



Attention Substitute Teacher

_____ is a student in the class who has a hearing loss.

This student has specific accommodations and modifications that need to be addressed. Please refer to the recommended accommodations and modifications attached, as well as the emergency evacuation plan.

The hearing teacher will come to provide services for this student during the following days and times:

If you have any questions or concerns regarding hearing loss information you can contact the hearing teacher, _____, at the number below.

Good luck and have a great day!

Hearing Itinerant Teacher - LICA
847.803.9444

Emergency Evacuation Plan

Student: _____

Teacher: _____

Room #: _____

If flashing warning lights are present in every room (including bathrooms):

The building is equipped with a visual warning system in all rooms. The meaning of the flashing lights has been explained to _____.

If flashing warning lights are not present in every room:

All staff members have been made aware of _____ hearing loss and a written plan is in place to see that the student is safely evacuated from the building in case of emergency. The substitute's folder includes information about this student's hearing loss.

1. Emergency Fire Evacuation:

The student will follow the designated evacuation route from the classroom to the safe area. He/she will walk with this designated adult, _____, to the designated safety zone area and remain in that area until given other instructions.

Designated evacuation route or attached copy of the building evacuation plan:

2. Emergency Storm/Tornado Safety Plan:

The student will follow the designated route from the classroom to the safe area. He/she will walk with this designated adult, _____, to the designated safety zone area and remain in that area until given other instructions.

Designated evacuation route or attached copy of the building evacuation plan:

LOW INCIDENCE COOPERATIVE AGREEMENT

RECOMMENDED ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

NAME: _____

DATE: _____

Communication Accommodations

- Preferential flexible seating
- Obtain student's attention prior to speaking
- Reduce auditory distractions (background noise)
- Reduce visual distractions
- Enhance speechreading conditions (avoid hands in front of face)
- Present information in simple, structured, sequential manner
- Clearly enunciate speech without exaggeration
- Allow extra time for processing information
- Repeat or rephrase information when necessary
- Frequently check for understanding
- Educational interpreter

Instructional Accommodations

- Use of visual supplements (overheads, chalkboard, charts, vocab. list, outlines)
- Captioning or scripts for television, videos, movies
- Buddy system for notes or explanations
- Check for understanding of information
- Down time/break from listening
- Extra time to complete assignments
- Step-by-step directions
- Tutor
- Notetaker
- Assignments written on board
- Tests/directions read or signed
- Alternate setting
- Other _____

Physical Environment Accommodations

- Noise reduction (carpet/sound absorption materials)
- Specialized lighting
- Room design modifications
- Flashing fire alarm
- Emergency evacuation plan on file

Curricular Modifications

- Modify reading assignments (shorten length, adapt or eliminate phonics assignments)
- Modify written assignments (shorten length, adjust evaluation criteria)
- Pre-teach vocabulary/language structure
- Provide supplemental materials to reinforce concept
- Provide extra practice
- Alternative curriculum

Evaluation Modifications

- Reduce quantity of tests
- Use alternative tests
- Provide reading assistance with tests
- Allow extra time
- Other _____

Assistive Devices

- Assistive listening device
- TTY
- Closed captioned TV/VCR monitor
- Augmentative communication system
- Other _____