

Additional responsibilities of the TODHH:

- Attend annual audiology appointments
- Collaborate with parents and audiologists
- Develop foundational language and auditory skills
- Advise on classroom acoustics
- Liaise with teachers, educational assistants, sign facilitators and note takers
- Provide technical support for students' assistive listening devices: hearing aids, cochlear implants, personal FM systems, soundfield
- Pre/post teach classroom curricular content as needed
- Support effective access to curriculum and instruction
- Foster emotional well-being and encourage social interaction with peers
- Monitor academic progress and technology for consultative students

Collaborative Partnerships

- Parents / Guardians
- Classroom Teacher
- Principal
- School-based Resource Teacher
- Educational Assistant
- Sign Facilitators
- Consultant for Students with Hearing and Vision Loss
- Audiologist / ENT
- Other providers: SLP, OT, PT

Working in partnership with students, families and community to meet the educational needs of every student.

Special Education Branch

310-21st Street East
Saskatoon, SK S7K 1M7

Phone: 306-683-8332
Fax: 306-657-3954



Programs for Deaf/Hard of Hearing Students in Saskatoon Public Schools



Programs and Services:

Early Intervention:

Language Learning Preschool (age 3-4),
Lawson Heights Elementary School

Direct or Consultative support (age 5-21) from professionally trained, itinerant teachers of the deaf/hard of hearing (TODHH)

Assessment & Program Planning

As collaborative case managers for the students' programs, the TODHH:

- **Completes and assists with assessments for learning**
- **Collaborates with the educational team to set goals for the IIP**
- **Makes recommendations regarding the level of professional, paraprofessional and technical support required by the student**
- **Provides direct, individualized intervention or consultative support**
- **Provides in-service to school teams regarding hearing loss and accommodations for learning**
- **Supports student transitions**



Our over-arching goal is:

Deaf/Hard of Hearing students with appropriate educational supports can succeed in all aspects of school, pursue vocational and post secondary opportunities and form meaningful relationships with peers and staff. Our over-arching goal is to support students to reach their full potential.

LANGUAGE

EXPOSURE, ACCESS, AND COMPREHENSION

EXPOSURE

WHAT IS LANGUAGE EXPOSURE?

Language exposure refers to the ambient language that is surrounding a child. If a child has exposure to a language, it means that language was being used by people all around the child.

ACCESS

WHAT IS LANGUAGE ACCESS?

Language access refers to the brain's ability to receive the language input. A deaf child can have exposure to a spoken language with limited access. It's vital to ensure that the language is reaching the child's brain.

COMPREHENSION

WHAT IS LANGUAGE COMPREHENSION?

Language comprehension refers to the brain's ability to understand the language input. A child can have language exposure and language access with limited comprehension. It is vital to ensure that deaf children has all three in order to develop a solid first language.

Source: language1st.org