

whiteboard

[daily schedule
on wall]

sensory
table:
sand, play-
doh, etc....

teacher
chair

main table

Amelia

Lucas

Grayson

teacher's
desk

cabinets of books

teacher

Grayson

Lucas

Amelia

reading rug

literacy/
math table
or center
area

rug for
play

play
kitchen

toy
cabinet

craft/
activity
table

students'
cubbies

door

Pre-K

library /
books

reading carpet /
bean bag area

whiteboard

[daily schedule
on wall]

teacher's
desk

teacher
chair

Logan

main

table

Heather

Ryan

Harper

Science
table /
center

math
table /
center

craft /
sensory
center

student's
cubbies

door

Elementary

cabinet of
resources

math facts / posters
on wall

[Student jobs
on wall]

whiteboard

[daily schedule
on wall]

teacher's
desk



lots of books
library

reading
area w/ rug
& maybe
comfy chairs

Student's
cubbies

Each student
has a personal
mini whiteboard



Science
area

Cabinet of
supplies

[math facts/
posters on wall]

Middle
School

door

Audrey White
September 9, 2021
Classroom Design

Rationale:

My goal is to work with young children with hearing loss, preferably those 0-3 years of age. So, while designing my ideal classroom setup, I focused on a classroom fit for preschool students with hearing loss. I am currently observing and assisting in a preschool classroom for deaf and hard of hearing children at Deer Creek Elementary, so I also utilized my knowledge of classroom design from those experiences as well. Most importantly, I emphasized the importance of communication and exploration. Years 0-3 are widely known as the most important years for language development, and development in general, so incoming preschoolers are at the prime age for development. I wanted to create an environment that encouraged that exploration and growth.

Starting at the door, I created an area for the students to keep their things such as backpacks, lunches, waters, and most importantly their hearing technology. Ideally most children with hearing technology wear theirs throughout the school day. However, at the young age of three, hearing might be new to the children. Learning to actively listen can be challenging and exhausting. Therefore, children will need a safe place to keep their technology and extra batteries when they need a listening break. In the corner I have placed the teacher's desk. This position allows the teacher to have a view of the entire class allowing her to sign to the students whenever necessary. Since children with hearing loss experience minimal incidental learning unlike normal hearing children, it is important to arrange the classroom so that they always have a clear view of the teacher and their fellow classmates' signing hands. The semicircular table at the front of the classroom allows for optimal learning

and is commonly found in Deaf classrooms. This allows the students to watch and learn from their classmates without straining their necks. Next, I placed the reading corner with a rug and bookshelves full of books for the students to read. After observations I have learned the importance of shared reading time even if the student is Deaf and mute. Although they may not be able to verbalize the words, most students at this age can follow along and sign the words as you point. This is an important corner for all students but even more important for students with hearing loss. In the next corner, I created a play area for the students equipped with a kitchen, dress up materials, toy cars, and people. Play time has been proven to have a significant impact on children's development, since it encourages the children to use their creativity, develop social skills, learn cooperation, and build relationships. Most importantly for children with hearing loss, play time allows the students to practice their communication skills with one another. Next to the play area I included a sensory center. After my many years of working with children with special needs and children with hearing loss, I strongly believe in the importance of a sensory station. This area will allow for social development, countless teaching opportunities, the development of communication skills, and give the students a chance to relax and refocus their energy throughout the day. Lastly, I included an activity table. Since this table is not semicircular, it is not ideal for cooperative learning. However, this table is effective for teacher instruction and activity time such as a daily craft or worksheet completion. On the first day of class, I would take my students on a tour around our classroom, and the entire school, explaining the importance of each area and our schedule for each school day.

Not much changed in my COVID layout, however, I included important safety measures to keep the students safe. For example, I included clear dividers at the sensory table,

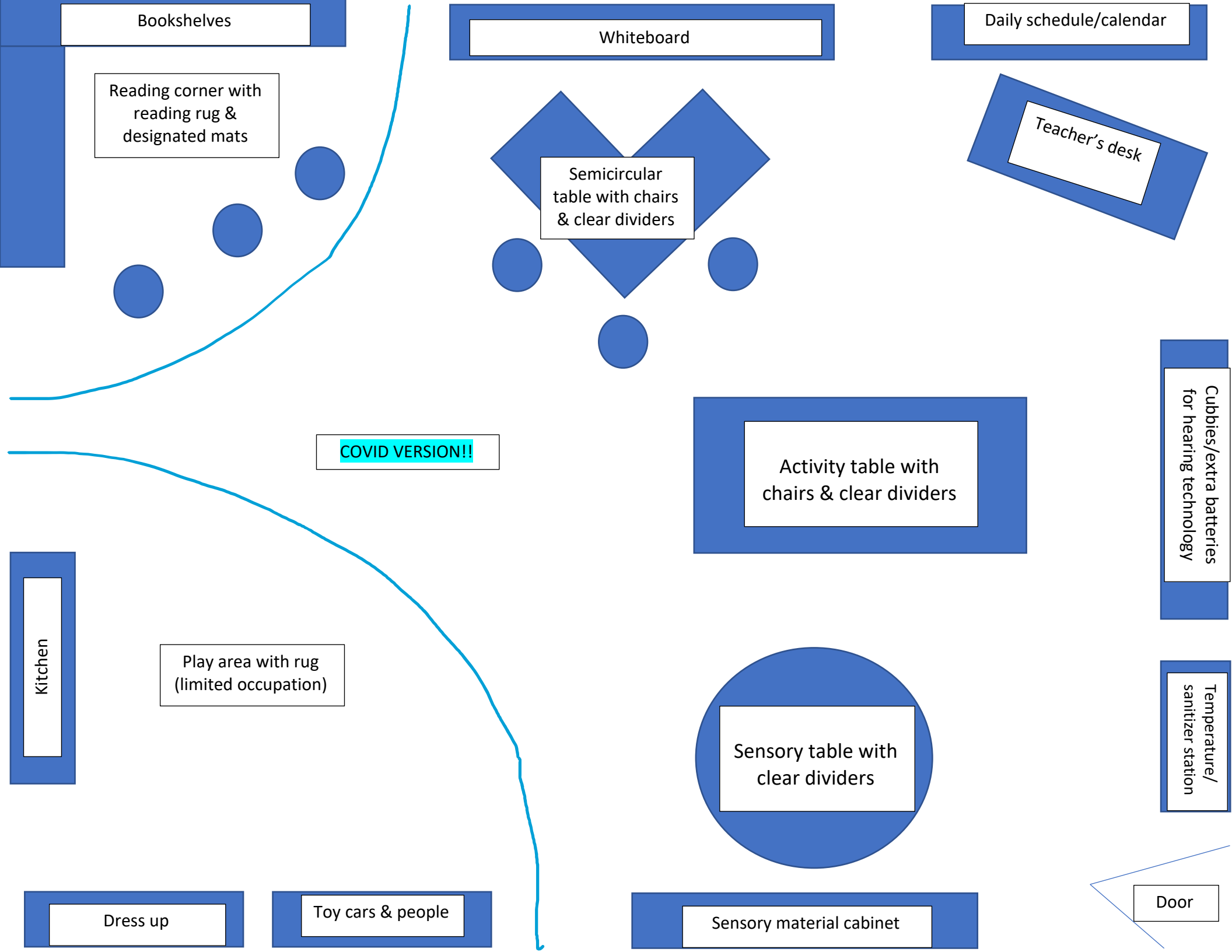
activity table, and semicircular table to minimize the spread of germs. I would make sure to explain the purpose of these shields to the children on the first day. I also created a temperature and sanitizer station at the door since it is required in most schools to take the students' temperatures upon entrance. Lastly, I made modifications to the reading corner and play area. In the reading corner, I added designated mats for each student to sit on, and in the play area I added a note about limited occupation. In most Deaf classrooms, there are very few students so this may not need to be enforced. However, depending on the size of the classroom and number of students, one might have to limit it to three or so children in the play area at a time.

Virtual learning design:

Virtual learning is particularly challenging for children with hearing loss. The majority of Deaf or Hard of Hearing students rely on American Sign Language, Sign Language, Oral Language, Lip Reading, or Total Communication (the simultaneous use of Oral and Sign Language) to communicate. All but Oral Language are heavily visual languages. The delay and static associated with interfaces such as zoom makes communication a great challenge for these students. However, with COVID zoom has often been the only safe option for continuing their education. Lack of parental and familial involvement is another challenge that arises with virtual learning in a Deaf and Hard of Hearing classroom. Statistics show that roughly 90% of parents of children with hearing loss never learn sign language or another appropriate form of communication for their child. Therefore, it is nearly impossible to expect asynchronous learning in these classrooms because the parents are not equipped to do so.

Therefore, the best option for the children, with their education and safety in mind, is to hold synchronous zoom meetings. With the young preschool students, it will be challenging to maintain their attention online, but hopefully a parent or caregiver will be present to encourage their engagement. Since the classes are typically small and rarely exceed six students, most instruction can be held as a large group. The teacher will need to come prepared each day with engaging activities and slides to present through screen share. A few examples could include a calendar in which the teacher fills out today's date and weather using the draw feature, a guided reading lesson where a large image of each page of the book is presented as they read, or a blank screen which functions as a "whiteboard" for the math lessons. The teacher will also need to send the parents copies of all worksheets and materials needed for the lessons and encourage the students' participation as often as possible. As mentioned before, hopefully a guardian will be present to help manage muting and unmuting the mic for the students to participate. However, this will only be necessary for the students who rely on Oral Communication rather than sign.

Since virtual learning will be draining for both the students and the teacher, I would recommend more frequent breaks between lessons. This will allow the children to eat a meal, run around outside, or even take a listening break. Hopefully these breaks will renew the students' engagement. The teacher should also plan to hold individual consultations with students as needed. It is expected that some will fall behind due to virtual learning, so the teacher will need to be attentive to this and provide extra help and instruction as needed.



Bookshelves

Reading corner with
reading rug &
designated mats

Whiteboard

Daily schedule/calendar

Teacher's desk

Semicircular
table with chairs
& clear dividers

COVID VERSION!!

Activity table with
chairs & clear dividers

Cubbies/extra batteries
for hearing technology

Temperature/
sanitizer station

Door

Sensory table with
clear dividers

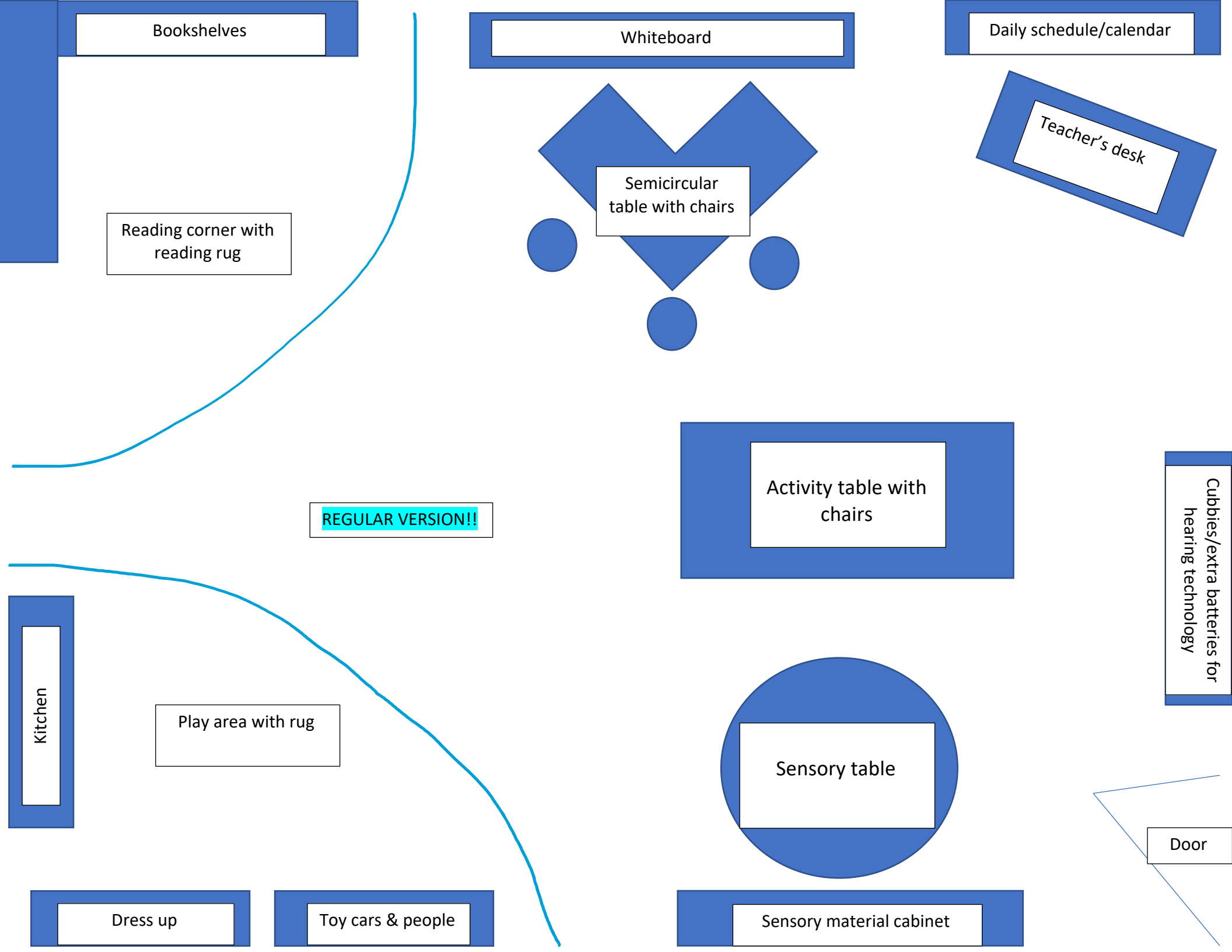
Sensory material cabinet

Toy cars & people

Dress up

Play area with rug
(limited occupation)

Kitchen



Audrey White
September 9, 2021
Project #1

Preschool:

Preschool Scenario: My preschool class has three students: Lucas, Amelia, and Grayson. The sign system used in this class is Total Communication. All three students have minimal language and rely heavily on pointing. We meet for half the day from 8-12.

Lucas:

- 3 years old
- at learning level of a 1-year-old
- moderate hearing loss in both ears
- hearing aids on both ears
- Total Communication

Amelia:

- 3 years old
- at learning level close to a newborn
- profound hearing loss in left ear and moderate hearing loss in right ear
- cochlear implant on her left ear and hearing aid on her right ear
- Total Communication

Grayson:

- 5 years old
- at learning level of a 2-year-old
- profound hearing loss in both ears
- cochlear implants on both ears

-Sign dependent

Preschool Routines:

-Entering the classroom/beginning of the day: “I have so many fun things planned for you guys this year! To start our fun activities each day, I need to make sure you’re all here and ready to learn! When you get dropped off, make sure you put your things in your cubby (show them their personal cubbies). Then, find your seat on our fun reading rug (show them their seats). Please sit there quietly as you wait so I can talk to other parents if I need to. And please keep your hands to yourselves. We want all our friends to feel safe. Once everyone is here, I’ll call/sign your names and you’ll raise your hand when I call yours. Then we can start our day!”

1. put backpack/things in cubby
2. find seat on reading rug
3. sit quietly while you wait
4. keep hands to yourself
5. raise hand when teacher calls your name

-Getting ready for outside time: “Who’s excited for outside play time? Me too! But to go outside, we must follow some important steps. When I say it’s time to go outside, I want you all to line up at the door. We need to keep our hands to ourselves, so no touching our friends. As you follow me through the hall, we also need to stay quiet, so we don’t disturb our friends in other classrooms. Also, make sure you don’t wander off because we don’t want anyone getting lost and missing outside time! Once we get outside, you’ll have lots of time to play with your friends, but you need to watch out for my hand in the air like this (demonstrate). When I do this, you need to quickly find me and line up again.”

1. line up at the door

2. keep our hands to ourselves
3. stay quiet in the hall
4. walk in a straight line/don't wander off
5. remember to watch for teacher's hand when it's time to line up again

-Getting ready for pick up: "We're going to have so much fun together in this class, but at the end of each day we're going to get so excited when mom and dad come to pick us up! We must remember to follow these steps before we can go home though. We must first finish cleaning up the center we're at. Everyone then needs to find their backpacks, lunchboxes, water bottles, anything you brought with you to class. After you have your things, you'll line up by the door just as we do for outside play time. To get to your parents, you'll need to remain in line as we walk through the hall. Some of our friends will still be in class learning, so we need to be super quiet even though we're so excited to go home! When we get outside, you need to stay by me until I call your name, and I will walk you to mom or dad. We have to be patient and wait because there will be lots of big, scary cars driving around outside and I want to keep you safe."

1. finish cleaning up center
2. grab backpack/lunchbox/anything else you brought
3. line up by the door
4. walk quietly through the hall and remain in line
5. stay by the teacher until it's your turn to be picked up

-Reading center time: "Look at our big library full of books! Aren't you all so excited for reading time? When I say it's time to pick a book for reading time, you need to find your seats on the rug (point out each student's seat). Once you find your seat, make sure you keep your hands to yourself and don't touch your friends. Sit quietly and listen to me as I read the exciting story! If

you have any questions, just raise your hand and try to keep your hearing technology on so you don't miss any of the story!"

1. find your seat on the rug
2. keep your hands to yourself
3. sit quietly/don't interrupt the teacher
4. raise your hand if you have a question
5. keep hearing technology turned on

-Sensory table time: "Did everyone notice our fun sensory table in the back? On special days, we'll get time to play back there! I have so many fun things for you to play with, but we must be careful. Some of the materials can be messy so we must be careful to keep them in their buckets. We have three friends in here, so we need to make sure everyone can participate, and we need to use gentle hands when doing so. If we want to keep the sensory table, we cannot throw toys or items. This means no throwing at friends, at the floor, at me, or at the wall. No throwing at all please. Finally, we all need to work together to clean up after sensory time is over."

1. try to keep all materials (such as rice) in the bins
2. share with friends
3. use gentle hands
4. don't throw toys/items
5. clean up any mess made

Preschool Rules:

Rule #1: Keep your hands and feet to yourselves. Consequence: Removed from group activity (must scoot chair away from table/center).

Rule #2: Listen to the teacher/keep hearing technology turned on. Consequence: 5 min lost from recess/free time.

Elementary School:

Elementary Scenario: My elementary class has four students: Harper, Heather, Ryan, and Logan. Harper and Heather are twins. The sign system used in this class is Total Communication since it seems to be the most beneficial for all the students. Harper and Logan are both proficient in the areas of Science and Social Studies, so they are mainstreamed for these classes and accompanied by an interpreter. Heather and Ryan, on the other hand, remain in our self-contained classroom for these classes. All students are mainstreamed for PE and attend it as their third class of the day before lunch. All students see the school speech pathologist during the school day, preferably during Art/Music time. Harper and Logan also meet with an occupational therapist weekly after school.

Harper:

-9 years old

-3rd grade

-at 1st grade learning level

-moderate hearing loss in left ear and mild hearing loss in right ear

-hearing aids on both ears

-Total Communication

Harper's schedule:

1. ELAR (self-contained)
2. Math (self-contained)
3. PE (mainstreamed)

4. Lunch/recess
5. Science (mainstreamed)
6. Social Studies (mainstreamed)
7. Art/Music (mainstreamed)

Heather:

-9 years old

-3rd grade

-at 1st grade learning level

-moderate hearing loss in both ears

-hearing aids on both ears

-Total Communication

Heather's schedule:

1. ELAR (self-contained)
2. Math (self-contained)
3. PE (mainstreamed)
4. Lunch/recess
5. Science (self-contained)
6. Social Studies (self-contained)
7. Art/Music (mainstreamed)

Ryan:

-11 years old

-5th grade

-at 3rd grade learning level

-severe hearing loss in both ears

-cochlear implants on both ears

-Sign dependent

Ryan's schedule:

1. ELAR (self-contained)
2. Math (self-contained)
3. PE (mainstreamed)
4. Lunch/recess
5. Science (self-contained)
6. Social Studies (self-contained)
7. Art/Music (mainstreamed)

Logan:

-10 years old

-4th grade

-at 1st grade learning level

-moderate hearing loss in both ears

-hearing aids on both ears

-Sign dependent

Logan's schedule:

1. ELAR (self-contained)
2. Math (self-contained)
3. PE (mainstreamed)
4. Lunch/recess

5. Science (mainstreamed)
6. Social Studies (mainstreamed)
7. Art/Music (mainstreamed)

Elementary School Routines:

-Transitioning between centers: “See all the different tables in our room? We’re going to move from table to table to do all our fun activities together, but we have a list of things we must do before we move to the next one. First, we need to clean up our current center and turn in any paperwork or assignments we might’ve been working on. Then, we need to calmly walk to the next center and find our assigned seats. Once you sit down, you need to sit quietly and wait for me. Finally, you need to listen closely while I give you instructions for the next center.”

1. clean up current center
2. turn in any assignments if necessary
3. find seat at next center
4. sit quietly
5. wait for teacher’s instructions

-Transitioning to mainstream classrooms: “This is so exciting! Sometimes our friends are going to go to other classrooms to meet some new classmates! (Tell which students leave for which class). So, we are going to go on a walk through the school, and I am going to point and show you which classrooms you’ll be walking to! (Walk through school, point, and say “student’s name, you will be coming to classroom # for subject X,” then walk back to class). When I call out that it’s time for one of our friends to leave the class, you will collect your things such as that class’ textbook and notebook. Then you will walk quietly through the hall to that classroom and find your assigned seat. You must be respectful and listen to the teacher in that classroom. You

will also have an interpreter with you to help! Don't be afraid to ask her questions because she's there to support you!"

1. collect things such as textbooks/notebooks needed for next class
2. walk quietly through hall to next classroom
3. find your assigned seat
4. be respectful/listen to the teacher
5. watch interpreter closely and don't hesitate to ask questions

-Turning in homework: "We're going to learn so much in this class! Sometimes I'm going to ask you to show what you know by completing short homework assignments. I will explain them and then ask you to complete the work at home and bring it back! You should try your best to complete as much as you can at home. After you finish, make sure to put it in your blue homework folders that I made for everyone and then in your backpacks. We're going to decorate these folders in a minute! When you get to class the next day, double check that your name is on the paper, then place it in the homework cubby right here by my desk (point). After you turn in your homework, I will look over it and ask you to make corrections as needed. Make sure to make these corrections as soon as you can!"

1. complete the homework to the best of your ability the night before
2. put it in your folder so you don't forget it
3. double check that your name is on it
4. place it in the "homework" cubby
5. make corrections if needed

-Science center time: "Who likes science experiments? We get to do so many fun experiments in this class, but we must be super careful when we do them to make sure no one gets hurt.

Whenever we move to the Science center in the back corner (point), we need to first sit and wait for all my directions. You can only start the experiment when I tell you to start. You must use safety gear when I tell you to and immediately alert me if you're hurt. Finally, we all need to help clean up after. If we follow all these steps no one will get hurt, and we can do lots of fun experiments throughout the year!"

1. listen to all directions first
2. only start when instructed to by the teacher
3. use safety gear when instructed to
4. immediately alert teacher if hurt/get something in eyes
5. help clean up afterwards

-Reading time: "Look at our big library full of books! Aren't you all so excited for reading time?

When I say it's time to pick a book for reading time, we need to be polite and respectful of our other classmates when choosing books. This means no pushing or grabbing books from our friends' hands. Once you pick your book, you need to pick a spot on the rug. Make sure you don't sit too close to your friends-we don't want to pop anyone's personal space bubble! Then you may read quietly to yourself until I say it's time to clean up. When I say time is up, you need to quickly put your books away."

1. be polite and respectful of classmates when choosing books
2. pick a spot on the rug
3. keep hands to yourself/don't pop anyone's personal space bubble
4. read quietly to yourself
5. quickly put books away when teacher says time is up

Elementary School Rules:

Rule #1: Respect teacher/classmates. Consequence: Removed from group activity (either for 5 minutes or entirety of activity based on severity).

Rule #2: Line up after recess/lunch on time. Consequence: 5 minutes lost from next day's recess/free time.

Middle School:

Middle School Scenario: My middle school class has four students: Lauren, Tessa, Matthew, and Caleb. Lauren and Matthew are both proficient at Math, so they are mainstreamed for that class. Caleb is proficient at both Science and Social Studies, so he is mainstreamed for both of those classes. Tessa remains in the self-contained classroom most of the day. All students are mainstreamed for PE and their chosen electives. When mainstreamed for Math, Science, Social Studies, and PE, the students are accompanied by an interpreter. Occasionally the interpreter accompanies them to their electives, but it depends on availability. The sign system used in this class is Total Communication. All students see the school speech pathologist during the school day during their electives. Tessa meets with an occupational therapist and physical therapist weekly. Matthew also meets with an occupational therapist weekly.

Lauren:

-14 years old

-8th grade

-at 3rd grade learning level

-moderate hearing loss in both ears

-hearing aids on both ears

-Total Communication

Lauren's schedule:

1. Math (mainstreamed)
2. PE (mainstreamed)
3. ELAR (self-contained)
4. Science (self-contained)
5. Lunch/Break
6. Pottery (mainstreamed)
7. Social Studies (self-contained)
8. Theater (mainstreamed)

Tessa:

-15 years old

-8th grade

-at 2nd grade learning level

-profound hearing loss in both ears

-cochlear implants on both ears

-Sign dependent

Tessa's schedule:

1. Math (self-contained)
2. PE (mainstreamed)
3. ELAR (self-contained)
4. Science (self-contained)
5. Lunch/Break

6. Pottery (mainstreamed)
7. Social Studies (self-contained)
8. Painting (mainstreamed)

Matthew:

-13 years old

-7th grade

-at 2nd grade learning level

-profound hearing loss in left ear and moderate hearing loss in right ear

-cochlear implant on left ear and hearing aid on left ear

-Total Communication

Matthew's schedule:

1. Math (mainstreamed)
2. PE (mainstreamed)
3. ELAR (self-contained)
4. Science (self-contained)
5. Lunch/Break
6. Choir (mainstreamed)
7. Social Studies (self-contained)
8. Soccer (mainstreamed)

Caleb:

-14 years old

-8th grade

-at 3rd grade learning level

-moderate hearing loss in both ears

-hearing aids on both ears

-Total Communication

Caleb's schedule:

1. Math (self-contained)
2. PE (mainstreamed)
3. ELAR (self-contained)
4. Science (mainstreamed)
5. Lunch/Break
6. Art (mainstreamed)
7. Social Studies (mainstreamed)
8. Soccer (mainstreamed)

Middle School Routines:

-Transitioning between centers: "See all the different tables in our room? We're going to move from table to table to do all our fun activities together, but we have a list of things we must do to move to the next one. First, we need to clean up our current center and turn in any paperwork or assignments we might've been working on. Then, we need to calmly walk to the next center and find our assigned seats. Once you sit down, you need to sit quietly and wait for me. Finally, you need to listen closely while I give you instructions for the next center."

1. clean up current center
2. turn in any assignments if necessary
3. find seat at next center
4. sit quietly

5. wait for teacher's instructions

-Transitioning to mainstream classrooms: "This is so exciting! Sometimes our friends are going to go to other classrooms to meet some new classmates! (Tell which students leave for which class). So, we are going to go on a walk through the school, and I am going to point and show you which classrooms you'll be walking to! (Walk through school, point, and say "student's name, you will be coming to classroom # for subject X, then walk back to class). When I call out that it's time for one of our friends to leave the class, you will collect your things such as that class' textbook and notebook. Then you will walk quietly through the hall to that classroom and find your assigned seat. You must be respectful and listen to the teacher in that classroom. You will also have an interpreter with you to help! Don't be afraid to ask her questions because she's there to support you!"

1. collect things such as textbooks/notebooks needed for next class

2. walk quietly in hall to next classroom

3. find your assigned seat

4. be respectful/listen to the teacher

5. watch interpreter closely and don't hesitate to ask questions

-Turning in homework: "We're going to learn so much in this class! Sometimes I'm going to ask you to show what you know by completing short homework assignments. I will explain them and then ask you to complete the work at home and bring it back! You should try your best to complete as much as you can at home. After you finish, make sure to put it in your blue homework folders that I made for everyone and then in your backpacks. We're going to decorate these folders in a minute! When you get to class the next day, double check that your name is on the paper, then place it in the homework cubby right here by my desk (point). After you turn in

your homework, I will look over it and ask you to make corrections as needed. Make sure to make these corrections as soon as you can!”

1. complete the homework to the best of your ability the night before
2. put it in your blue homework folder so you don't forget it
3. double check that your name is on it
4. place it in the “homework” cubby
5. make corrections if needed

-Completing daily classroom jobs: “Did everyone notice the classroom job chart in the corner? Yeah, isn't that exciting! Each week I will move your names under a new job! We have jobs like line leader, reading center helper, and much more (explain what each job does). On Monday mornings you need to check the board to see what job you were assigned to. On the right-hand side, I have all the job descriptions we just mentioned, so you can read those if you need a reminder. You can also ask me any questions you might have. You need to complete your job each day, so you need to plan what time to do so. Finally, before you go home each day, check that your job was completed.”

1. check the board on Monday mornings to see your assigned job
2. read job description if you need a reminder
3. ask the teacher any questions you might have
4. plan when to complete your job throughout the day
5. check that your job is completed before the day ends

-Science center time: “Who likes science experiments? We get to do so many fun experiments in this class, but we must be super careful when we do them to make sure no one gets hurt. Whenever we move to the Science center in the back corner (point), we need to first sit and wait

for all my directions. You can only start the experiment when I tell you to start. You must use safety gear when I tell you to and immediately alert me if you're hurt. Finally, we all need to help clean up after. If we follow all these steps no one will get hurt, and we can do lots of fun experiments throughout the year!"

1. listen to all directions first
2. only start when instructed to by the teacher
3. use safety gear when instructed to
4. immediately alert teacher if hurt/get something in eyes
5. help clean up afterwards

Middle School Rules:

Rule #1: Do daily classroom jobs. Consequence: 5 minutes taken away from free time.

Rule #2: Turn homework in on time. Consequence: Call home to mom/dad after two late homework assignments.