

Difficulties Encountered in the Process of Supporting Reading Skills of a Student with Hearing Loss Whose Inclusion Was Ongoing and Solution Proposals

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Abstract : In this study, difficulties encountered in the process of supporting the reading skills of a student with hearing loss whose inclusion was ongoing and the solutions improved during the practice process were examined. The study design was action research. Participants of this study, which was conducted between the dates of 29 September 2016 and 22 February 2017, consisted of a student with hearing loss, a classroom teacher, a teacher in the rehabilitation center, researcher/teacher and validity committee members. The data were obtained through observations, validity committee meeting, interviews, documents, and the researcher diary. Research findings show that in the process of supporting reading skills of the student with hearing loss, the student's knowledge of concepts was limited, and the student had difficulties in feeling and identification of sounds, reading and understanding words-sentences and retelling what he/she listened to. With the purpose of overcoming these difficulties in the implementation process, activities were prepared towards concepts, sound education, reading and understanding words and sentences, and retelling what you listen to; these activities were supported with visual materials and real objects and repeated with diversities.

Keywords : inclusion, reading process, supportive education, student with hearing loss

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