

- High-quality regular, specialist support to ensure access to the curriculum.
- Strong commitment to understanding and valuing deaf culture.
- Inclusion in all school life.
- Provision of hearing aids and/or communication support according to the needs of the individual.
- Adaptations to the classroom environment need to be considered individually for each learner and must be age-appropriate.

Listed below are changes that mainstream teachers may consider making to better meet the needs of children with hearing impairment:

- Keep background noise to a minimum.
- Avoid standing in front of a window so that your face can be seen without glare from the sun or outside distractions.
- Present all new directions, concepts and information from the front of the room, not when you are moving between desks or during noisy classroom transition times.
- Keep to a classroom routine; if a learner misses

something they will be better able to predict what they should be doing or what will happen next.

- During classroom discussions ask students to speak one at a time.
- Summarise students' answers or comments during class discussion.
- Write all assignments on the board, including the textbook page numbers the class will be turning to during each lesson.
- If a visual aid is used, like a map, graph or projected image, give students a chance to look at the visual, describe what they are seeing, and provide short silences so they can process the meaning of both the visual and what is being said.
- Encourage a 'buddy system' approach, in which two students are paired to help each other.

¹ EFA Global Monitoring Report, "Teaching and Learning: Achieving Quality for All" (Unesco, 2013–2014); page 56.

Resources to help include children with hearing impairment

- National Deaf Children's Society: Deaf-friendly Teacher Training Pack: www.ndcs.org.uk/professional_support/our_resources/deaf_friendly_schools_packs/teacher_training_pks.html
- Including Deaf and Hard of Hearing Children in the Classroom: <http://deafness.about.com/od/schooling/a/inclassroom.htm>

CASE STUDY PAKISTAN

“Teachers should pay special attention to special children”



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It is said that school is the first place where we acquire knowledge, make friends, socialise and develop the ambition to have a bright future.

Only my parents rectified my mistakes

When I was in third grade at school (at age 8–9), I realised, along with my parents, that I had a hearing problem. I often used to mispronounce words. For example, during the attendance call, I did not know how to pronounce 'present' and would say 'pasent' instead. Class fellows made fun of me a lot, but the teacher did not stop them and did not make me understand I was pronouncing the word incorrectly.

Only my parents rectified my mistakes in pronouncing words. With the passage of time, they made me understand words by face-to-face communication and by writing every part of the word on paper. They came to know that if I could hear properly, then I could speak words clearly. At that time, I did not use hearing aids because my parents were not aware about assistive technologies. They always took me to both allopathic and homeopathic doctors, hoping that I might be cured by taking medicines, but it did not work out.

I became timid and nervous at school

Few teachers understood my problem. In fourth grade (at age 9–10), we had to recite a few lines from a book one by one in front of the teacher. When my turn came up, the teacher realised that I did not speak well. She told me to quit and asked the next girl to recite. This kind of experience made me a timid and nervous type of child. I could not interact properly with others or express my fear of reciting in front of teachers. In addition, it made me reluctant to ask my teachers for help in communicating. Although I got good grades in written examinations, it was different in the case of verbal tests. Teachers had discouraged me.

In eighth grade (at age 13–14), all students had to make a science model and give a presentation. I made my model but was neglected because the teacher did not pay attention to preparing me for a presentation. So, I gave up my expectations of participating in extracurricular activities. In this way, life went on.

In the meantime, my parents were still helping me to pronounce words in their own way. For example, my father made me understand that 'b' is silent after some words like 'doubt', 'debt', and 'subtle'; that it is also silent after the words 'comb', 'womb', 'bomb', and 'climb'; and that 'l' is silent in the middle of words like 'talk', 'walk', 'calf', and 'half.' My mother found a trick to make me understand how to say the words 'retire' and 'comment' properly. She told me to pronounce '-tire' as 'ty-ere' and explained that one 'm' is silent in 'comment'. Until then, I had been unaware of how to pronounce all these words because neither my teachers nor my class fellows had made me understand this.

One teacher made all the difference

In ninth grade (at age 14–15), for the first time, my English teacher noticed my problem while I was reciting a few lines. She told me to come forward and to not hesitate in telling her what was wrong with me. Moreover, she told me to bring my parents the following day. My mother visited her and the teacher convinced her to make me use hearing aids. She said I should not feel embarrassed about using them. She added that it would develop my confidence and would help me to listen and to pronounce words.

I started using hearing aids and it brought enough improvement in my interaction with others and my confidence in myself. I went to college and university, where I made more friends.

In the end, I would like to say that teachers should pay special attention to 'special' children (children with disabilities), because teachers play a vital role in developing children's confidence, personality and ambition.