



TABLE 12.5 Communication Approaches Used With Students With Hearing Impairments

| | Basic Position | Objective | Method of Communication |
|------------------------------|---|--|---|
| Bilingual-Bicultural (Bi-Bi) | Considers American Sign Language (ASL) to be the natural language of the Deaf culture and urges recognition of ASL as the primary language choice with English considered a second language | To provide a foundation in the use of ASL with its unique vocabulary and syntax rules; English as a second language (ESL) instruction provided for English vocabulary and syntax rules | ASL |
| Total Communication (TC) | Supports the belief that simultaneous use of multiple communication techniques enhances an individual's ability to communicate, comprehend, and learn | To provide a multifaceted approach to communication to facilitate whichever method(s) work(s) best for each individual | Combination of sign language (accepts the use of any of the sign language systems), fingerspelling, and speechreading |
| Auditory-Oral | Supports the belief that children with hearing impairments can develop listening/receptive language and oral language expression (English) skills; emphasizes use of residual hearing (the level of hearing an individual possesses), amplification (hearing aids, auditory training, etc.), and speech/language training | To facilitate the development of spoken (oral) English | Spoken (oral) English |