

A Portfolio of Research "Inclusion for deaf and hard of hearing students – let's get it right!"  
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Title: Inclusion for deaf and hard of hearing students – let's get it right!

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## **Abstract:**

The Portfolio of three research projects examined the perspectives that Itinerant Teachers of the Deaf (ITD), classroom teachers and students with hearing loss had towards the factors that, in their respective experience, influenced positive inclusion into mainstream classrooms. The Linking paper presents the context for the Research Projects by explaining the nature of significant hearing impairment and its potential impact on academic and social outcomes for students, as well as the features of the educational environment and personnel involved in the inclusive process. Each project was conducted separately, and outcomes for each study reported, but the collective perceptions of the three groups of participants informed the suggestions for practice for members of the students' support team.

The Itinerant Teachers of the Deaf developed a range of support practices that responded to the students' individual needs within the context of their particular educational situation. Professional development for mainstream school staff, that was provided by the Itinerant Teachers of the Deaf, was highly valued by both the classroom teachers and the students, but the opportunity to provide this indirect form of support was at times limited by time constraints and mainstream schools failing to provide adequate opportunity. General training followed up by collaborative interactions between the Itinerant and classroom teachers was regarded as important as it provided the classroom teacher with specific information about the student in their class. Embedded in the findings was discourse about the importance of collegial and professional relationships, and the trust that develops between the Itinerant Teacher of the Deaf and the students. Overall, it seems professionally most practical to carefully assess and plan for support early in the inclusive process, both for the student and the classroom teachers. This is primarily the responsibility of the Itinerant Teachers of the Deaf, but the implementation of the plan relies on the willingness of all involved to work as a team to ensure this vulnerable group of students become equal members of the school community.



## Candidate's Certification

*I certify that the substance of this portfolio has not been submitted for any degree and it is not currently being submitted for any other degree or qualification.*

*I certify that any help received in preparing this portfolio and all sources used have been acknowledged in this portfolio.*

A solid black rectangular box used to redact the candidate's signature.

Signature