Frequently Asked Questions

10 Tips for Creating Membership for Deaf and Hard of Hearing

Learners in the Mainstream Environment

**Can you clarify how to integrate a child with hearing loss who uses amplification and still feels like an outsider in the general education setting?**

Many of the tips discussed during this session can be used to promote membership for any child using any language or assistive technology to communicate. When educators can provide opportunities for small group interactions, it will help foster connections in an easier, more accessible way. Creating cooperative learning activities that are fun, require teamwork, and have a learning outcome can support relationship building between peers. Class meetings and building relationships are key components to creating a safe learning environment, giving students the ability to be open about their needs and experiences. Utilizing wait time, whether an interpreter is involved in the instructional process, can even the playing field for all learners to process and respond to the information being presented. Representation in the classroom curriculum can build empathy and understanding from peers and help make all children feel seen in their classroom environments, making them feel a sense of belonging. If there are concerns about a child feeling like an outsider in their classroom, discussing this with the educator and brainstorming some solutions could make a world of difference.  Educators are skilled in the art of cultivating relationships and can help implement strategies such as classroom lunch groups, suggestions of extracurriculars that are available, implementing flexible groupings, and providing role play and prompts to learners to promote an inclusive environment.

Looking at peer groups outside of the school setting is also a good idea. There are virtual meet-ups for different age groups of children who are deaf or hard of hearing, in-person play opportunities, and camp options throughout the state that may help the child build confidence in creating relationships with peers.

**Are ASL teachers also considered interpreters?**

Teaching ASL and becoming an ASL/English interpreter require different training and different licensure in the state of Ohio.  Someone may have both sets of credentials, but generally ASL teachers are not also considered interpreters.