


Building Rapport



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Who are you?

- Mostly TDHHs?
- If you are not a TDHH, please write your role and district in the chat box
- I recognize you are already doing a lot of this, but hopefully there is something you can 'take away'

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Agenda

Building rapport with:

- Classroom Teachers
- Resource Teachers
- Deaf Community Members
- Parents
- Students

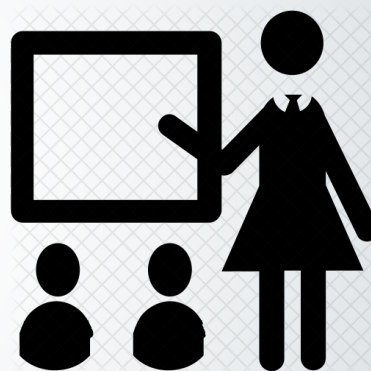
Each section will have two parts:
Understanding and **Strategies**

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Classroom teachers

Understanding:

- ❖ Most have *not* taught (or likely met) a hard-of-hearing child before
- ❖ They are on a fixed schedule
 - ❖ In time and in educational goals for the class
- ❖ We likely will not find out about upcoming events or absences
- ❖ If you have the opportunity, **teach summer session**



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Classroom teachers

Strategies:

- ❖ Meet on their schedule
- ❖ Don't call into classrooms
- ❖ Eat in the staff room
- ❖ Collaboration week



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Hello teachers!

I've been wanting to get in the classroom more, unfortunately with the structure of my position, it's been a bit difficult. Last year I tried a collaboration week, where I come in once or twice during a week and teach a lesson to the class. It appeared to be successful and I'd like to give it another go this year!

Below is a list of subjects that I regularly work on with students and may be beneficial for your whole classroom. If you see something that interests you, email me back the topic and we will set up a time for me to come in and teach 40ish minute lesson with your class (less time for younger grades).

Subjects:

- American Sign Language (gr K-8)
- Deaf Culture (gr 2-8)
- Read Aloud – Primary: *Leo or Freddie and the Fairy* Intermediate: *El Deafo* (gr K-8)
- Zones of Regulation (gr K-6)
- Whole Body Listening (gr K-4)
- Volume Modulation/Tone of Voice (gr K-5)
- Yoga for kids (gr K-6)
- Parts of the ear (maybe integrated in a science/anatomy unit you are teaching) (gr 5-8)
- Noise Induced Hearing Loss (gr 3-8)
- Ear plug challenge (gr 3 and up) – students wear one ear plug for the entire day to simulate hearing loss. I'd come in first thing in the morning and back at the end of the day to discuss.

During collaboration week, I will halt direct service with students in order to get out into the classrooms and work with my student within your class while teaching your chosen topic. I've set aside **Oct 28 - Nov 1** for our first collaboration week of the year (hopefully there will be 3). I understand that is an odd week due to student/teacher conferences, so I can extend it into **Nov 4 and 5**, if need be.

Thanks!

Collaboration week email

Include teachers of 'monitor' students as well

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Resource Teachers

Understanding

- ❖ Many don't have a special education background
- ❖ We get to be the expert in **one** designation
 - ❖ How many designations are there?

Strategies

- ❖ Find out their background
- ❖ See if you can set up small groups
 - ❖ Benefits student and resource teacher
- ❖ Offer to write progress reports for your student

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Deaf Community Members

Understanding

- ❖ **DISCLAIMER**
 - ❖ This section mostly applies to *hearing* TDHHs
- ❖ You are not the expert in sign language or Deaf culture.
- ❖ Sordid History of hearing people 'talking' for Deaf people and making assumptions
 - ❖ Milan Conference



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Deaf Community Members

Strategies

- ❖ Get in touch with Deaf/HH adults. ASAP.
- ❖ Read fiction and nonfiction stories on Deafness, Deaf Culture, and hearing loss.
 - ❖ Personal Rec's:
 - ❖ *Inside Deaf Culture* by Carol A. Padden and Tom L. Humphries
 - ❖ *The Way I Hear It* by Gael Hannan
- ❖ Reach out to POPDHH and Deaf Well Being Program
- ❖ REACH OUT.



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Advice from my D/HH friends

- ❖ Always sign in presence of signing student/adult – even if you are not talking to them
- ❖ Speak to the person not the interpreter
- ❖ If interpreter is involved, include wait time. Often.
- ❖ Encourage your teachers to make the time. Maybe set up a weekly 5 minute check in with the student.



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Parents

Understanding

- ❖ Reminder: often their child is the first D/HH person they have met
- ❖ We get to work with their child multiple years in a row
- ❖ Often become the direct link between them and the school

Strategies

- ❖ Communicate on their terms
- ❖ Be honest. Even when it's hard.
- ❖ Talkative Parent? Set times and tell them at the start of the conversation
- ❖ Include in emails about D/HH events
- ❖ Ask questions
- ❖ Be thoughtful

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Students

Understanding


- ❖ May become 'disenfranchised' with age. Normal and okay.
- ❖ We ask A LOT of them
 - ❖ Think of all the reasons why you may be reluctant to go to a Deaf Event...

That is how many of our students feel ALL THE TIME.



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Students



Strategies

- ❖ Listen ...and remember
- ❖ Give wait time
- ❖ If invited, show up
- ❖ Be honest
 - ❖ Okay to say:
 - "I didn't sleep very well last night. I'm really tired. Have you ever been really tired before?"
 - "I don't know the answer. Let's learn it together."
 - "I'm not really comfortable answering that... don't worry though you will find out in grade 4 health class."
- ❖ Give choices

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Questions or other suggestions?



Thanks for listening!

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