



10 Tips for Creating Membership for Deaf and Hard of Hearing Learners in the Mainstream Environment

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Presented by:

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As Liz Fosslien and Molly West Duffy said in their book, *No Hard Feelings*, “diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard.” In the hustle and bustle of the school environment, how do we ensure belonging and membership for Deaf and Hard of Hearing students in a mainstream environment? We don’t want our students to only have a seat at the table, we want to hand them the mic. Learn how three educators in the Cleveland area have used simple strategies in their classrooms to create membership for each student, making certain the needs of the whole child are met.

Supporting Resources:

Antia, S. D. (2002). Developing membership in the education of deaf and Hard-of-hearing students IN INCLUSIVE SETTINGS. *Journal of Deaf Studies and Deaf Education*, 7(3), 214–229. <https://doi.org/10.1093/deafed/7.3.214>

Ohio's whole Child Framework. Ohio Department of Education. (2020). <http://education.ohio.gov/Topics/Student-Supports/Ohios-Whole-Child-Framework>.

Each Child, Our Future. Ohio Department of Education. <http://education.ohio.gov/About/EachChildOurFuture>.

OCALI, The Outreach Center for Deafness and Blindness, <https://deafandblindoutreach.org/>

Allen-Hughes, Lily, "The Social Benefits of the Morning Meeting: Creating a Space for Social and Character Education in the Classroom" (2013). *Graduate Master's Theses, Capstones, and Culminating Projects*. 94. <https://doi.org/10.33015/dominican.edu/2013.edu.08>