Council for Exceptional Children | Division for Communication, Language, and Deaf/Hard of Hearing

Teaching Remotely to DHH Students

Based on the questions posted on Facebook, there isn't a strong understanding of what it should look like to switch over to remote learning, especially for those working with students who are deaf or hard of hearing. There are some great blogs and social media posts about how to facilitate virtual learning. While most are general tips rather than DHH specific, there are some that incorporate specific ideas for working with DHH students. Check out the Virtual Activities for Teachers and Families COVID-19 LiveBinder for a compilation of resources. Here are a few tips to keep in mind!

What remote learning is NOT:

- Direct instruction via the web all day as you would in a classroom
- Lists of websites with learning games to play all day
- Homework packets of assignments to do independently
- Live instruction for hours at a time
- Traditional classroom teaching plugged into a learning management system
- Powerpoint presentations posted online

What remote learning should be:

- An opportunity to think outside the box in good ways
- A chance to facilitate learning in natural environments that will help students connect learning to their own lives
- An occasion to encourage creative thinking that doesn't always fit into our regimented lesson plans
- An opportunity to collaborate with other professionals in the school and/or field to crowdsource ideas and share resources
- An avenue for encouraging students to have a day that is balanced between traditional learning and experiential learning

What remote learning can look like (these are just some ideas and are not meant to be requirements or the only ideas):

- Learning and reflection activities that happen periodically throughout the day

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- Short videoconferencing one on one with students checking in with them to see how they are doing and to remind them that they are amazing and that you miss them
- Brief video of you reviewing or providing new instruction on one micro-component of a concept – (keep to 5 minutes or less)
- Discussions through a group or class in whatever learning management system (LMS) or social networking platform your school is using (e.g., Seesaw, Google Classroom, Canvas, Facebook, Edmodo)
- Texts or posts sharing micro-learning or mini-challenges*
    - A little-known fact related to a topic your class has been studying
    - A video that they would enjoy on a subject you have worked on
    - A challenge to do 10 jumping jacks, gather their dirty clothes, etc
        - *The purpose of this isn't as much about the activity as it is about the connection to the students.
- Learning challenges that make learning fun (example below)
    - Consider the age of the students you are teaching and the learning objectives for that grade level
    - Create a challenge, something fun they can do at home without a lot of instruction that will help them to apply the learning you provided previously or new learning, using items they can find in their house
    - Record a short video to introduce the challenge and explain what they will be doing.
    - Record support videos that teach or review the concept that is the focus of the challenge.
    - Provide a variety of activities they can choose to share their learning.
        - Write a paragraph
        - Video record their "findings"
        - Create an infographic
        - Draw a picture
        - Make a song
    - Make sure students know how they are to "turn in" in their product.

There is no limit to how you are sharing and facilitating learning in an online platform, and since not all students learn the same way, it is best to use multiple options

Make sure whatever resources you use are accessible!

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Learning Challenge - The Pantry

Have you ever thought about how much learning can happen in a pantry? There are SOOOOO many things that just beg to be used for instruction! Pantries are full of "stuff", stuff that can be counted, sorted, read, and so much more, depending on the age of the student.

- Sort the items by type of container (box, can, bag, etc)
    - Count the boxes, cans, bags, etc.
        - Which type of items has the most? The least? Are there any types that don't have any?
        - Create a math problem with the items in the pantry.
            - 4 boxes + 3 cans + 1 bag = 8 items
        - Draw a picture of the math problem.
        - Create a graph showing the number of cans, boxes, bags (or color of or size of)
    - Now sort the items by the main color on the label, and repeat the above actitivies
    - Next sort the items by …. (use your imagination here!)
- Create a "how to" book using items in the pantry for inspiration (how to open a can, how to prepare a bowl of cereal, how to cook macaroni and cheese, how to eat without the dog getting your food)
- Create a list of the items in the pantry that are meant to be ingredients for a recipe or cooked in some way rather than eaten as is (e.g., flour, soy sauce, spaghetti noodles).
- Create a list of things in the pantry you really like, and organize the list alphabetically.
- Classify items in the pantry as healthy or unhealthy, meal or snack, etc.
- Generate a shopping list for things that aren't in the pantry that you wish were.
- Review the nutritional ingredients on the labels. Plan a meal that is low in sodium, only using the items in the pantry.
- Create a list of a variety of products in the pantry. Write 1-3 words next to each product that you would guess would be ingredients, based on the product. Review the ingredients listed on the label, and write the first 1-3 ingredients next to the product and your guess. Do any of them match? Were there any surprises?
- Create a list of ingredients that you see in multiple items. Is there a commonality? (all canned foods have *** but that isn't in the boxed foods)
- Review the use-by date on the items. Why do you think some have a longer shelf life than others?

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Ideas for connecting with other Deaf Educators

- Use your favorite social media app and search for groups.
- Collaborate with other TODHHs in your school, district, state through email, social media groups, or communities of practice.
- Share resources you find on social media and tag them (e.g., #dcdcec.org #deafed).
- Visit DCD-CEC on our social media accounts and become friends with our followers.
    - Facebook: @dcdcec.org
    - Twitter: @dcd_cec
- Visit the DCD website!

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