



Tar Heel Shared Reader

Shared Reading can benefit students who are deaf and hard of hearing.

Getting Started with Students Who are Deaf or Hard of Hearing

Should students who are deaf or hard of hearing be included in shared reading?

Yes! Shared reading is an important literacy activity that helps students who are deaf or hard of hearing (DHH) interact and build their knowledge about the world, words and text.

Before I read, what can I do to prepare my students who are DHH to engage in shared reading?

Most students who are DHH have some hearing. Students may be aware that someone is talking, but still struggle to understand what is being said, even with technology. If the student has hearing aids, cochlear implants or FM systems, make sure they are on and working.

How can I get my room ready for shared reading?

Students who are DHH need the room as quiet as possible. This will help them understand more of what is being said. Turn off all noise-making items in the room (e.g., music in cd players, games on computers). Also, be sure to close the door so that hallway noises do not interfere with listening. *Any background noise* will make it more difficult for students who are DHH to understand.

Help students who are DHH use vision to support learning as much as possible. Provide a well-lit classroom to help them watch facial expressions, lipread, and seeing other visual cues. Avoid turning off or dimming the lights, or standing in front of windows with the light behind you. Instead, let natural lighting from windows shine directly on your face. This will help students see your mouth, face, gestures, and signs.

During reading, what can I do to help students who are DHH engage with me and the text?

Before reading each page, get your student's auditory and visual attention by calling the student's name or waving your hand. If possible, wait for eye contact before you begin your reading so that students who are DHH don't miss out on any information.



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Many students who are DHH use their eyes to get information from several places at the same time. When reading, keep the page you are reading and a front view of your face in the student's visual field as much as possible. If your student has an interpreter, position yourself, the book or monitor, and the interpreter in the same line of sight. This helps students to more easily look back and forth for information from you, the book, and the interpreter. It also helps to point to the print on the page as you read (and sign for some students or point to symbols for others).

Does it matter how I read the book?

Yes! You can use auditory cues such as vocal intonation, pausing, or lengthening to emphasize and support the meaning of the text. You can use visual supports such as signs, symbols, pointing, gestures, miming, and facial expressions while you read to help the students have fun and make meaning. You can also play with the placement of a sign on your body, on the book, or on an object.

As with all students who need Tar Heel Shared Reader, students who are DHH need lots of time to process the words you have read, look at the page, and figure out what they might like to say. To help you structure your lesson so that you are including enough wait time, view the modules *Follow the CAR* and *Putting the CROWD in the CAR* (found at <https://www.sharedreader.org/professional-development-modules/>).

How can I support peer interaction with my students who are DHH during shared reading?

Students who are DHH may have difficulty figuring out where sound is coming from. When peers communicate during shared reading, identify students by name and point to them. If the peer continues communicating, this strategy allows students with hearing loss to turn and lipread and/or observe other students while they are communicating. If the peers do not continue, still identify them by name and point to them before repeating and expanding upon their communication.

Can I use aided AAC with sign language during shared reading with my students who are DHH?

Some students who are DHH are just learning to use signs and symbols to communicate. In this project, we are exploring the use of graphic symbols that depict manual signs to represent the Universal Core vocabulary from Project Core (<http://project-core.com>). You can access this special version of the Universal Core vocabulary and an explanation of the way we are currently using it by following this link (<https://www.sharedreader.org/manual-signs/>).

*Peer
communication
support*



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