



*Canadian Association of Educators  
of the Deaf and Hard of Hearing - British Columbia*

**CAEDHH-BC**

**Itinerant Teachers of the Deaf and Hard of Hearing (TDHH): Recommended Best Practices, Level of Service Delivery**

The information below pertains to services for students in BC who receive services from itinerant TDHHs only, not students in resource programs or at the BC School for the Deaf.

**Factors that determine level of service to individual DHH students**

Student hearing loss, hearing thresholds alone, do not equate to level of service.

- required hearing technology
- speech/language development (need for intervention)
- social/emotional development
- self-awareness of hearing/learning needs/ self-advocacy
- academic needs
- communication needs
- access needs
- communication modality (ASL, oral, sim-com, cued speech)
- age
- degree of early intervention
- age of identification of hearing loss
- ELL

**Other job considerations:**

- travel time (geography: road conditions, floatplane, boat, ferry)
- travel/distance between schools; traffic
- consultative students (those who require technology and those who don't)
- complex students who have hearing loss and require service
- is the TDHH required to complete hearing screenings
- time for troubleshooting technology each week
- collaboration with audiologists
- IEP
- in-servicing to school teams and or classrooms
- meetings/emails with parents/teachers/EA's/Interpreters/Audiologists/SLP's
- meetings with school based personal - case managers
- field trips/deaf and hard of hearing networking/social-emotional gatherings
- time for preparation (Non-Instructional Time) and report writing
- time zone change between schools

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**Best Practice for Direct Service from a qualified Teacher of the Deaf and Hard of Hearing**

- regular service should be a minimum of 1/week, with additional sessions added (one hour per day for each year of language delay) (Katherine Robinson and Mandy Longo: Literacy: Breaking Down Barriers”, Oct 20, 2017 CAEDHH-BC Conference)
- direct sessions need to be a minimum of an hour (at least 30 minutes direct teaching with an additional 30 minutes needed to prepare/collaborate with school team/record notes from the session)

Examples based from actual itinerant TDHH's:

**Urban Settings**

- A TDHH could travel to 3-4 schools in a day if the schools are in close proximity (approx. 15 minutes apart); this could translate to 3-5 students per day
- regular time must be allocated for prep time, technology troubleshooting and consultative

**Rural/multi-district Settings**

- At least one hour scheduled for school visit per child minimum per week; the number of schools/student visits per day depends on travel time between schools and the number of students per school.

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