

> CONNECTING ABILITIES

Group 2: Hearing Impairment

Hearing impairment is when the ability to hear for an individual is reduced. It means hearing and understanding speech and other sounds can be difficult. Hearing loss varies in severity and ranges from mild to severe; sometimes it can be temporary but in other cases it can be permanent.

Strand	Suggestions to Adapt	Tips
Hazards and Personal Safety	<ol style="list-style-type: none"> 1. Take a time at the beginning of class to highlight the different hazards by emphasising signage, depth indicators - utilise visual resources, vision boards that convey a safety topic/topic of choice. 2. For younger students with their parents and carers in the water or nearby, encourage regular discussion about water safety, hazards and signage. 3. For team engagement, have students pull from a deck of cards which only list the "when" a specific entry or exit should be used. Then students work in teams to figure out which entry or exit might be correct to perform, to match with the card. Team points can be added for extra fun. 4. Allow students with hearing impairments to connect with other staff members such as Lifeguards and other pool staff. Discuss that the student has a hearing impairment and therefore using hand signals and being at eye level to allow lip reading would be most appropriate. 	<p>It is important to ensure that if students choose to swim with their hearing aids, the hearing aids are water safe and water appropriate, this can be asked of the student or the parent or carer.</p>
Entry and Exit	<p>Visual communication is key for any student with a hearing impairment.</p> <ol style="list-style-type: none"> 1. Face the student when communicating or demonstrating (where possible) the instruction of the activity or skill. 2. Demonstration - either as the teacher or utilising another student. 3. Sign Language - learn some basic signs that can assist with communication. 4. Lip Reading - remain at eye-level as much as possible. 	<p>For entries, be aware if there has been any miscommunication - as the teacher your safety is paramount.</p>
Flotation	<p>Visual communication is key for any student with a hearing impairment.</p> <ol style="list-style-type: none"> 1. Face the student when communicating or demonstrating (where possible) the instruction of the activity or skill. 2. Demonstration - either as the teacher or utilising another student. 3. Sign Language - learn some basic signs that can assist with communication. 4. Lip Reading - remain at eye-level as much as possible. 5. Utilise visual resources. 	<p>When learning to float some students may prefer a teacher to be low and close to their head and shoulders where they feel a teacher's presence.</p> <p>Others may prefer to see a teacher's face above them. It's important to understand what a student feels comfortable with.</p>

Swimming	<p>Swimming is a strand that can require more visual communication than the other strands when teaching a student with a hearing impairment. Communicating markings and expectations before performing any skills will help reduce injury and increase the learning opportunity for the student.</p> <ol style="list-style-type: none"> 1. Face the student when communicating or demonstrating (where possible) the instruction of the activity. 2. Demonstration - either as the teacher or utilising another student. 3. Sign Language - learn some basic signs that can assist with communication. 4. Lip Reading - remain at eye-level as much as possible. 5. Utilise visual resources. Not only visual teaching cards but show a student where they need to stop, start etc. It may mean explaining the line markings on the pool sooner than expected. 	
Underwater	<p>Visual communication is key for any student with a hearing impairment, especially for underwater skills.</p> <ol style="list-style-type: none"> 1. Face the student when communicating or demonstrating (where possible) the instruction of the activity. 2. Demonstration - either as the teacher or utilising another student. 3. Sign Language - learn some basic signs that can assist with communication. 4. Lip Reading - remain at eye-level as much as possible. 5. Utilise sinkable items, such as markers if necessary to help with where a student may need to stop, start etc. It may mean explaining the line markings on the pool sooner than expected. 	<p>If using sinkable items, such as markers for underwater skills, ensure they are heavy enough to stay in the correct place once dropped.</p>
Lifesaving	<p>Visual communication is crucial for any student with a hearing impairment and any other student or team member if teamwork is expected.</p> <ol style="list-style-type: none"> 1. Face the student when communicating or demonstrating (where possible) the instruction of the activity. 2. Demonstration - either as the teacher or utilising another student. 3. Sign Language - learn some basic signs that can assist with communication. 4. Lip Reading - remain at eye-level as much as possible. 5. If a group activity is involved ensure the other members of the group are aware and can communicate effectively with the student or the visual resources are available to maximise the learning environment. 	<p>Refer to “Provide the Boundaries” Effective Teaching Strategy to create expectations.</p>
Rescue	<p>The importance of visual communication should be noted in the rescue strand for the student with the hearing impairment and any team members.</p> <ol style="list-style-type: none"> 1. Face the student when communicating or demonstrating (where possible) the instruction of the activity. 2. Demonstration - either as the teacher or utilising another student. 3. Sign Language - learn some basic signs that can assist with communication. 4. Lip Reading - remain at eye-level as much as possible. 5. If a group activity is involved ensure the other members of the group are aware and can communicate effectively with the student or the visual resources are available to maximise the learning environment. 	<p>Refer to “Provide the Boundaries” Effective Teaching Strategy to create expectations.</p>

**Sequencing
and Survival**

Visual communication is key for any student with a hearing impairment and any other students if teamwork is expected.

1. Face the student when communicating or demonstrating (where possible) the instruction of the activity.
2. Demonstration - either as the teacher or utilising another student.
3. Sign Language - learn some basic signs that can assist with communication.
4. Lip Reading - remain at eye-level as much as possible.
5. If group activity is involved ensure the other members of the group are aware and can communicate effectively with the student or the visual resources are available to maximise the learning environment.

Refer to "Provide the Boundaries" Effective Teaching Strategy to create expectations.

