

## Personal Strategies Based on ALS 5

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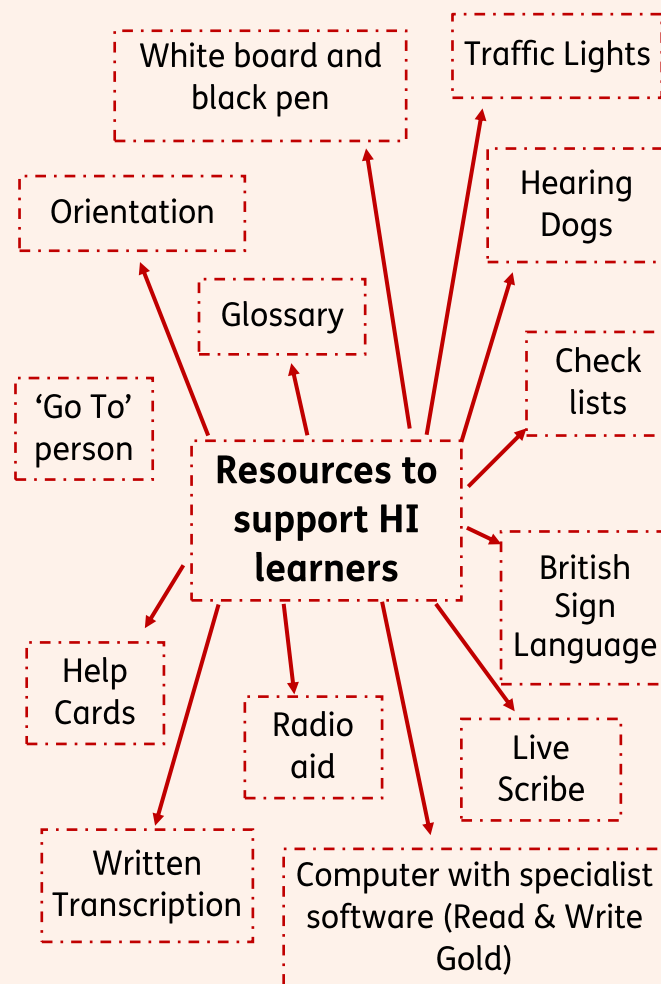
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If you have any more questions or need any more support and guidance please contact: the:

ALS Co-ordinator

Or

ALS Department

Tel: 01226 216769

Email : ALS@barnsley.ac.uk

Further information can also be found on the ALS Buzz page :<https://www.barnsley.ac.uk/student-life/additional-learning-support/>

Web Page: <https://www.ndcs.org.uk/#>



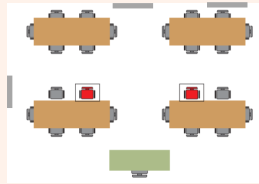
## Hearing Impairment Top Tips Tool Kit

**Always check the students support plan (ALS 5) to meet individual needs**



## Classroom Management

**Always** seat the learner near the **front** of the class



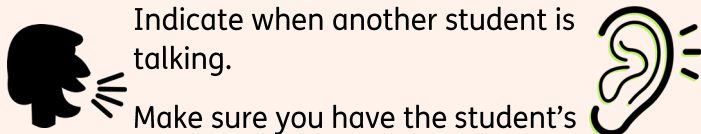
**Do not** sit the learner next to the **window** as outside noises create extra back ground noise making it more difficult to concentrate

**Ensure** the learners have a clear **view** of the tutor's/ speaker's **face**



Try to **stand still** when talking to the class or giving instructions, moving makes it harder to lip read

? Use questions to check learners **understanding**?



Indicate when another student is talking.

Make sure you have the student's **ATTENTION** before speaking.

**Always** speak to the learner not the support staff

Make sure only **one** person talks at a time (pass radio aid or mic to the person talking)



**Quiet Zone**

Keep background noise to a **minimum**



Remember that hearing aids **amplify** every sound, including tapping



## Things to AVOID

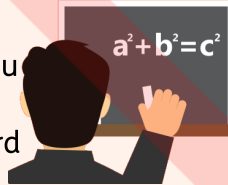


Standing with light behind you

Covering your mouth when talking



Talking while you write on the board



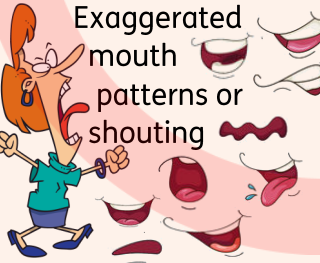
Chewing gum



Talking while you bend down to pick something up



Exaggerated mouth patterns or shouting



## Differentiation

**Talk** to the learner about their individual needs/requirements



Provide handouts, class notes and PowerPoints at the start of the lesson

Provide written transcripts of videos and audios



Encourage the learners to create a glossary of key words, terms and definitions



Use radio aids



Use visuals as much as possible



Make allowances for an additional member of staff, the learner may require a signer

## Instructions

Speak **clearly** and **naturally**  
Keep sentences **short** and **simple**

Don't try to guess what I'm trying to say. I'll repeat myself if I need to



Clearly sequence your instructions, instead of saying **"Highlight the key points on page 42"**, say **"Turn to page 42, find paragraph two, highlight the key points"**

Use plain English for instructions



"I'll say it again"

"I'll repeat what I've just said"

When repeating something indicate that it is repetition

'We are now moving on to ...'  
'Our next topic is...'

Indicate when the teaching topic is changing

Break down large tasks



Introduce new vocab on the board

Use **lists** and white boards to break down tasks

