About the Website

Deaf Education: Global Perspectives is a website containing Deaf education resources from various countries around the world. Some of the resources also contain information about Deaf culture, Deaf awareness, signed stories, and issues confronting Deaf communities globally.

There is a toolkit for educators on how to be more inclusive of D/deaf and hard-of-hearing students in the classroom and resources for parents of deaf children.

Any individual exploring this website will get a greater insight into issues confronting D/deaf and hard-of-hearing people around the globe.

This website will be updated with new information from time to time.

If you have any feedback, questions or concerns, feel free to contact Phoebe Tay. Refer to contact details behind.

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Visit the website:
www.deafeducationworldwide.weebly.com

Inclusion of Deaf and hard-of-hearing students in the classroom

Diversity is the mix. Inclusion is making the mix work. ~ Andres Tapia

A toolkit...

Adapted from Deaf Education: Global Perspectives
http://www.deafeducationworldwide.weebly.com
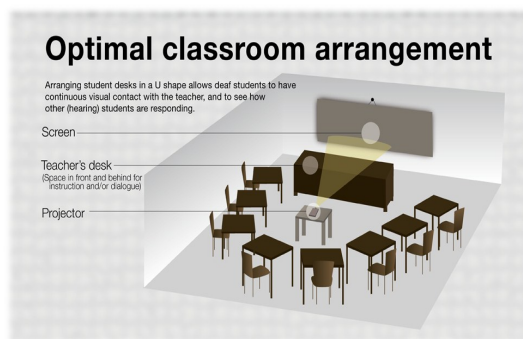
The Physical Environment

The physical set up of the classroom can either provide access to or serve as a barrier to learning. For example, poor lighting or desks arranged in rows can severely limit D/deaf and hard-of-hearing students' ability to access classroom content and learn effectively.

Identifying Barriers

Educators need to consider the set up of the classroom by asking themselves questions such as:

1. What elements in the physical environment hinder student learning and how can they be addressed?
2. What modifications or adaptations are needed in the physical classroom set up?
⇒ Does the seating arrangement permit students to see each other and the teacher clearly?
⇒ Does the lighting need to be adjusted?
⇒ Does the teacher pace up and down whilst talking?

Classroom Design

Optimal classroom arrangement

Arranging student desks in a U shape allows deaf students to have continuous visual contact with the teacher, and to see how other (hearing) students are responding.

Screen

Teacher's desk
(Space in front and behind for instruction and/or dialogue)

Projector

This is one example of best practices for classroom design for D/deaf and hard-of-hearing students. The seating arrangement permits all the students to see each other as well as the teacher thereby facilitating optimal access to communication in the classroom.

The Learning Environment

There are elements in every learning environment that serve as barriers to learning or facilitate more access to learning for D/deaf and hard-of-hearing students. For example, a lecture-style class where the teacher does most of the talking throughout the lesson with few or no visual examples can become a barrier to learning, while the use of visual aids to support classroom lessons can enhance student learning.

Identifying Barriers

Educators need to ask themselves these questions:

1. What modifications are needed in my lesson plans in order to maximize learning for D/deaf and hard-of-hearing students? (e.g. educational interpreters, adapting classroom materials, etc..)
2. How can I make my teaching more engaging and visual? (E.g. cooperative learning, experiential learning, role-plays, bilingual strategies, , etc..)
3. What existing knowledge do the students have and how can I scaffold their learning?

Strategies on How to Teach English to D/deaf and Hard-of-Hearing Students

⇒ Signed stories
⇒ Bilingual approach to reading and writing
⇒ Language Experience Approach

The Social Environment

The social environment plays an important role in the language and socio-emotional development of D/deaf and hard-of-hearing children. It is important to ensure that communication is freely accessible in schools for these children for their well-being and cognitive development.

D/deaf and hard-of-hearing children frequently find themselves isolated in mainstream schools because they are unable to hear enough to communicate easily with their peers. Schools that permit signing environments such as bilingual deaf schools and bilingual-bicultural settings provide a space for these children to socialize freely with their peers.

Identifying Barriers

It is crucial for educators to identify barriers to communication within specific school environments in order to allow for optimal development of the whole child. In order to do this effectively, educators must develop an understanding of:

⇒ Stereotypes and misconceptions about D/deaf and hard-of-hearing people.
⇒ The oral vs sign language debate.
⇒ The different deaf education settings D/deaf students are enrolled in. (oral schools, bilingual schools, co-enrollment, mainstream schools)