



ESE Program Information Sheet - Deaf or Hard of Hearing (DHH)

Definition: A student who is deaf or hard-of-hearing has a hearing loss, aided or unaided, that impacts the processing of linguistic information and which adversely affects performance in the educational environment. The degree of loss may range from mild to profound.

Overview: Students experiencing a wide range of hearing loss may all qualify as Deaf or Hard of Hearing (DHH) students. The range of DHH hearing loss may vary from mild to profound. Also, DHH students may differ in other respects. Some DHH students wear hearing aids (and may need help putting them in/keeping them in). Other students may have cochlear implants, while others may not have any hearing device. DHH students may be lip readers or use sign language for their primary intake of information.

State Laws and Regulations: The rule referenced below is specific to DHH. Please refer to [Volume I-B: Florida Statutes and State Board of Education Rules, Excerpts Related to Exceptional Student Education](#) (PDF, 9MB) for a complete listing of laws and regulations applicable to exceptional student education.

- [Rule 6A-6.03013, Florida Administrative Code \(F.A.C.\), Exceptional Student Education Eligibility for Students Who Are Deaf or Hard-of-Hearing](#) (Word)

General Resources: The following Resources will provide educators with information concerning Deaf or Hard of Hearing.

- [New! Model Communication Form \(Fillable Form\)](#) (Word, 311KB)
- [Technical Assistance Paper 2012-103 - Interpreting Services for Students Who Are Deaf, Hard of Hearing, or Deaf-Blind](#) (PDF)
- [Technical Assistance Paper FY 2007-5 – Meeting the Educational Needs of Students with Cochlear Implants and IDEA 2004](#) (PDF, 274KB)

Online Module through FLDOE : [Deaf Ed Express](#)

National Resources:

- [National Association of the Deaf](#),
- [American Society for Deaf Children](#)

Tips to support inclusion: Although knowing the general characteristics of DHH is helpful, teaching strategies for students with DHH still need to be individualized. It is important for teachers to realize the wide range of abilities and characteristics students with DHH may exhibit.

- Use brief and uncomplicated instructions. When repeating instructions, do not paraphrase.
- Present information visually whenever possible and use multiple ways to explain information.
- When appropriate, use peers as “hearing buddies” or “note-taking buddies.”
- Allow extra response time.
- Repeat the comments and questions of other students, especially those from the back rows. Acknowledge the person who has made the comment, so students who are deaf or hard of hearing can focus on the speaker.
- Face the student while speaking.
- Be flexible: allow a student who is deaf to work with audiovisual material independently and for a longer period of time.
- Provide hand-outs (preferably electronically) in advance of lectures and seminars.
- Circular seating arrangements offer students who are deaf or hard of hearing the best advantage for seeing all class participants; however, when desks are arranged in rows, provide front row seating to a student who is DHH.