of the school early in their education in order to actively participate in the schooling process. A participation-identification model “when applied to deaf students in local public school programs would suggest that early negative encounters with unrewarding communication situations would decrease a sense of identification with school already stressed by an inability to communicate with the environment”
(Kluwin & Kelly, 1992, p. 295). Since identification is so important, regular education teachers need to receive specialized training in teaching children with hearing losses in order for the deaf student to have the opportunity to feel like he/she is a part of the school.

Hull and Dilka (1984) explained that most regular education teachers had no previous exposure to individuals with hearing losses and certainly no experience in teaching students with hearing losses. Another study by Lass, Carlin, Woodford, Campanelli-Humphreys, Joanna, Hushion-Stemple, and Boggs (1986), cited by Luckner (1992), reported that most teachers never had a course that included a discussion on hearing or hearing disorders. Therefore, regular classroom teachers had none of the specialized training in communicating, adapting materials, monitoring, etc. for children with hearing losses.

This author asked three students who were taking courses in elementary education at Utah State University if they had received any training on educating children who are deaf. According to these students, only one class contained any information on hearing loss. This course was Special Education 301 which only included a 15-20 minute segment on hearing difficulties. After talking with students
who had recently been through that course, the author found that they expressed a general feeling that the segment was not sufficient to prepare them for teaching deaf students.

This author also had personal correspondence with one of the teachers (G. Gilberts, personal communication, January 29, 1993) of Special Education 301 who provided the author with lecture notes for the portion of the course which covers hearing loss. The professor stated that in comparison to the information and training a regular classroom teacher would need in order to adequately teach a student who is deaf, the students at Utah State University are receiving "nothing."

During student teaching experiences, the author taught several students who were deaf and who were being mainstreamed in classes for science or math. This author acted as the interpreter in these classes on several occasions and was able to observe conditions of mainstreaming in their classes and saw several things which caused concern. For example, the teacher spoke to the interpreter rather than the deaf students. The deaf students did not feel like a part of the group. Unfortunately the author did not take
the opportunity at that time to talk to the regular classroom teacher to find out this teacher's feelings about the situation.

Based on the above information, the author concluded that regular education teachers need more training in the area of deaf education in order to be more competent and confident teaching students who are deaf.
Purpose and Objectives

If mainstreaming is to be implemented, regular classroom teachers need to be prepared to receive children with hearing losses into their classrooms. This preparation needs to be designed so that the regular education teacher understands the implications of deafness and ways to enhance the experiences of all students involved.

This project has three objectives: (1) to teach teachers communication skills to be used with children who are deaf; (2) to teach teachers techniques to improve the environment of the classroom so that all deaf students can achieve a better relationship with their peer group; and (3) to teach teachers the special instructional skills necessary to help deaf students who are mainstreamed into their classes to progress academically.
CHAPTER II: REVIEW OF THE LITERATURE

In the review of the literature this author supports the conclusion that regular education teachers need instruction in three areas: communication skills, environmental considerations relative to peer interaction, and instructional skills. The author also shows that the students' success is determined partly by the skills of the teacher.

Communication Considerations

In an interview by Carroll (1989), Larry Stewart indicated that after the passage of Public Law 94-142 there has been a trend of mainstreaming children who are deaf. He felt that, while mainstreaming benefitted most handicapped children, it was different for children who are deaf. Communication is their greatest obstacle. According to Stewart, this communication is not happening between the student and his/her teachers, peers, or others in many public school settings.

Gildston (1980) indicated that regular education teachers need instruction in communicating clearly with children who are deaf. Kampfe (1984) has shown the importance of teachers being familiar with methods of facilitating communication between children who
have hearing loss and others. Both authors listed examples of skills teachers need to be aware of and use in improving their communication with students who are deaf, such as being aware of and understanding nonverbal communication.

Higgins (1990) stated that signing instruction is a crucial component of communication between students who are deaf and their mainstream teachers. He said that serious instruction in sign language can significantly improve the personal communication between the student and teacher, giving the student the opportunity to feel a greater sense of belonging.

Luetke-Stahlman and Luckner (1991) explained the role of the interpreter in school. The regular education teacher, when an interpreter is used, needs to understand that the interpreter is there as a communication link between the student who is deaf and the teacher. Luetke-Stahlman and Luckner stated that the interpreter is not to contribute to the conversation; the teacher converses with the student and the student with the teacher, and the interpreter conveys the appropriate messages from both.
Student/Peer Relationships

Luetke-Stahlman and Luckner (1991) stated that in order to succeed in school, students must have a good rapport with classmates and teachers. Culhane and Mothersell (1979) established a direct relationship between peer interaction and positive social behavior. A positive and communicating environment is necessary for effective learning (Sanders, 1988).

Researchers have shown that teachers can play an important role in creating a warm and friendly communicative environment, while also enhancing the teaching process so that children can learn effectively (Culhane & Mothersell, 1979; Luetke-Stahlman & Luckner, 1991; Sanders, 1988).

Reporting on their research, Luetke-Stahlman and Luckner (1991) presented five areas which teachers can learn about and use to strengthen and build self-esteem in their students. These areas are as follows: connection (student appreciated by others), uniqueness, power (control over one's life), role models, and accomplishment.

Culhane and Mothersell (1979) suggested that teachers discuss the implications of deafness with hearing students, be a role model
for all students, and evaluate each student on equal grounds. Teachers who will be instructing students that are deaf and hearing students need to be educated in how to provide a positive, accepting and communicating environment which will help promote success by building self-esteem in pupils.

**Instructional Skills**

Researchers have shown that regular education teachers too often have not had adequate skills to effectively instruct deaf children in their classes (Hull & Dilka, 1984; Luckner, 1992). The teachers do not have the skills because they have not had sufficient opportunity to develop the necessary skills.

Higgins (1990) presented the idea that, although there are problems in mainstreaming with qualified personnel, these problems can be overcome with proper training and experience. He suggested inservice training sessions and sign instruction be part of the proper training. The inservice training sessions would cover instructional methods, classroom management techniques, interpersonal relationships and parental involvement.

Kampfe (1984) reported that teaching deaf children requires more than dedication and enthusiasm. It calls for an in-depth
knowledge of physical, psychosocial, and educational aspects of deafness. She gave suggestions showing that teachers need to understand the implications of deafness in order to enhance the learning process of students who are deaf. She continued by explaining that there should be inservice training covering these topics for teachers before school starts and that it should continue throughout the school year.

Luckner (1992) explained that a potential problem in mainstream settings is that most information is presented through speech, which requires that a student be able to hear. He then cited other research which indicated that the most effective instructional format to be used with students who are deaf is one that provides predominantly pictorial or visual support with some secondary verbal information. Inservice training can educate regular classroom teachers in the need to supplement lessons visually and can present different ways in which this can be done.

Mather (1990) showed that teachers who are non-native signers tend to ask yes/no questions rather than wh-questions (who, what where, when, why) in their interactions with students who are deaf. She cited further research by Rhodda and Grove (1987) which
agreed. Rhodda and Grove explained that if teachers asked wh-questions, their students would be able to progress further in academic achievement and social-emotional development. Mather (1990) indicated that instructing teachers about questioning and specifically about using wh-questions could increase the competency of teachers of the deaf.

Luckner (1992) surveyed 354 regular education teachers to determine their attitudes toward mainstreaming. As part of the survey, the question “What would have helped you that was not done or was not available to you?” (p. 303) was asked. Responses included such things as inservice training, more information on the impact of hearing loss, more information on how to adapt materials, opportunity and time to take a sign class, an interpreter, and advice on specific strategies to use with students with hearing loss.

The research shows that there is a need for instructional, communication and student/peer interactional training that can improve the abilities of regular education teachers in teaching students who are deaf. This could increase the opportunities of these students for success academically, socially, and emotionally.
CHAPTER III: PROCEDURES

This author has created three successive seminars to educate teachers about children who are deaf while presenting suggestions for developing and implementing skills in each of the three areas mentioned above (i.e., teacher communication with student, student/peer relationships, and instructional skills.) The author has gathered information from a variety of sources. These sources include those listed previously in the Review of Literature; information gathered from professors, mainstream teachers, and peers; and from the author's experiences. This information has been used in developing the three seminars.

A review of current research has been completed in order to determine what should be included in the seminars. This material has being organized into interactive presentations and materials that the teachers can use for reference.

In the process of developing the seminars, the information was sifted and organized into the three main instructional areas. A table (see Appendix I, A) was developed listing ideas taken from Com D 657, Mainstreaming (Von Almen, 1992) and literature read by the author that are important for classroom teachers to know when deaf children are placed in their classroom. A questionnaire was then
developed from this table (See Appendix I, B). This questionnaire was distributed to ten regular education teachers who currently or recently had mainstreamed deaf students. The teachers ranked each item on a scale from 1 to 10, with a one being not important and a 10 being vital. The author also ranked each item according to personal opinion. The average score for each item from the teachers' evaluation, as well as the author's ranking, was listed on the Questionnaire Evaluation Table. A tally was then taken of the number of occurrences of each item in the reviewed literature. An arrow is shown on the table to indicate if the number of occurrences suggested that a particular item was of greater or lesser importance than shown by the teachers' average score. If the number of occurrences corresponded well with the teachers' average score no arrow is shown. The information was then categorized into three main topic sections: communication, social interaction and instructional skills. Under each section the items were listed in order of importance according to the results shown in the Questionnaire Evaluation Table. The most vital and important information in each of the three sections has been included in the seminars. Each seminar is approximately one hour in length and
covers such topics as learning to sign, seating arrangements, use of visual aids in lessons, getting to know the student with a hearing loss, and working with interpreters.
CHAPTER IV: THE SEMINARS

Introduction to the Seminars

The following seminars have been created to better prepare regular education teachers to teach mainstreamed deaf students. The individual(s) who presents these seminars should be trained in educating the deaf so that the information is correct, and the teachers may have a knowledgeable and experienced instructor. This introduction is specifically for the instructor to explain the format of the written seminars.

The author has designed these seminars with three main objectives in mind: (1) to teach teachers communication skills to be used with deaf children; (2) to teach teachers techniques to improve the environment of the classroom so that all students can achieve a better relationship with their peer group; and (3) to teach teachers the special instructional skills necessary to help their students who are mainstreamed into their classes to progress academically. Each of these objectives is covered in a separate seminar.

In each of the seminars different styles of text are used for the instructor's script. The instructor is provided with questions, desired responses, and notes and directions. The instructor's script in written in regular text. Bold type is used to indicate questions
for the instructor to ask, and after the bold-typed question, desired responses are shown parenthetically. Finally, the script designates notes and directions by using italics.

Each seminar is approximately one hour in length, and it is planned that one be given each week for three consecutive weeks. The author recommends the instructor study the material, reading through the seminars several times, prior to presentation.
Seminar #1

Materials Needed:

* Copies of Alan's story (see Appendix A)
* Highlighter pens for each participant
* Instructor's copy of Alan's story (see Appendix B)
* Overhead transparency of Alan's story (see Appendix A)
* Grease pen for writing on the transparency
* Copies of student interest inventory for each person (see Appendix C)
* Copies of the topic outline for each person for note taking (see Appendix D)
* Overheads of subtopic outlines (see Appendix E).

Welcome:

Introduction: You are here because you are going to have a student who is deaf mainstreamed into your class. Perhaps you are wondering why a deaf student is entering your classroom. It may be that the parents want their child to be able to live at home rather than to attend a residential educational program, or perhaps the parents feel that an education in a regular class will give their deaf
child a chance to learn more and be integrated better into our society.

Teachers in the past have said that they wished they had known prior to their experience with the deaf child how much extra work having this deaf child in their class would be (Von Almen, 1992). This is one thing you will realize as we continue. Students who are deaf have special needs which must be met in order for the learning process to be a success. There is an occupational field for individuals who want to learn these skills and teach the deaf. These seminars will not teach you all these skills. Unfortunately we can only briefly touch on a few teaching skills and student needs. Our hope is that you will understand the importance of using these skills and recognize when the student is not functioning well in your classroom so that you can call for help. There are people near you who can be contacted when you have concerns or questions during the school year. (Discuss who these people are with the teachers.) Please feel free to ask any questions you may have as we continue.

Opening Activity: Hand out highlighter pens and copies of Alan's case history. Ask the teachers to read the history and using
highlighter pen, underline the things they think should be changed or improved. Allow five minutes for individual work.

Ask the teachers to point out and discuss their conclusions. As the teachers share their points, underline each item on the transparency. At the conclusion of this activity show that the major areas of deficiency are instructional and social, both having to do with communication. Explain that today you will discuss the importance of communication with students who are deaf. The following two seminars will cover the social and instructional areas. (During the discussion of Alan's case be sure and point out strengths...see underlined parts on instructor's copy: Appendix B.)

Body: It is of utmost importance that a teacher know his/her students, so that he/she can know their strengths, weaknesses, needs, feelings, and how to motivate them. How do you get to know your students? All of these ways involve communication. It is just as important for you to know your deaf student, as it is your other students. By being able to communicate and by being comfortable with your student you will be able to get to know him or her. You will find that just like every other child, he/she is a unique individual. You will discover assets on which you can capitalize.
You will notice that he/she will be sad one day and happy another. Discovering a child can be a beautiful experience. Hand out outline and explain that they may wish to take notes.

A. Working with an interpreter

Show overhead A (Appendix E). Cover all but the title and uncover each topic as you come to it.

The best way to know someone is by communicating with him or her. This will likely be done through an interpreter for the most part since your student is deaf and therefore most probably communicates through sign language. Thus, understanding the role of the interpreter becomes imperative to the quality of the communication which takes place between the teacher and the student (Hayes, 1984; Luetke-Stahlman & Luckner, 1991; Von Almen, 1992).

The interpreter's job is to sign everything that is being said. It is similar to having a Spanish translator. The interpreter must not only get the words across, but the feeling with which something is said. For example, if you are upset with David who is talking during a lesson and you say sternly, "Go sit at the back of the room!" The interpreter must sign what you say and how you say it. The
When 13 years old, Jesse Thomas, who is deaf, expressed his feelings about interpreters:

Learning through an Interpreter is very hard. The idea of a person interpreting for a deaf person in hearing classes is great, but there is one bad shortcoming: it is pretty tiring for me to keep my eyes on one place all day long. It puts an amount of strain on me by looking at one figure all day. After watching an interpreter all morning, I find myself not paying attention in the afternoon. ...Sometimes the interpreter is too awful to even look at, and I'm not talking about personal appearance! Not to mention, it's difficult to watch a filmstrip or movie while watching an interpreter at the same time.

(Thomas, 1989, pp. 1-2)

What are some things you could do to help make learning through an interpreter easier? Frequent breaks for eyes to rest, using chalkboard or visual aids, not speaking too fast.

B. Communicating through writing

Show overhead B (Appendix E). Cover all but the title and uncover each topic as you come to it.
interpreter uses facial expression and body language to show your intent. Good interpreting is a difficult skill to acquire (Hayes, 1984; Luetke-Stahlman & Luckner, 1991; Von Almen, 1992).

One very important thing to understand is that you are not teaching the interpreter. You are teaching the student. Therefore, talk to the student, not the interpreter. Example: “Charlie, will you erase the chalkboard for me?”, not “Please ask Charlie to erase the chalkboard for me.” Why do you think this is important? (relationship should be with child not interpreter.)

What about when the student needs to ask or answer a question? The student signs the question or answer, and the interpreter transliterates or interprets what the student expressed in sign. Once again, one must remember it is the child, not the interpreter, who is communicating.

When you are teaching a lesson, it is important for the interpreter to be near you so that the student can see both of you well (Hayes, 1984). It would be easier for the student if he/she were close to you also (draw a seating chart to explain.)

Knowing what it is like to communicate through an interpreter helps you to understand some of the implications of being Deaf.
Deaf people especially pay attention to facial expressions and body language. **Why would this be so?** It may be the only way in which they can discern what is going on.

Learning to read the body language of your students can be a great asset to you. **What might you be able to tell by watching your students?** (fatigue, excitement, confusion, hurt feelings, sickness, pleasure, frustration, happiness).

Finally, let’s talk about sign language. American Sign Language is a language as is Chinese, Tongan, German, and Navajo. The big difference is that it is visual. The hands, face and body are the expressors. The eyes are the receptors. ASL has its own slang, idioms and jokes. Some of these can’t be translated into other languages and mean the same thing, just as some Spanish phrases cannot be translated into English and mean the same thing. It is a language that has rules of its own as does English, Finnish, and Gaelic and other languages. **Why do you think a deaf person would prefer communicating with ASL?** (Because it doesn’t require audition which they lack) It is a natural language for them (Quigley & Paul, 1984; Strong, 1988).
Imagine going to Athens for two weeks all alone. Can you imagine what it would be like trying to communicate with everyone speaking Greek? It would probably be frustrating, confusing, and you might be grateful to get home. Imagine what a relief it would be if you found someone who spoke English. There would at least be one person to whom you could ask important questions. Perhaps you are very bright, and you pick up a few words like "food" or "hello;" but you have an advantage. You can hear. As difficult as it is for us to learn a foreign language, it would be much more difficult if we couldn't hear it. It would be especially difficult if we were required to spend eight hours every day functioning as everyone else without the resources they have.

It would be wonderful for deaf students if all teachers could use sign language. There are schools for the deaf where the teachers are specially trained and use ASL. How would it make you feel if you walked into a new class and your teacher greeted you in your own language? Learning a few signs for your student would be very good. (Teach them a greeting, such as welcome. Strongly urge the teachers to learn the children's name signs. The instructor could
One-on-one language exchange is very rewarding for both participants.

There are also sign systems such as Signing Exact English (SEE) and Pidgin Sign that are used. These systems are not languages. They are a method of using signs to theoretically represent the English language (Quigley & Paul, 1984). The best use for these systems is to teach English to someone who knows ASL. Some students will have interpreters who use one of these sign systems. Ideally it should all depend on the language or system the student uses. It isn’t the teacher’s job to decide what language or system the child needs.

Conclusion: End with Alan’s story ending. Explain that some say the real purpose of education is to prepare the students for the future, for life as a productive adult. Good communication makes all the difference.

What are some ways you can communicate with your deaf students? (Through interpreters, writing, nonverbally) Why is it important for you to be able to communicate with (not just to) your student? (So you can get to know them and therefore better teach them)
Preparing participants for next lesson: Next time we will discuss the social aspects of a child who is deaf in a regular school setting. We will discuss ways you as the teacher can help create a positive environment for all your students.
Seminar #2

Materials Needed:
* Copies of the topic outline for each person for note taking (see Appendix F)
* Overheads of subtopic outlines (see Appendix G)
* Copies of book and movie list for each person (see Appendix H)

Introduction: Remind the group of Alan's feelings of loneliness: "I was like a goldfish in a bowl watching the outside action." Explain that today we will discuss ways teachers can try to make the social experience of their students more positive. Hand out copies of topic outline (Appendix F).

Concept Development: Cindy was enrolled in a private school for the deaf at age three which focused on verbal communication - reading lips and speaking. Everyone at the school used many natural gestures so that they could understand each other. At the age of six Cindy was enrolled in a public school. Cindy relates the following:

My first day at a mainstream school didn't affect me at all for several reasons. I was already well-liked by my hearing peers and was always participating in class activities. I didn't feel any different from my hearing peers nor did I feel
inferior or lonely. That lasted for three years, since everything I had learned was based on visual things such as pictures and materials. In third grade, I was voted the class Treasurer for one year so that helped with my own identity.

By fourth grade, things were different for me. My attitude had changed tremendously. I suddenly felt inferior, isolated and bored. That is, when I discovered that I was very different from my hearing peers. Of course they didn’t reject me but I could sense something was missing. I realized there was a communication barrier and I was struggling to get by. I couldn’t keep up with my readings, class notes or lectures since visual-oriented materials became less visible, and there was an increase of aurally-oriented information which was of course difficult for me to handle. This problem remained for the next eight years. (Hodges, 1991, p. 1)

What do you think caused this change in Cindy? (She realized she was different, peers changed, communication became increasingly difficult as did learning) Today we’re focusing on the social aspect of mainstreaming.

Is there anything wrong with being different? (No)
In his testimony at the National Council on Disabilities, eighth grader Jesse Thomas made this statement:

I don’t think there should be such a thing as “overcoming deafness.” This implies that a person should push being deaf aside and be more hearing. That is absolutely ridiculous. Don’t you think that a person should be what he is? I am deaf; I will succeed as a deaf person.

Some people think... that if you are more HEARING, you are more NORMAL. I say you can be normal being deaf. I’m a perfectly normal person. I love pizza, collect baseball cards, et cetera et cetera, I’m deaf, does that mean I’m not normal? NO! My point is, “Normal” means being what a person is, not just what the majority is! (Thomas, 1989, pp. 1-2)

Does that sound like a “normal” teenager?

Your student is unable to hear and so he/she uses a visual language. It is so important that the student not feel being deaf makes him/her any less important, or less capable, or less worthy than anyone else. A professional educator made these statements:

Deaf children must not continue to be educated with the intentional or inadvertent influence which leads them to
believe that they are inferior, that something is wrong with them, or that they have something to hide and be ashamed of. In a quality program, the Deaf child will be afforded opportunities to become well educated, successful, and proud to be Deaf. (King, 1992, p. 3)

The success of Deaf children should not be measured by how well they have adapted to a cloning process which has attempted to make them hearing. Deaf children should be educated to become successful Deaf adults, not imitations of hearing people. (King, 1992, p. 3)

It is critical that those involved in the education of deaf students understand that, "given an equal education and equal opportunities, the Deaf child can do anything that their hearing peers can do" (King, 1992, p. 3).

Body: When a person can accept differences with a mind free from judgment, a positive give-take relationship can be developed. We want our students to be able to develop that type of mind. This is our first step in creating a good social atmosphere.

A: Preparing hearing students
Show overhead A (Appendix G). Cover all but the title and uncover each topic as you come to it.

Understanding and appreciating all differences is essential to a healthy social atmosphere. How might you, as a teacher, aid in creating such an atmosphere? (Point out student’s abilities, help hearing students see deaf student as normal)

It is also important to point out sameness, as Jesse Thomas did. For younger children especially, it helps them to see that their classmate isn’t scary or so different from them just because their classmate can’t hear. Asking questions such as, who loves Christmas? who likes ice cream? who likes spinach? who likes birthdays? - shows that their classmate is like them.

Another good idea is to have an orientation on deafness for the hearing students (Culhane & Mothersell, 1979; Von Almen, 1992). You are receiving a little orientation yourself. Don’t you think it would help your students also? Here are some ideas other teachers have used as orientation experiences. If the student who is deaf will be there, it would probably be good to explain to that student and perhaps even the parents beforehand what you are doing and why, so that the student and parents won’t feel like you are making fun of
hím/her. *(The instructor can choose which of these ideas to share with the group.)*

*Explain what the interpreter is doing and why the student needs him/her. Have students practice talking to the child who is deaf, in order to see how the interpreter works.*

*Get ear plugs for one student and have him or her wear them for a full day. Although he/she will still hear, it will be more difficult, and he/she will have to work harder. Have a class discussion about his/her feelings and reactions, and the reactions of classmates.*

*Ask a deaf adult to come to class with his/her interpreter and share something about him/herself (Luetke-Stahlman & Luckner, 1991). Perhaps his/her occupation or a hobby or skill would be interesting. Encourage questions.*

*Assign one student to spend the school day trying to communicate without the use of his/her voice and then report the next day.*

*Share with your class some examples of deaf persons who are important (see Appendix H) (Luetke-Stahlman & Luckner, 1991).*
*Have the deaf student teach the class some signs each week, so that the class will be able communicate more freely with the deaf student.

*Find out if there are any sign classes taught that the children could take if interested.

*Read a story to the class while moving your lips, but without using your voice, then talk about how well the children understood it.

*Read a story or watch a movie about a deaf person (see Appendix H) (Luetke-Stahlman & Luckner, 1991).

*Have a teacher of the deaf come in and talk to your class (Von Almen, 1992).

*Ask the deaf student to share something with the class he/she enjoys (Luetke-Stahlman & Luckner, 1991).

This is a good opportunity for you to use a student interest inventory. Using it you could discover a special interest or skill your student could demonstrate or a place he/she has been and could share with the class. For example, you notice from the student interest inventory that the deaf student has a talent in wood
working. You could then ask him to share something he has made with the class and explain how it was made.

B. Facilitating interaction

1. Working with groups

* Show overhead B:1 (Appendix G). Cover all but the title and uncover each topic as you come to it.

It's hard for a deaf person to follow a group conversation because it jumps here and there and he/she doesn't always know who is talking. As the teacher/director, what are some different ways you might make it easier for your deaf student to follow group conversation?

* Point to who is speaking

* Be sure that there is a small break between each person's speaking so the deaf student can locate the speaker.

* Make sure group discussions are done orderly. You can explain to the class why the discussion must be orderly.

* Give the deaf child plenty of opportunities to respond (look at them, read their nonverbal communication to see if they want to respond.)

* Occasionally ask for a response.
* Have discussion circles, at times, where the discussion goes around the circle in order, so that the children know when it is their turn.

Certain times, such as during a quick-paced game, may be very confusing for the deaf child. Do your best to prepare everyone for what is going to happen, then follow your plan. Afterward, it is good to have a review of the activity so that the deaf child can pick up some of what he/she may have missed.

2. Working as partners

*Show overhead B:2 (Appendix G). Cover all but the title and uncover each topic as you come to it.*

You can use the student interest inventory here too. When you set up partners, there will be times you will want to put your students with someone who has the same interests.

It is also important to put your student who is deaf with someone who will not become frustrated with the communication process and give up on the student. This is one time when it is very important for the students to understand and have experience working with an interpreter. By rewarding effort, as well as mastery, you can increase the confidence and self-worth of your
students (Sanders, 1988). All students need praise for good work and good effort. You may want to talk to the hearing partner privately and tell them what you thought they did well. Your students need to receive positive feedback.

3. Student presentations

*Show overhead B:3 (Appendix G). Cover all but the title and uncover each topic as you come to it.*

Before having individual student presentations, it is important to set some rules. **Now that we have talked a little about the needs of deaf students and communication, what are some good rules?**

* The deaf student will sit close to the presenter.

* The presenter will face the class while speaking. (Help your class become stage aware; they are like actors and should always face their audience.)

* The presenter shouldn’t rush. (ex: A child demonstrating a science experiment should first explain what he is going to do, pause a moment, and then actually do it. “I will first pour vinegar into this bottle.” *pour vinegar into bottle* “Now I will mix this baking soda in with the vinegar.” *mix baking soda with the vinegar*)
* The presenter should have some kind of visual aids. (ex: A child doing a speech on dance could demonstrate a dance for a visual aid. A child sharing a book report could have the book and a poster about the book.) Of course this will depend on the age of the children.

* The presenter will stay within a specified time limit.

* The class will give the speaker full attention (no talking during the presentation.)

* Have a question/answer time. (Perhaps you could teach the children how to restate questions so that they could restate each question that is asked during their presentation. ex. Laura: “How often do you ride horses?” Melvin: “Laura asked how often I ride horses. I ride three times a week.”)

4. Playground interaction

   Show overhead B:4 (Appendix G). Cover all but the title and uncover each topic as you come to it.

   Although you have a great deal of control in the classroom, you have relatively little on the playground. The children are basically free to do as they want. If the children don’t, of their own will, interact and include the deaf student, what are some ideas that could help?
* Utilize the student interest inventory and ask a child or several children with the same favorite game to play that game with your child each morning recess for a certain number of days.

* Initiate a group game with the children that all can play.

* Have a talk with the deaf child and see what he/she is thinking or feeling.

C. Working individually with student

* Show overhead C (Appendix G). Cover all but the title and uncover each topic as you come to it.

We have spoken earlier and in the first seminar of how each child is unique and has their own personality. It is necessary that we allow for these differences in all our students. Most classrooms have at least one student with whom others have difficulty. Sometimes a deaf student may have that kind of personality, and it seems that no matter what you try, the personality of that student is so difficult that no one seems to be able to tolerate him/her. In cases like this all we can do is try. Perhaps working individually with the student, you can work on a particular annoying behavior. Using your student interest inventory you can determine some activities that you can use as rewards for better behavior or
improved attitudes, just as you have done with your classes in the past.

After all you do in your classroom it is possible that it still might not be enough for the child who is deaf. You may realize mainstreaming is not meeting the child's social and emotional needs, not because of the child's personality, but because that child has different communication needs. Your instinct may tell you that the child needs more than what you can give. **What could you do then?** (Go to child, perhaps and if the child is old enough, ask what they think. Go to the parents and talk about it. Go to your supervisor and explain your feelings and the child's.)

**Conclusion:** What are the most important things to remember when preparing the class to accept the deaf child as one of them?

(Help them see how they are the same. Help them understand differences and that differences are not bad. Help them understand the needs of the child who is Deaf, and realize every child has needs, including the need to belong (Sanders, 1988).)

Involvement in all the activities of your classroom can give the child who is deaf a sense of belonging.
As the teacher you need to understand that the deaf child will never feel the same as a hearing child, because he/she does not hear. You are trying to help make the school experience one that will give them a sense of worth, acceptance, and individuality. Remember there is nothing "wrong" with being deaf any more than something is wrong with a person who is Black or a person who recently moved from Japan.

Preparing participants for next lesson: Next time we will discuss instructional skills you can utilize which will make the learning experience of the child who is deaf a better one.
Seminar #3

Materials Needed:

* Copies of topic outline for each person (see Appendix I)
* Overheads of subtopic outlines (see Appendix J)
* Picture of ratlin (see Appendix K)

Introduction: Today we will discuss techniques or skills you can use in your teaching that can help make learning easier. First, you as the teacher need to understand that the deaf cannot pick up information the same as hearing people. Much of what we learn comes from "overhearing." Deaf people do not hear; how then can they overhear? This means that the deaf must work much harder to learn things in the environment we help create. We need to make some adjustments in our instruction. The nice thing is that these adjustments can help all students.

Body: During this seminar we will look at three areas of instruction: preparation, teaching, and testing.

Handout copies of the topic outline (Appendix I).
A. Preparation

Before any lesson is taught, some preparation must take place. We mentioned in the first seminar the need for the teacher to be well organized. Let's examine how the teacher can prepare.

1. Teacher preparation

   * Show overhead A:1 (Appendix J). Cover all but the title and uncover each topic as you come to it.

   * The teacher can plan his/her lesson so that it flows smoothly.

   * The teacher can think of the children's attention span as he/she plans the lesson so that the children won't become tired, bored, or overloaded (Sanders, 1988).

   * If the teacher is going to be lecturing, he/she could ask a hearing child beforehand to take notes for the student who is deaf so that the deaf student can pay attention to the lecture (Luetke-Stahlman & Luckner, 1991; Von Almen, 1992).

   * Alternately, the teacher could prepare a set of notes or an outline to give to the deaf child before beginning the lecture (Von Almen, 1992).

   * If the lesson involves a film, locating a closed-captioned film would be very helpful. **What could you do if the film isn't**
available with closed-caption? (light available on the interpreter near the screen, have the film available for the child and interpreter to view again.)

* Find visuals that will accent the lesson. Remember the deaf child is a visual learner (Luckner, 1992; Von Almen, 1992). “A picture is worth a thousand words.” (We will talk more about this later.)

* Collect manipulatives for use.

2. Classroom preparation

   Show overhead A:2 (Appendix J). Cover all but the title and uncover each topic as you come to it.

   At the beginning of the school year you prepare your classroom, arrange the desks, put up bulletin boards, hang welcome back signs, and make your room look inviting and friendly. Your materials are organized so that you know where everything is. In a word, you are well prepared fully knowing that a well-prepared room aids learning. With some additional preparation, you can also aid learning for the deaf student.

   A good instructional skill to develop is the ability to scan the room before teaching any lesson to making sure everything is set up
correctly for the lesson. **What items should we check in our quick scan?**

* **Seating arrangement.** Is the deaf child seated in the best place with respect to where the speaker is located? Can he/she see the visual aids and other lesson material (Kampfe, 1984)?

* **Lighting.** Is there sufficient lighting on the interpreter? Is there a distraction, such as the sun shining behind the speaker (Kampfe, 1984)?

* **Heating.** Is the room too cold or hot so that the environment isn’t comfortable?

* Are there any other distractions that you could remove?

3. Child preparation

* **Show overhead A:3 (Appendix J).** **Cover all but the title and uncover each topic as you come to it.**

Now you have the room ready, and you are ready. Do you start teaching? It is very important that you first make sure you have the child’s attention and that he/she is ready. That means that he/she is mentally ready to start a new activity. Materials from the last activity should be put away, and the child is focused on you, in anticipation of a new activity.
B. Teaching

* Show overhead B (Appendix J). Cover all but the title and uncover each topic as you come to it.

Now you’re ready to teach your lesson. Let’s discuss what you can do during your teaching.

* Speak only when facing the class (Von Almen, 1992).

* Use facial expression and body language (Kampfe, 1984).

* Write key phrases on the chalkboard. Write assignments and due dates on the chalkboard or on a chart.

* Demonstrate skills to be learned. Remember that the deaf are visual learners (Von Almen, 1992).

* Use good questioning strategies. Researchers (Mather, 1990) have shown that teachers are less likely to ask wh- questions to deaf students. The way children learn to answer questions is by experience. Wh- questions are higher level questions and require greater thought. Be aware of the type of questions you ask your students and work to ask higher level questions. It is okay to repeat the question in several ways. This brings us to our next item:
* Provide sufficient wait time. (*Ask the group a wh-question and then answer it before they have a chance. Ex. “Why......?” How did that feel?) Let the children think (Luckner, 1992).

* Be aware of nonverbal signals that might indicate confusion (Kampfe, 1984).

* Use explanations where needed.

* Use repetition (Von Almen, 1992).

* Never say something is easy, because it may not be easy for them. It would shatter their confidence in themselves if you told them something would be easy and they found it difficult (Sanders, 1988).

* Praise the behavior, not the child (Sanders, 1988).

* Teach vocabulary through experience. It is better to participate in some activity where a new word is used than it is to have a new word defined. New words should be taught in conversation, not as lists without context. Deaf children should not be expected to know the meaning of a word after it has been explained to them once (Von Almen, 1992).

* Use visual aids and manipulatives (Luckner 1992; Von Almen, 1992). (*Write the word “ratlin” on the board, place it on the overhead projector, or hold up a sign of the word. Ask if anyone
knows the meaning of this word. Read the dictionary definition:

“One of the small ropes that cross the shrouds of a ship.” (World Book Dictionary, 1974, p. 1716) Wait... show a picture of one (see Appendix K). Explain that the ratline or ratlin is used as a ladder to climb up to the loft. Ask which was the most effective for the teachers.) Remember, “a picture is worth a thousand words.”

C. Testing

Show overhead C (Appendix J). Cover all but the title and uncover each topic as you come to it.

What is the purpose of testing? (To determine how well children have learned material (Luetke-Stahlman & Luckner, 1991)).

Do you want them to do well? (Of course). It is important for us to remember that we want them to do well. We want them to learn the material we teach. We want them to succeed. Here are some things to keep in mind while you are creating tests:

* Let the child know what will be on the test, what to expect (Luetke-Stahlman & Luckner, 1991; Von Almen, 1992). This will allow the child to study and prepare for the test. For example, explain that tomorrow you want to find out if they know how to add three digit numbers. Hand out a practice sheet and tell them that
they can practice adding three digit numbers using the problems on the sheet. Tell them that the test will look similar to the practice sheet. If you want them to show their work, explain that you want them to write down all their work so you can see it.

* Provide extended time on tests. Give the deaf child plenty of time so he/she won't feel rushed. You can't get accurate information when the child feels like he/she won't have time to finish.

* Because the deaf student may not understand the wording of some test questions, you may need to explain what is being asked in the question. If you can anticipate that your child may have difficulty with a certain question, you may want to rewrite it differently (Von Almen, 1992).

* Utilize a variety of ways of testing for understanding (Von Almen, 1992). **Can you think of other testing strategies besides written tests?** (Other means of testing comprehension include having the child dramatize, paraphrase, or draw pictures.)

Reading can be one of the most difficult tasks for a deaf child. As a hearing child learns to read, he/she can imagine someone is speaking. They can hear the words they read. They have heard conversation from the time they were born. This is not so for the
deaf child. They cannot attach sound to what they are reading. They have not been hearing conversation from the time they were small. Therefore reading does not come as easily or naturally. The written words are not processed auditorily.

Larry Stewart, who works at Gallaudet University, explained,

People look at Deaf superachievers and say, “Why can’t all deaf kids be like that?” They forget that the superachiever has an IQ of 150 or parents to beat the band... People seem to have this expectation that if we just find the right teaching method, deaf kids will have language and academic achievement. But they overlook that English is a language based on sound, a byproduct and a tool, and that hearing kids are bombarded through constantly with the sound of our culture through radio and TV. Interwoven with English is the whole warp and woof of education (Stewart, 1989, pp. 11-12).

By understanding the differences in the reading process for the deaf child in comparison with the hearing child, you can perhaps understand why the deaf child may have difficulty comprehending written material. As the child grows older, sentences that are read
become more complex. Perhaps by helping the child analyze the sentences when they are difficult will help simplify his/her task.

After talking about reading, I want to remind you of the quote I read in the second seminar: “Remember that given an equal education and equal opportunities, the deaf child can do anything that their hearing peers can do” (King, 1992, p. 3). It is important that you treat the deaf child as you do the other children. Teach them, help them, don’t pamper them.

Conclusion: In this seminar, we have covered some instructional skills in three major areas: preparation, teaching and testing. By incorporating these additional skills, you can aid learning for the child who is deaf. And as you incorporate these skills you will notice that all your students are benefitting from these additional skills. I hope you will find that the extra time and effort used in developing and practicing these skills will benefit the child who is deaf, and will be rewarding to you, as well.
Overall Summary and Conclusion: Let's remember Alan, who we talked about in our first seminar. You each marked things that you felt should be changed in his educational situation. In that seminar we talked about knowing your student as an individual and communicating with him/her. In the second seminar we discussed ways through which we can prepare the hearing children and facilitate positive interaction between all our students so that relationships can grow. In the third seminar, many suggestions of instructional skills which can enhance the learning process of deaf students were introduced. Knowing what you know now, and having the time to think about instruction, social interaction, and communication, what would you do to change Alan’s story? What has stuck in your minds as being important? All those things are important, as well as the time you have spent here and in your personal time thinking about these things. Thank you for the time and effort that you have already spent by attending these seminars. It will be wasted, however, if you don’t use what you have learned here.

Finally, I want to remind you that each of you have supervisors with whom you can and should go to with questions and comments.
Whenever you need them, hopefully they will be available to assist you. You are not all alone.

Thank the group for their questions and contribution to the discussions. Express your confidence in their abilities.
CHAPTER IV: EVALUATION AND CONCLUSION

This project has been evaluated in two different ways. The first was done as part of the development of the seminars by using the Questionnaire Evaluation Table (see Appendix I, B). As stated previously, this evaluation determined the most vital and important items that teachers thought should be taught.

The second was to have the seminars critiqued by four individuals who are at different levels or in different programs at Utah State University (one student in Communicative Disorders, one in Elementary Education, one in Family Life to be a high school teacher, and one person who has recently graduated in Elementary Education). These students were chosen because each was involved in teacher development. Upon completion, a written form of the seminars was given to the individuals. A response sheet (see Appendix 1,C) was given to each member of the group on which they evaluated content, format, readability and interest level of each of the seminars, and provided comments. A summary of the responses follows.

Evaluation responses:

All individuals from the group felt that each seminar was both very interesting and readable. On an interest ranking from 1 to 7, one
being low and seven high, all the scores ranged from five to seven. The seminars received average scores of 6.25, 6.25, and 6.75 respectively. Each individual gave the highest rank possible for readability. In evaluating the visual aids each person gave a high ranking (four or five on a scale of 1 to 5.) They also felt that the number of seminars was appropriate. A table has been compiled of the average evaluator ratings (see Appendix I, D).

Each individual was asked if they felt more information should be provided in the seminars. Two of the individuals felt that the seminars contained enough information. The other two felt that more information should be provided on how deaf children process the English language, on the difficulties deaf children have with English, and on learning signs.

Again the evaluators were divided as to whether all teachers should be given the seminars or just those who would be teaching deaf students. Half felt that only teachers with deaf students should be given the seminars. The others felt that the information in the seminars would benefit all teachers. The individuals all felt that the information contained in the seminars was very important
for regular class room teachers who have or will have mainstreamed deaf students.

The comments written by these persons provide a better idea of how one could improve the seminars. One person suggested that throughout the seminars it should be assumed that the audience is totally ignorant of all terminology dealing with the deaf. Another suggested that more signs be taught in the seminars. One individual suggested that Seminar #2, about social issues, be taught to all teachers in the school where a deaf student was being mainstreamed. The suggestion to include information on how the deaf child processes the English language could also be considered.

Conclusion

Overall the seminars received good evaluations from the four individuals. However, the author recommends that the seminars be better evaluated by giving them to teachers who have had deaf students, and then asking the teachers to evaluate the seminars based on their experiences. The seminars could also be given to teachers who are about to receive deaf students and then have the teachers evaluate how the seminars helped them after having taught part of the year.
The purposes and objectives of this project have been fulfilled in these seminars. Although these seminars cannot fully prepare a teacher for the experience of teaching a deaf student, the author feels they fulfill their purpose of better preparing teachers with necessary knowledge of skills and techniques. These seminars provide information on how to work with an interpreter, the importance of knowing the students, communication problems that deaf students have in a regular classroom, social issues, and instructional techniques specific to teaching deaf children.
REFERENCES


Appendix A

Questionnaire Evaluation Table
<table>
<thead>
<tr>
<th>#</th>
<th>The teacher should:</th>
<th>Influence of the literature</th>
<th>Authors' opinion</th>
<th>Teachers' average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>speak only when facing the class</td>
<td>not important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>keep hair styles away from face</td>
<td>interesting</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>use facial and body expressions</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>have some light available on the interpreter while showing films</td>
<td>vital</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>have visually stimulating classroom; not distracting</td>
<td>not important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>seat student so teacher can be seen well</td>
<td>interesting</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>get child's attention before teaching</td>
<td>interesting</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>keep noise level in classroom low</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>use visual aids (pictures, diagrams, etc.)</td>
<td>interesting</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>order films that are closed-captioned</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>use manipulatives</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>use natural gestures (pointing, glancing, etc.)</td>
<td>not important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>write key phrases on chalkboard</td>
<td>interesting</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>write due dates for assignments on chalkboard</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>use many examples to teach or explain</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>use repetition</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>demonstrate skills student is to learn</td>
<td>not important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>be aware when child gives nonverbal signals of confusion</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>know and use good questioning strategies</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>provide sufficient wait time between questions and answers</td>
<td>not important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>present well organized lessons</td>
<td>interesting</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>plan lessons to fit attention span</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>extend time for exams or assignments</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td>reduce pencil and paper tasks</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td>provide student with set of class notes</td>
<td>important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>26. provide student with outlines of lessons</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27. have hearing child take notes for student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28. have another child tutor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29. teach vocabulary through experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30. know reading level of student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31. use a variety of written materials (letters, poems, magazines, books, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32. take a sign language class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33. understand role of interpreter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34. insist that interpreter stays with the teacher when talking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35. teacher be aware of amount of extra work for self</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36. have daily contact with teacher of the deaf</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>37. take an in-service training course on implications of deafness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38. observe in a classroom for the deaf</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>39. have knowledge of support personnel</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>40. request support help (itinerant teacher, tutor)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>41. know how to work with parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>42. understand psychosocial implications of deafness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>43. have orientation on deafness for hearing students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>44. realize student is unique and individual</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>45. meet student before school starts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>46. get to know student on a personal level</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>47. have personal contact with student each day</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>48. capitalize on child's assets (self-image)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>49. understand student's special educational needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>50.</td>
<td>avoid pampering and overprotecting</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>51.</td>
<td>enjoy student</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>52.</td>
<td>facilitate interaction between classmates</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>53.</td>
<td>encourage active participation in class</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>54.</td>
<td>use positive reinforcement</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>55.</td>
<td>have ideas for motivating student</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>56.</td>
<td>invite Deaf adult role models into classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>57.</td>
<td>know what teacher should expect of student</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>58.</td>
<td>understand what student receives auditorily</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>59.</td>
<td>remember student won't understand everything all of the time no matter how intelligent he/she is or how hard he/she tries</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>60.</td>
<td>establish carefully defined and understood behavioral limits</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>61.</td>
<td>understand that mainstreaming may not provide the deaf child with an appropriate education in the least restrictive environment</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>62.</td>
<td>understand that mainstreaming may not meet the child's social and emotional needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>63.</td>
<td>know how to work with deaf children in groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>64.</td>
<td>give regular feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix B

Letter and Questionnaire for teachers
Dear teacher,

My name is K'Leis Young. I have a Bachelor's in Elementary Education and am currently a masters student at Utah State University in Deaf Education. James C. Blair Ph.D. and I are working together in creating three one-hour seminars for regular education teachers preparing to accept students who are deaf into their classrooms for mainstreaming purposes. As you have had experience teaching students who are deaf, the information you could share would add to the validity of the material presented in the seminars. Perhaps you have insights which I have not found in other sources.

Included is a two and one half page questionnaire listing items which could appear in the seminars. Please rank each item as to their importance in educating students who are deaf in the mainstream according to your experiences.

The information you provide will be written in a final report and bound for future access. Thank you for your willingness to help in this endeavor.

Sincerely,

K'Leis Young

James C. Blair Ph.D.
Questionnaire

Please rank each of these items on a scale from one to nine (one meaning not important; nine meaning vital) according to how important it was for you to do these things in order for your student who is deaf to do well in your classroom. If you did not do some of these things, how important do you think they might be for a future student who is deaf? If the item is not applicable in your classroom circle NA.

The teacher should:

1. speak only when facing the class
   not important interesting important vital
   1 2 3 4 5 6 7 8 9 NA

2. keep hair styles away from face
   1 2 3 4 5 6 7 8 9 NA

3. use facial and body expressions
   1 2 3 4 5 6 7 8 9 NA

4. have some light available on the
teacher while showing films
   1 2 3 4 5 6 7 8 9 NA

5. have visually stimulating classroom;
   not distracting
   1 2 3 4 5 6 7 8 9 NA

6. seat student so teacher can be seen well
   1 2 3 4 5 6 7 8 9 NA

7. get child's attention before teaching
   1 2 3 4 5 6 7 8 9 NA

8. keep noise level in classroom low
   1 2 3 4 5 6 7 8 9 NA

9. use visual aids (pictures, diagrams, etc.)
   1 2 3 4 5 6 7 8 9 NA

10. order films that are closed-captioned
    1 2 3 4 5 6 7 8 9 NA

11. use manipulatives
    1 2 3 4 5 6 7 8 9 NA
12. use natural gestures (pointing, glancing, etc.)

13. write key phrases on chalkboard

14. write due dates for assignments on chalkboard

15. use many examples to teach or explain

16. use repetition

17. demonstrate skills student is to learn

18. be aware when child gives nonverbal signals of confusion

19. know and use good questioning strategies

20. provide sufficient wait time between questions and answers

21. present well organized lessons

22. plan lessons to fit attention span

23. extend time for exams or assignments

24. reduce pencil and paper tasks

25. provide student with set of class notes beforehand

26. provide student with outlines of lessons

27. have hearing child take notes for student

28. have another child tutor

29. teach vocabulary through experience

30. know reading level of student

31. use a variety of written materials (letters, poems, magazines, books, etc.)
<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32. take a sign language class</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. understand role of interpreter</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. insist that interpreter stays with the teacher when talking</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. teacher be aware of amount of extra work for self</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. have daily contact with teacher of the deaf</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. take an inservice training course on implications of deafness</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. observe in a classroom for the deaf</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. have knowledge of support personnel</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. request support help (itinerant teacher, tutor)</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. know how to work with parents</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. understand psychosocial implications of deafness</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. have orientation on deafness for hearing students</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. realize student is unique and individual</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. meet student before school starts</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. get to know student on a personal level</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. have personal contact with student each day</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. capitalize on child's assets (self-image)</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. understand student's special educational needs</td>
<td>1 2 3 4 5 6 7 8 9 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
50. avoid pampering and overprotecting 1 2 3 4 5 6 7 8 9 NA
51. enjoy student 1 2 3 4 5 6 7 8 9 NA
52. facilitate interaction between classmates 1 2 3 4 5 6 7 8 9 NA
53. encourage active participation in class 1 2 3 4 5 6 7 8 9 NA
54. use positive reinforcement 1 2 3 4 5 6 7 8 9 NA
55. have ideas for motivating student 1 2 3 4 5 6 7 8 9 NA
56. invite Deaf adult role models into classroom 1 2 3 4 5 6 7 8 9 NA
57. know what teacher should expect of student 1 2 3 4 5 6 7 8 9 NA
58. understand what student receives auditorily 1 2 3 4 5 6 7 8 9 NA
59. remember student won't understand everything all of the time no matter how intelligent he/she is or how hard he/she tries 1 2 3 4 5 6 7 8 9 NA
60. establish carefully defined and understood behavioral limits 1 2 3 4 5 6 7 8 9 NA
61. understand that mainstreaming may not provide the deaf child with an appropriate education in the least restrictive environment 1 2 3 4 5 6 7 8 9 NA
62. understand that mainstreaming may not meet the child’s social and emotional needs 1 2 3 4 5 6 7 8 9 NA
THANK YOU FOR YOUR TIME! Your participation will be a great help. It is estimated that the material to be used in the seminars will be compiled by the middle of June. Would you be willing to read and evaluate the information for the seminars on their effectiveness, according to your opinion?

YES  NO

If YES, how can I contact you?

------------------------------------------------------------------------------------------------------------------------------------

------------------------------------------------------------------------------------------------------------------------------------

------------------------------------------------------------------------------------------------------------------------------------

Once again, Thank you for participating.

Sincerely,

K’Leis Young
Appendix C

Evaluation form
Evaluation Form

Instructions: Carefully read through the instructions and the Evaluation Form before reading the seminars. After reading the seminars, answer the questions listed below. Any additional comments are welcomed.

1. Do you think the information in the seminars is interesting?

| Seminar #1: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Seminar #2: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Seminar #3: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

If not very interesting, what do you think could be done to make them more interesting?

Seminar #1:

Seminar #2:

Seminar #3:
2. Are the seminars easy to read (flow, vocabulary, grammar, style, organization, etc.)?

1 2 3 4 5

Hard to read Easy to read

If hard to read, what improvements would you suggest?

3. Do you think more information should be provided?

Yes No

If yes - in what areas do you think more information needs to be given:

Speech Teaching ideas
Sign language Causes of hearing loss
Social Types of hearing loss
Case studies Others (please list)

If no - what areas need to be removed or reduced?

4. What is your impression of the visual aids?

1 2 3 4 5

Weak Adequate Strong

If weak, what suggestions would you make?
5. What is your impression of the need for this information for regular classroom teachers?

   1   2   3   4   5  
   Not Needed   Needed   Very Important

6. Do you think three seminars are appropriate?

   Yes              No

   If no, how many do you think would be appropriate or how much time should be given to this topic?

7. Should all three seminars be given to all teachers or just teachers with students who are deaf?

   1   2  
   All teachers   Teachers with deaf students

8. Do you have any additional comments?
Appendix D

Average Evaluator Ratings
Average Evaluator Ratings

<table>
<thead>
<tr>
<th>Question</th>
<th>Scale</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Interest of Seminar #1</td>
<td>1 to 7</td>
<td>6.25</td>
</tr>
<tr>
<td>1 - Interest of Seminar #2</td>
<td>1 to 7</td>
<td>6.25</td>
</tr>
<tr>
<td>1 - Interest of Seminar #3</td>
<td>1 to 7</td>
<td>6.75</td>
</tr>
<tr>
<td>2 - Reading Ease</td>
<td>1 to 5</td>
<td>5.00</td>
</tr>
<tr>
<td>4 - Visual Aides</td>
<td>1 to 5</td>
<td>4.75</td>
</tr>
<tr>
<td>5 - Need of information</td>
<td>1 to 5</td>
<td>4.66*</td>
</tr>
</tbody>
</table>

*Note: This is an average of only three of the four evaluator scores, as one was left blank.
APPENDICES II
Appendix A

Alan's Story: Handout and Transparency
Alan's Story

Alan is deaf. For ten years he has gone to a school for the deaf. He is now fourteen years old and is being mainstreamed for all subjects in his public high school. He does not have an interpreter and it is virtually impossible for him to read his teachers' lips. Thus he misses out on much crucial information.

Since he understands nothing of what his teachers say, he survives in school by watching his classmates. When they turn the page in their texts, he turns his. The teachers follow the texts exactly and so he has found this trick to work for him. Some of the teachers write notes on the board which he uses as reference points. Alan goes to the library to seek additional information and at night he reads his text books at home and studies the information. Alan gets pretty good grades.

Alan began his first quarter as an active student trying to participate in class. But after several embarrassing experiences he is afraid of looking silly and is now very passive.

One problem that Alan sees in his school is that he has no real friends. He wishes he could socialize with his peers. He feels like he is a "goldfish swimming in a bowl watching the outside action." He never fully knows what's going on and he feels lonely at school.

Taken from Mainstreaming: Practical Ideas for educating hearing-impaired students, Reflections of a mainstreamed deaf person, pp. 48-53.
Appendix B

Alan's Story: Instructors Copy
Alan's Story

Alan is deaf. For ten years he has gone to a school for the deaf. He is now fourteen years old and is being mainstreamed for all subjects in his public high school. He does not have an interpreter and it is virtually impossible for him to read his teachers' lips. Thus he misses out on much crucial information.

Since he understands nothing of what his teachers say, he survives in school by watching his classmates. When they turn the page in their texts, he turns his. The teachers follow the texts exactly and so he has found this trick to work for him. Some of the teachers write notes on the board which he uses as reference points. Alan goes to the library to seek additional information and at night he reads his text books at home and studies the information. Alan gets pretty good grades.

Alan began his first quarter as an active student trying to participate in class. But after several embarrassing experiences he is afraid of looking silly and is now very passive.

One problem that Alan sees in his school is that he has no real friends. He wishes he could socialize with his peers. He feels like he
is a “goldfish swimming in a bowl watching the outside action.” he never fully knows what’s going on and he feels lonely at school.


For Alan, a bright motivated young man, school was a great struggle. Think of the difficulty for someone who isn't so bright or not so motivated.

Taken from Mainstreaming: Practical Ideas for educating hearing-impaired students, Reflections of a mainstreamed deaf person, pp. 48-53.
Appendix C

Student Interest Inventory
Student Interest Inventory

Name: ___________________ Age: ______ Date: ______

1. The things I like to do after school are: __________________

2. If I had $10.00, I would: ____________________________

3. My favorite television programs are: __________________

4. My favorite game at school is: _______________________

5. My best friends are: ________________________________

6. My favorite toys are: _______________________________

7. My favorite subject at school is: _____________________

8. My least favorite subject at school is: ________________

9. I like to read books about: __________________________

10. The places I like to go in town are: __________________

11. My favorite foods are: _____________________________

12. My favorite activities inside are: __________________

13. My favorite activities outside are: __________________

14. My hobbies are: _________________________________

15. My favorite animals are: _________________________

16. The three things I like to do most are: _________________

17. The three things I like to do least are: _______________
18. Three things I would like to have are: ____________________________

19. How would you spend next Saturday if you could do exactly as you wished? ____________________________

20. If you could have only one pet, what would you choose? ______

21. What do you wish for most? ____________________________

22. What kind of work do you hope to do when you finish school? ______

23. Circle places where you have been.

farm  picnics  concert
zoo  circus  seashore
museum  park  big city
library  art gallery  airplane ride

24. Three places I would like to go are: 1.) __________________________

2) __________________________  3) __________________________

25. The best reward anyone could give me is: __________________________

Made up from inventories found in the following sources:

Effectively educating students with hearing impairments pp. 365 by Barbara Luetke-Stahlman and John Luckner.

Reading instruction and the beginning teacher pp. 277 by James F. Baumann and Dale D. Johnson.

Adapting instruction for mainstreamed and at-risk students pp. 139 by Judy W Wood.
Appendix D

Topic Outline for Seminar #1: Handout
Communication

Importance of getting to know your student

A. Working with an interpreter

B. Communication through writing

C. Nonverbal communication
Appendix E

Subtopic Outlines for Seminar #1: transparencies
A. Working with an interpreter

- Understand the role of the interpreter

- Understand relationship between teacher and student and interpreter

- Understand student’s perspective on needing an interpreter
B. Communication through writing

- Utilize a variety of written materials
- Create a personal written correspondence with student
- Use student interest inventory
C. Nonverbal communication

☞ Use natural gestures

☞ Use and read facial and body expression

☞ Understand students' need for nonverbal communication

☞ Learn nonverbal ways of praising

☞ Be aware of nonverbal signals of confusion

☞ Learn some sign
Appendix F
Topic Outline for Seminar #2: Handout
Facilitating Positive Interaction Between Students

Importance of understanding and appreciating differences

A. Preparing hearing students

B. Facilitating interaction
   1. Working with groups
   2. Working as partners
   3. Student presentations
   4. Playground interaction

C. Working individually with student
2. Working as partners

💡 Assign partners who have similar interests

💡 Choose partners for deaf child who don’t become frustrated easily

💡 Reward effort as well as mastery

💡 Compliment the hearing as well as deaf child for good work together

* be specific *
3. Student presentations

Set up rules for class to follow during presentations

❖ Seating of Deaf child

❖ Presenter always faces class

❖ Presenter shouldn’t rush

❖ Presenter will have visuals

❖ Presenter follows time limit

❖ Class will give presenter full attention

❖ Question/answer time allotted (teach children to restate)
4. Playground interaction

Understand what is going on out there and why.

- Ask specific students to play a specific game with child
- Initiate a group game with child and others
- Discuss what is going on with child
- Work with child individually if child's personality is part of the problem
C. Working individually with student

Discuss with student what they feel is going on and why

If student’s own personality or behavior is causing a problem, try to help child change negative behavior in a positive manner—positive reinforcement, reward system
Appendix H

Book and Movie List
List of books and movies about Deaf people
(* indicates that the author or star is Deaf)

Books:

Adaptable to any age group:
A Kaleidoscope of Deaf America
  by Frank Turk - Ed.*
Deaf Women: A Parade Through the Decades
  by Mabs Holcomb and Sharon Wood
Hometown Heroes: Successful Deaf Youth in America
  by Diane Robinette

Early grade school:
A Very Special Friend
  by Dorothy Hoffman Levi
Buffy's Orange Leash
  by Stephen Golder and Lise Memling
The Day We Met Cindy
  by Annie Marie Starowitz

Early grade school story books that include signs:
I Was So Mad!
  by Honi Herigstad
Popsicles Are Cold
  by Sue Johnson
The Little Green Monster
  by Sue Johnson
Upper grade school / middle school:
The Flying Fingers Club
  by Jean F. Andrews
The Secret in the Dorm Attic
  by Jean F. Andrews
Hasta Luego, San Diego
  by Jean F. Andrews

High school:
Clerc: The Story of His Early Years
  by Cathryn Carroll
Everyone Here Spoke Sign Language:
Hereditary Deafness on Martha’s Vineyard
  by Nora Ellen Groce
Gallaudet: Friend of the Deaf
  by Etta Degering
What’s That Pig Outdoors
  by Henry Kisor

For Teachers:
Seeing Voices: A Journey into the World of the Deaf
  by Oliver Sacks
Deaf in America: Voices from a Culture
  by Carol Padden *and Tom Humphries *
Deaf Heritage
  by Jack Gannon *
Movies:

My Name is Jonah - *starring* Sally Struthers
Bridge to Silence
Children of a Lesser God - *starring* Marlee Matlin *
Appendix I

Topic Outline for Seminar #3: Handout
**Instructional Skills**

A. Preparation
   1. Teacher preparation
   2. Classroom preparation
   3. Student preparation

B. Teaching

C. Testing
Appendix J
Subtopic Outline for Seminar #3: Transparencies
A. Preparation

1. Teacher preparation

• Have organized lesson plans

• Consider children’s attention spans

• Arrange beforehand to have someone take notes

• Obtain closed-captioned films

• Include visuals

• Use manipulatives (hands-on)
2. Classroom preparation

- Seating arrangement
- Lighting
- Heating
- Distractions
3. Child preparation

- Get the child’s attention
- Is the child mentally ready?
B. Teaching

⦿ Speak only when facing the class

⦿ Use facial expression and body language

⦿ Write key phrases on the chalkboard

⦿ Teach vocabulary through experience

⦿ Demonstrate skills to be learned

⦿ Use good questioning strategies (ask higher level questions)
• Provide sufficient wait time

• Look for nonverbal signals

• Use meaningful explanations

• Use repetition

• Build self esteem: never say something is easy, for it may not be for them

• Build self esteem: praise the behavior not the child

• Use visual aides and manipulatives
C. Testing

☆ Let the child know what to expect

☆ Provide extended time on tests

☆ Explain what is being asked in the question; when the child does not understand/rewrite questions

☆ Utilize a variety of testing strategies
Appendix K

Illustrations of Ratlin: Instructors Copy and Transparency
Figure K-1: Ratlin, far view

Figure K-2: Ratlin, near view