**The Role of the Itinerant Teacher of the Deaf and Hard of Hearing**

Itinerant teachers of the deaf and hard of hearing are best able to provide support services to meet the needs of deaf and hard of hearing students. Students should receive the amount and type of support deemed necessary, through consulation and collaboration with other team members, to foster successful academic progress and social interaction. Factors to be considered will include degree and types of hearing level and other possible mitigating challengs. Each child, school, family, and community is unique, and itinerant teachers will best recognize and apprciate the individual strengths and needs of the students with hearing loss they serve.

**The Itinerant Teacher’s Role is multi-faceted and can include:**

* Advocating for and encouraging self-advocacy of students who are deaf and hard of hearing throughout their school years.
* Providing regularly scheduled, direct service as determined by the IEP in order to facilitate the development of communication, emotional, and cognitive skills as required, including the pre-teaching of classroom curriculum.
* In-servicing school teams, including classroom teachers, on the educational impact of hearing levels and making suggestions about classroom acoustics. In-servicing student’s peers, as appropriate.
* Liaising effectively with teachers, parents, and support staff, such as educational assistants, deaf-blind interveners, interpreters, and note takers.
* Developing strategies with classroom teachers to most effectively enable the student to access curriculum. Communicating goals and strategies to parents as educational partners.
* Remaining current in knowledge of technological advancements. Understanding and monitoring the use of all amplification equipment and technical devices and assuring its timely availability through consultation with an Audiologist.
* Remaining current in grade level curriculum and incorporating such curriculum in the development of foundational speech and language.
* Attending team meetings and helping to collaboratively develop and implement the student’s IEP. Having direct contact with audiologists, physicians, and other allied professionals, as required.
* Assessing students in the area of language and communication skills, making recommendations for language/communication skills goals and objectives for the IEP, and providing language and communication skills instruction to the students
* Fostering emotional well-being and encouraging social interactions with hearing peers within the school community. Providing opportunities, where possible, for social interaction among peers who are deaf and hard of hearing.
* Providing information on transitional needs for students who are deaf and hard of hearing.
* Monitoring the academic/social emotional progress of students using amplification who are and are not receiving direct withdrawal support though routine contact with classroom teachers.
* Assisting in the appropriate placement of students.
* Providing daily monitoring of individual hearing aids, cochlear implants, FM, and soundfield systems.
* Providing hearing awareness in-service training to general education staff and students.