



Teacher Guide

My Friend Taylor

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Using The Series In Your Classroom

As a teacher, I understand how difficult it is to fit additional teaching moments into an already busy day. Here are a few ideas on how to incorporate The My Friend Series into your classroom.

***Remember this book does not have to be read in order and each page does not have to be read. Read the situations that relate to your classroom or that you want to discuss.**

- If you are a teacher that works with exceptional children make sure to introduce these books at the start of the school year. This will help to promote understanding and foster positive peers relationships with your students from the beginning.
- You may also introduce these books as the situation presents itself during the school year. Such as with students that have transferred, students with new individual education plans, students that are being served under section 504, or students that share similar characteristics of students with hearing difficulties.
- Use similar situations from the book during those teachable moments throughout the day and school year. Refer back to the story and discuss how the characters in the book acted and reacted and how this integrates into your classroom.
- Use the book during whole group lessons or part or a small group reading lesson.
- When teaching social skills or classroom rules in both whole group and small group sessions, refer back to the books to encourage students to discuss challenging behaviors or feelings and how they affect us.

Extension Discussion Topics

Hearing impairment is defined by IDEA as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance."

Scenario 1

- Discuss similarities of students in your classroom. Examples, same hair color, book bag, shirts, shoes, smiles, favorite toys, foods, etc. Use these similarities to build connections.

Scenario 2

- Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.
- Sign Language is a formal language employing a system of hand gestures for communication
- Discuss the different ways that people can communicate. Make connections to how students in your class communicate. Ex, hand gestures, non-verbal cues, pointing, speaking, communication devices or assistive technology, etc.
- Show an example of a different way to communicate or have the students show examples.
- If you have a student that communicates in a way your class is not familiar with, let that student show them their way of communicating and give them the chance to answer any questions that classmates might have.

Scenario 3

- Cochlear implant is a surgical treatment for hearing loss that works like an artificial human cochlea in the inner ear, helping to send sound from the ear to the brain. A cochlear implant bypasses damaged hair cells and helps establish some degree of hearing by stimulating the hearing (auditory) nerve directly.

- If you have a student in your class that uses a cochlear implant ask if they would like to discuss it with the class. Have the students ask and answer any questions at this time.

Scenario 4

- Interpreter is a specialist who provides interpreting and translation services in Sign Language and other visual and tactual communication forms.
- Ask students if they have met someone who is an interpreter or has used an interpreter to communicate.
- Discuss the role of the interpreter in your classroom, if that person is available during this instruction introduce them. Allow them to discuss their role and answer any questions that the students may have.

Scenario 5

- FM Systems are wireless assistive hearing devices that enhance the use of hearing aids, cochlear implants and also assist people who are hard of hearing but do not wear hearing aids, in particular over distance and in noisy environments.
- They enable sound to be picked up closer to a speaker, sound source or connected directly to the sound source and transmitted to the individual providing greater clarity of speech/sound and a reduction in background noise.
- Discuss the type of hearing enhancement system that you may have in your classroom. If this is not something you are familiar with ask the hearing specialist or interpreter to help explain the systems function with students in the classroom.
- Allow students to take a closer look at assistive technology devices that some students may be using in you class. This can eliminate the desire for students to ask questions later and will help them understand the use of unknown devices.

Scenario 6

- Take this time to discuss how all students learn differently. Explain different strategies and accommodations that students may require to access the curriculum in your classroom. Give examples. Answer any questions. Remind students that what one student may need to learn may only be a distraction to another student who does not require it.

Scenario 8

- Discuss with students how lip reading works. Show them some examples. Speak to them very quietly and see if they can understand what you are saying. Then do this again saying the same sentence at the same voice level with your hand covering your mouth. Discuss how it was more difficult to understand what you said when you covered your mouth than when it was uncovered.
- Speak with the students about how everyone's voice and how they speak is different. Remind them to be respectful to others and if they do not understand what a classmate is saying, simply ask again.

Scenario 9

- Take this time to introduce or remind students of your school and classrooms drill routines.
- Discuss how you can help others in the classroom during these times.

Scenario 10

- This is the perfect page to help continue a discussion about acceptance and inclusion of everyone. Discuss how we all have similarities and differences and how to celebrate those and learn from each other.
- At this time ask if there are any questions about situations or characteristics that were talked about in the book.
- Ask what connections the students made to their lives or classroom environment.
- Task the students with finding one way for each of them to be kind to someone else everyday. Discuss examples and what they may look like.

Thank you for helping to spread awareness and promote acceptance inclusion of all students by sharing a book from The My Friend Series.

I hope that this teacher guide has been useful. For more information about other books in the series please visit www.themyfriendseries.com

If you like our product we would love to hear how you shared it with your class and others. Please leave any feedback or pictures on The My Friend Series Facebook page or leave a review through one of the following outlets

Facebook, Barnes and Noble, Amazon, Teachers Pay Teachers, Google.

Any questions, comments, or concerns? Please feel free to email me, Eve Lawrence
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