I have a Deaf student in my class. Now what?
Frequently Asked Questions (FAQ’s)

Q: Why do deaf and hard of hearing students receive accommodations?

A: Valencia is committed to ensuring that individuals with disabilities have the opportunity to participate fully in and benefit from all of its programs, services, and activities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Q: What accommodations are students entitled to, and how do I know?

A: The student will give you a Notification to Instructors within the first week of class. Depending on their documentation, deaf students may be entitled to the following accommodations: notetakers, interpreters, c-print captionists, testing accommodations, captioned videos, access to printed class material, and pre-arranged tutoring.

Q: Is it necessary to adjust my teaching style and materials? Doesn’t the Office for Students with Disabilities take care of all the needs of deaf and hard of hearing students?

A: The education of deaf and hard of hearing students is our shared responsibility. We (you and the OSD) must be partners in their education if they are to have an equal opportunity to achieve their educational goals at Valencia and beyond. The OSD ensures equal access to the educational environment and materials you provide.

Q: How do I communicate with my deaf student?

A: If the student uses an interpreter or c-print captionist, communicate directly with the student through the interpreter or captionist. If the student prefers to communicate without third party assistance and you are satisfied that the communication is effective (you understand the student and the student understands you), speak with the student distinctly and at a moderate pace without exaggerating your speech, or write back and forth.

Q: What do I do if I need help or information?

A: Visit Rosanne Trapani, Coordinator of Deaf and Hard of Hearing Services, at the East Campus OSD in Building 5, contact her at extension 2039, or contact Doug Chaffee, OSD staff assistant, at extension 2229. You can also find in-depth information on working with deaf and hard of hearing students on the Postsecondary Education Programs Network (PEPNet) website at http://www.pepnet.org.
How will notetaking help my deaf/hard of hearing (D/HH) students to pass my class?

Notetaking is a support service widely used by students who are deaf or hard of hearing because it provides them additional access to course content. Notetaking is not a substitute for interpreting. In many cases, both services are necessary because of the physical impossibility of watching an interpreter or speechreading while simultaneously taking notes. In addition, for non-signing students, notes may be their only means of access.

- Notetakers are student peers, usually classmates, recruited by the student or by you. Notetakers receive priority registration in return.

- If you are asked to recruit the notetaker, try to pick a student in your class who has demonstrated dependability and good notetaking skills. You might want to see sample notes before selecting the notetaker.

- Notetakers are provided with pressure sensitive paper. The notetaker retains the copy and gives the original to the student who is deaf or hard of hearing. When regular paper is used, the notes are photocopied.

- Notes are usually a student’s personal notes with special emphasis on legibility, completeness, and accuracy. As a result, side comments, examples, and class discussions are often excluded.

- Occasionally, a notetaker may need to consult with an instructor for clarification.

Your role - in order to ensure high quality notes, the instructor’s involvement is crucial.

Tips for facilitating better notes. Most of these will benefit all students in the class.

- Be careful to speak clearly, to verbally label digressions and examples, and to use transitions to signal topic changes and relationships.

- Leave important projected, whiteboard, or chalkboard text, diagrams, and charts in view long enough for the notetaker to copy them, or provide handouts.

- Write numbers and difficult or foreign names and vocabulary on the board or provide a classroom handout with a numbered list of these items for easier reference.

- Write complete assignment designations on the board, including page and exercise numbers where applicable and due dates, or provide assignment sheets.

- Provide a copy of all handouts to the notetaker. Syllabi, agendas, and assignment sheets are especially important.

- You may find it convenient to provide a copy of your lecture notes to the notetaker. These notes should not be copied or distributed without your permission.

- Check to see whether videotapes are closed captioned. If they are, a transcript of the captioning may be available and would be of great assistance to the notetaker.

This NETAC Teacher Tipsheet was adapted from a paper by Kim Brecklein, English Specialist, Tulsa Community College, Tulsa, Oklahoma.
Are my D/HH students entitled to testing accommodations?

Overview of Legal Obligations

- According to the Americans with Disabilities Act (ADA), an individual must have a qualifying disability that limits a major life activity in order to receive accommodations.

- Most accommodations are seldom questioned, but D/HH students requesting testing accommodations have raised many questions and have caused some confusion.

- The ADA and Section 504 of the Rehabilitation Act of 1973 require that tests be administered in a manner that does not discriminate against a person based on disability.

- Some D/HH students may have difficulty with English and with processing speed when reading as a result of their hearing loss, meeting the definition of a disability.

- You and the OSD need to work together and trust that each has the best interest of the student in mind.

It is important to approach each request with consideration to the following factors:

- Did the student benefit from the service in the past?

- Does the student have a documented secondary disability such as a learning disability?

- What is the reading level and the processing rate when reading?

- What is the primary communication style?

Some testing accommodations provided to D/HH students include:

*Extended time* - This is an effective accommodation for students who have processing speed difficulties when reading. Nearly every student who is given extended time to complete a standardized test is able to raise his/her score to a statistically significant higher level.

*Test Editing* - Some tests, especially those made up of long essay questions, may be confusing for D/HH students. Modifying questions enhances the student’s ability to understand the content.

*Signed Test Question/Signed Response* - The interpreter may sign the questions to the student and the student is permitted to respond in sign language. This is different than having an interpreter available so that the student can ask clarifying questions just like everyone else. If the test is primarily designed to measure content knowledge as opposed to English competency, this type of testing accommodation may be appropriate. You can identify the terms on the test that the interpreter should fingerspell and thus not give the D/HH student an unfair advantage.

*Adaptive Equipment* - Permit a student to use word processing on essay tests.

*Distraction-Free Environment* - Provide a student an environment with minimal distractions. D/HH students are easily distracted by visual stimuli such as other students’ movements.

This document was adapted from a publication developed in 1999 under a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and produced through a cooperative agreement between RIT and OSERS (H078A60004). The contents herein do not necessarily represent the Department of Education’s policy nor endorsement by the Federal Government.
How can I use AV Equipment to make my class accessible for my D/HH students?

Deaf and hard-of-hearing students have special needs that must be accommodated before they can fully benefit from various types of classroom presentation technology. Teachers using media in general purpose classrooms need to be aware of what to use and what to avoid in order to enhance a visual learner’s opportunity to take full advantage of media-assisted presentations.

**Room set-up**

- Help find seating near the front if requested by the student.
- If there are windows, close the blinds if outside light is bright or distracting.
- If projecting media, the farthest viewer should be no further than 5 times the width of the projected image.

**Legibility of multi-media**

- **Television**
  Play a videotape in advance. Can you see the image and read the captions from where the student may sit?

- **Projected computer images**
  Preview what you plan to show. Can you see the image and read the captions from where the student may sit?

- **Overhead transparencies**
  Place the transparency on a white piece of paper on the floor. Standing straight over it, can you read the text? If not, it will be tough to read when projected! Offer a hard-copy version of what will be projected.

**Teaching methods**

- **One thing at a time**
  Avoid trying to present too many visual stimuli at the same time. Focus the students’ attention in a fairly confined area in the room.

- **One speaker at a time**
  Make sure that only one person is talking at a time. Recognize the next talker in order to give the students time to realize who is talking. Repeat questions before a response is given.

- **Slow down the pace**
  If using an interpreter or c-print captionist and/or assistive listening devices, build in a pause between concepts to allow the assisted communication to catch up.

- **Minimize visual distractions**
  Try not to wander around too much. Avoid presenting in front of windows even if shaded; the contrasting light level will impede communication.
**Ask the student**

Encourage students to come to you to discuss your teaching style as related to communication. Discuss concerns about a student's ability to hear you privately, not in front of the class.

- **Get to know the role of the interpreter or captionist**

  We are happy to discuss with you the role of interpreters and c-print captionists and how to work with them in class.

- **Give students information ahead of time**

  Provide lesson outlines and assignments in advance.

**Appropriate use of technology**

- **Assistive Listening Devices (ALDs)**

  Kirsten Olson offers training in the use of assistive technology such as ALDs. Contact her at extension 2897.

- **Captioning**

  Be sure that all films and videotapes presented in class are captioned, and, if possible, hand out a synopsis in advance.

- **Computer-managed instruction**

  Consider using computer-based course planning and management methods such as the World Wide Web (WWW), database and scheduling software, and authoring tools. Also consider migrating from traditional tools such as writing surface, overhead projector, flip chart and so on, to tools such as web design, presentation, and word processing software. These tools tend to shift further toward visually-based instruction and will enhance course management, assignment schedules, homework traffic, and communication.

- **Computer presentation applications**

  Examples include Microsoft PowerPoint, Corel Presentations, Adobe Acrobat

  - Use at least 18-point size type, white text against dark blue background
  
  - Use Arial, Palatino, or Times New Roman type if possible
  
  - Use only one chart or graph per slide
  
  - Keep graphics simple
  
  - Provide the notes feature of the software to the students
  
  - If you have the resources, publish the shows on your WWW site so students can review.

*This document was adapted from a NETAC Teacher Tipsheet compiled by Chas Johnstone, Senior AV Specialist, National Technical Institute for the Deaf, a college of Rochester Institute of Technology, Rochester, NY.*

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How Can I Improve the Language and Learning of my D/HH Students?

All students must learn both the language and the content of the courses they take, making all instructors teachers of the language, reading, and writing of their subject area. Content is set according to the dictates of each teacher’s specific discipline, but how might language, reading, and writing be embedded into content in ways that will enable all students, and especially deaf students, to learn from the ideas of others and to put new ideas into their own words?

How can I help my deaf and hard of hearing students understand concepts?

- Before beginning a class, ask students to summarize the ideas discussed in the prior class; then relate the summaries to the goals of the present class.
- Increase the amount of time for students to manipulate ideas through discussion, especially before assigning reading and writing tasks.
- Make ideas come alive, as much as possible, by capitalizing on drama.
- Use blackboard diagrams to illustrate ideas.
- Use analogy to compare known with unknown concepts.
- List key concepts and vocabulary on the blackboard and refer to them during class.

How can I help my deaf and hard of hearing students read?

- Before assigning a reading, give students a brief overview of it.
- If the reading is a narrative, mention character names and roles.
- Model the “marking-up” of text in the form of side-paraphrases and questions.
- Encourage students to engage more with texts by using double-entry journals where quotes or facts from the text are copied in one column of a journal and responses and questions are written on the facing page.
- Visually project as much text as possible through the use of a computer and/or overhead projector. Point out new vocabulary and its linguistic context. Encourage interpreters to stand as close to the text as possible. Read difficult text aloud, modeling the strategies you use as a reader to make meaning out of it. (Show how meaning builds from prior to present text and how readers predict meaning and keep reading to test predictions.)
- Require students to re-read and re-write unsatisfactory assignments after the benefit of class discussion.
How can I help my deaf and hard of hearing students write?

- Increase the amount of writing required. Think about offering the option of many short pieces as opposed to one or two longer ones.

- Create writing assignments that engage writers, such as response papers, position papers, interviews, and surveys.

- Analyze models of good student writing, showing students exactly what will be expected of their own writing.

- Consider the benefits of requiring multiple drafts of written work and responding to each draft according to its need. Here a FLUENCY, CLARITY, CORRECTNESS approach might be tried in the following way: Response to Draft 1 would include mentioning if the writing assignment topic was addressed, if enough information was provided, if the information was ordered appropriately and if certain parts were relevant. Point out what language was unclear. Response to Draft 2 (if needed) would continue to ask for more information or a different order of presentation or language clarification. After Draft 3 is completed, the teacher might suggest that it be brought to a writing tutor for grammatical revision and instruction based on the grammatical needs of the student as evident from the piece. Progress made from Draft 1 to Draft 4 might be considered in assigning students a grade.

- Writing tutors need to be fluent in the language of the student and skilled in teaching grammar in a consistent way.

- Think about ending each class five minutes earlier and having students write what they learned during that session and what they still have questions about. These writings might be read from at the beginning of the next class (as discussed in the last point under Language Across the Curriculum). These suggested practices will enable students to become educated language users by strengthening the connections between new ideas and the understanding and expression of those ideas in language. The more opportunities students are given to “talk,” read, and write about their new learning, the more they will indeed learn.
Teaching Students Who Are Hard of Hearing

What if a student does not tell me he/she is hard of hearing? What symptoms do I look for?

- Giving inappropriate responses
- Speaking in an unusually loud/soft voice
- Not hearing when someone speaks from behind
- Appearing to pay attention but not actively participating in class discussions
- Asking for repeats often
- Responding with smiles and nods but no further comments

If you suspect that a student in your class has a hearing loss, meet **privately** with the student to discuss your concerns and let the student know about the OSD.

**Tips for Instructors**

- Repeat or rephrase questions/comments from the class before responding.
- Face the class; speak naturally. Avoid the temptation to speak faster when time is short.
- Lecture from the front of the room, not pacing; do not speak while writing on the board.
- Point out who is speaking in group discussions.
- Do not stand or sit in front of a window where shadows will be distracting.
- Provide handouts such as syllabus and assignments.
- Write announcements and assignments on the board.
- Write proper names, technical and foreign terms, formulas, and equations on the board.
- Always use captioned films/videos and provide a written manuscript.
- Help find seating near the front if requested by the student.
- Be aware of and know how to use assistive listening devices.
- Be familiar with oral and sign interpreters and how to work with them in class.
- Provide copies of your class notes to the student or notetaker.
How Can I Help with Retention?

Know the facts.

- D/HH students often begin college with a significant educational handicap.
- Without both instructor and OSD support, this will result in their dropping out of school.
- Persistence correlates with the quality of a student’s integration into the academic and social systems of an institution.
- Deaf and hard-of-hearing students most often require modifications in the academic and social environment in order to experience integration.

Do not assume anything.

- **Do not assume that good speech means that students have adequate English skills.**
  
  Some deaf and hard-of-hearing students can speak intelligibly but lack the fundamental English skills to read and write on a par with their hearing peers.

- **Do not assume that access alone ensures success for D/HH students.**
  
  Deaf students cannot be made ‘equal’ to hearing students by simply being provided access to classroom communication through interpreters and c-print captionists. The provision of access does not necessarily mean that the “barrier” created by English as a second language issues and different experiential levels has been breached. The educational environment and method of instruction are crucial to the success of D/HH students.

- **Do not assume that students have a support network of other students.**
  
  Even though a D/HH person has access to college, he/she may remain isolated both socially and educationally from the mainstream due to communication difficulties. To retain D/HH students, you and the OSD must partner to ensure that their academic and social needs are being met in an environment where the hearing to deaf student ratio is often 1000 to 1.

- **Do not assume that students have well-developed career goals.**
  
  To make a commitment to education and achieve success, students must have a sense of direction in their life and a reason for going to college. Poor achievement in D/HH students may be as much the result of undefined career goals as a lack of educational preparation.

- **Do not assume that D/HH students are using college-provided support services.**
  
  D/HH students need support services in both the classroom as well as in areas such as financial aid, counseling, academic advising, and extracurricular activities if they are to become integrated into the college environment. Encourage your D/HH student to avail him/herself of these services through the OSD.
What will the interpreter do in my class, and what do I do with the interpreter?

An interpreter’s role is to facilitate communication and convey all auditory and signed information so that both hearing and deaf individuals may fully interact.

The common types of services provided by interpreters are:

- **American Sign Language (ASL) Interpretation** - a visual-gestural language with its own linguistic features

- **Sign Language Transliteration** - sign language and mouth movements using elements of ASL and English

- **Oral Transliteration** - silent repetition of spoken English

All of these services may also require the interpreter to “voice” for the student who is deaf and does not use his or her own voice. The interpreter will vocally express in English what is signed or mouthed by the student.

**Code of Ethics:**

All interpreters are bound by a set of principles that guides their professional behavior.

- Interpreters shall keep all assignment-related information strictly confidential.

- Interpreters shall render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve.

- Interpreters shall not counsel, advise, or interject personal opinions.

- Interpreters shall accept assignments using discretion with regard to skill, setting, and the consumers involved.

- Interpreters shall function in a manner appropriate to the situation.

- Interpreters/transliterator shall strive to further knowledge and skills through participation in workshops, professional meetings, interactions with professional colleagues, and reading of current literature in the field.

- Interpreters shall strive to maintain high professional standards in compliance with the Code of Ethics.

The interpreter’s job is to faithfully transmit the spirit and content of the speaker, allowing the student and instructor to control the communication interaction. The interpreter’s primary responsibility is to facilitate communication. Instructors should refrain from asking the interpreter to perform other tasks as it may interfere with the quality of communication provided and compromise the role of the interpreter.
Things to remember when working with an interpreter:

- The interpreter’s role is to facilitate communication. Please refrain from asking the interpreter to function as a teacher’s aide or a participant in class activities.

- Familiarity with the subject matter will enhance the quality of the interpreted message. If possible, share with the interpreter outlines, texts, agenda, technical vocabulary, class syllabus, and any other information that would be pertinent.

- Keep lines of sight free for visual access to information. In class, the interpreter will attempt to stand or sit in direct line with you, the student, and any visual aids.

- Interpreters normally interpret one or two sentences behind the speaker. Speak naturally at a reasonable pace, keeping in mind that the interpreter must listen and understand a complete thought before signing it.

- Allow time during class discussions or question and answer periods for the student to raise his/her hand and be recognized. This will allow the interpreter to finish interpreting for the current speaker and enables the student who is deaf or hard of hearing to ask a question or make a comment.

- The interpreter will relay your exact words. Use “I” and “you” when you communicate with deaf individuals. Look directly at the person you are communicating with, not the interpreter. Use of third party phrases such as “ask her” or “tell him” can be confusing.

- For interactive situations, semicircles work best for deaf and hard-of-hearing students.

- Try to avoid talking while students are focused on written classwork. The student can’t read and watch the interpreter at the same time.

- Plan some strategic breaks. Receiving information visually without breaks can be tiring for both interpreter and student and can cause eye fatigue for the deaf individuals.

- Encourage the students to wait until the teacher recognizes them before speaking. The interpreter must indicate who is speaking and can only convey one message at a time, so it is important that only one person speak at a time.

- Captioned films and videotapes are strongly recommended to allow the student direct visual access to the information. If you are planning to show a movie or use other audiovisual materials, inform the interpreter beforehand so that arrangements can be made for lighting and positioning.

- If the deaf student(s) are not present when class begins, the interpreter may be needed at another assignment and may leave if no deaf students are present after 20 minutes.

- Testing accommodations may be needed by some students. The student may prefer to have the interpreter read and translate questions into sign language. These arrangements should be made by the you and the student with the interpreter BEFORE the test.

More information about the role and function of interpreters can be obtained from the national organization of professionals who provide sign language interpreting/transliterating services, the Registry of Interpreters for the Deaf, in Silver Spring, Maryland.

This document was adapted from a NETAC Teacher Tipsheet prepared by Kathy Darroch and Liza Marshall, Interpreting Services, National Technical Institute for the Deaf, a college of Rochester Institute of Technology, Rochester, New York.

This document was adapted from a publication developed in 1998 under a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and produced through a cooperative agreement between RIT and OSERS (H076A60004). The contents herein do not necessarily represent the Department of Education’s policy nor endorsement by the Federal Government.
Deaf Culture

Deaf Culture
It often comes as a surprise to hearing people that there is a group of deaf individuals who refer to themselves as the Deaf community. This community functions in many ways like other minority groups but is not defined by racial or ethnic boundaries. The American Deaf Community is a linguistic minority group. Their language is American Sign Language (ASL).

As a result, they are often overlooked and invisible to the majority of the hearing population. They may choose to interact with hearing people using their voices or an interpreter or even pen and paper. They may or may not use hearing aids, assistive technology, or other services such as C-Print or CART. They have a variety of educational backgrounds and written communication skills.

The Deaf community has common labels for identifying who they are, which assist other members of the deaf community to understand where that particular member stands within the community. They do not define themselves based on the degree of hearing loss. Instead, they focus on individuals, how they feel about their own identity, their preferred communication method, and behavioral and cultural values and norms; thus, the definitions may be different from the standard ones that hearing people are accustomed to understanding.

To fully understand the Deaf community, one needs to see the Deaf World from the inside out.

Common terms used within the Deaf community:

- **deaf** is used as a generic term to refer to all people with a hearing loss regardless of which language they use to communicate and/or their cultural identity.

- **Deaf** specifically represents members of the collective Deaf community who share a common language (ASL) and common values, norms, and behaviors. They celebrate and cherish their deafness because it affords them the privilege of sharing a common history and language, as opposed to viewing themselves as people who are “broken” and need to be “fixed”.

- **Hard of Hearing** is often used to refer to people with a hearing loss who don’t fit into the standard “Deaf” category. These people may or may not use ASL, but they generally feel more comfortable within the hearing community.

- **Hearing Impaired** is often used by the media and the hearing society to refer to people with a hearing loss. Within the Deaf community, this term is an insult because it labels the person as “broken” and fails to appreciate the cultural and linguistic privileges shared.

- **Deafened** refers to a people who spent the majority of their lives as hearing and suddenly or progressively lost their hearing. These individuals face unique and often traumatic challenges in finding new ways to communicate effectively with their family, friends, and colleagues. Some may eventually, become involved with the Deaf community.

“A Celeberation of Hands”
by Deaf artist
Betty G. Miller
Guidelines for instructors:

• Expect the same from culturally Deaf students as you would from hard of hearing or hearing persons. They all need to be able to handle the same course load.

• It's okay to feel some anxiety with a Deaf student who uses ASL to communicate. This should not cause you to make drastic changes in teaching style unless it interferes with the ASL user’s ability to get information from interpreters (e.g., turning off the lights completely during the movies). In this case, provide enough light to allow the student to still see the interpreter. Better yet, use a closed captioned version of the movie.

• Find out the preferred communication mode (e.g., interpreters, C-Print, speech, etc.). These may be different within and outside of the classroom.

• Some culturally Deaf students want to complete their tests in an alternative format. It is best to consult with the OSD’s policy on this issue.

• Don’t assume that all culturally Deaf people want additional accommodations besides interpreters/notetakers/C-Print. If you feel that the student will ask, then wait for him/her to ask. If he/she does not ask, then go ahead and ask if additional accommodations are necessary.

• For a Deaf person using an interpreter, give him/her time to answer your question because the language needs to be translated into ASL and vice versa.

• Notice or ask students which labels they prefer to use to identify themselves (Deaf, hard of hearing, hearing impaired, etc.).

• When using an interpreter, make eye contact with and speak directly to the Deaf person.

• Do be an ALLY in working with students and their accommodation needs.

Please note that these guidelines aren’t meant to be an inclusive list in working with culturally Deaf/ASL users, but a starting point for a better working relationship.

This document was adapted from a NETAC Teacher Tipsheet compiled by Rita Straubhaar, former Vermont site coordinator, NETAC.

Consider this...
Here are just a few “tips” for you to consider when communicating with a deaf person.

• The “deaf nod.” As you ask questions the deaf student nods his/her head “yes” during interviewing. This does not always mean “yes” to your question. The deaf person may only be indicating that he/she understands the words you are using, but may not understand the concept. Be sure your communication is clear. If it is not, use a different mode.

• Large, fast gestures/signing indicate the deaf person may be under stress and that emotional levels are high. To someone not knowing this, it may appear that the person is aggressive or out of control. It can be helpful to move the person to an isolated area and/or have the person sit down where communication can be slowed down and improved.

• Eye contact is a must for communicating with a deaf person (yelling does not help). Facial and body language also are important.

This document was adapted from a NETAC Teacher Tipsheet compiled by James Pressey, Campus Safety Department, National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, New York.

This document was adapted from a publication developed in 1998 under a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and produced through a cooperative agreement between RIT and OSERS (H078A60004). The contents herein do not necessarily represent the Department of Education’s policy nor endorsement by the Federal Government.
What if my student is Late-Deafened?

Late-deafness happens after the development of speech and language. Students who are late-deafened cannot understand speech without visual aids, although amplification may assist speechreading. Students who are late-deafened may have lost their hearing suddenly or gradually, were raised in a hearing world, and became deaf rather than having been born deaf.

- Allow the student to introduce him/herself to the class and discuss possible needs.

- Learn the basics of C-Print and other communication options. Late-deafened students tend to rely on written English as their primary mode of communication. C-Print provides instant information, which is saved so the student can review the material at a later time. If the student does not know about this or other services, refer the student to the OSD.

- Use written English whenever possible.

- Learn the basics of using interpreters. Talk with the interpreter to learn more about interpreting and issues related to the type of communication being used.

- Be aware of environmental issues, such as not standing in front of a window. Standing in front of a light source makes it difficult to speechread and pick up visual cues. Try to face the student when speaking, without distractions near the face or mouth.

- Repeat questions and answers if at all possible, and regulate cross-talk. Identify speakers so that the student knows who is speaking and the interpreter/C-Print captionist can interpret or type that information.

- Provide access for out-of-classroom activities such as internships, group meetings, etc. If the student will meet with a group, make sure he/she will know what the meeting is about, either through captioning, an interpreter, or other creative options.

- Look directly at the student when speaking. Try not to speak while writing on the blackboard or with your head down or your back facing the students.

- Enunciate clearly and try to speak at a normal pace. Lipreading is more difficult when words are greatly exaggerated or mumbled.

- Provide visual aids whenever possible. Overheads or notes on the board are very helpful.

- If possible, allow time after class for the student to ask questions privately. Let the student know that is an option.

- Take advantage of the assistance of the coordinator of D/HH Services.

This document was adapted from a NETAC Teacher Tipsheet prepared by Mary Clark, President, Association of Late-Deafened Adults, Inc., Fairfax, Virginia.

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How and When Should I Use Captioning?

Captioning is text representation of the audio portion of video material that enables deaf learners to have full access. Captioning is an accommodation to which D/HH students are entitled.

1. Which is more useful: Interpreting or captioning?
   - Determine students’ preferences and whether interpreting or transcripts would meet their needs. The ADA mandates that publicly funded institutions give “primary consideration” to the communication preferences of individuals with disabilities.
   - The captioning option should also be based on program type and use. Videos are difficult to interpret in ASL if they have quick scene changes, multiple speakers, or foreign accents. Captioning is more cost-effective for long-term, frequent use.
   - If the school is producing its own videos, i.e., for distance learning, it is recommended that captioning costs be built into the video production budget.

2. Is the captioned material available?
   - Check the media center or library for available existing captioned videotapes.
   - Each department, the library, and the OSD have the Captioned Media Program catalog with over 4,000 open captioned videotapes available for free loan.
   - Order DVD’s as a first priority as they are always open captioned. When obtaining instructional video, order the captioned version, if available.

3. How should I to get my videotapes captioned? Can we do our own captioning?
   - Assess available funding. Get copyright clearance to caption your program.
   - Determine what types of captioning formats are available and compare costs. Check out http://www.captions.org/alphalinks2.cfm for links to captioning agencies.
   - Contact Captioned Media Program for a free copy of “Approved Captioning Service Vendors.” Contact the National Center for Accessible Media at WGBH-Boston at http://www.wgbh.org/ncam for information regarding access to web-based video, digital television, and CD-ROM. The Caption Center also provides information on captioning implementation and guidelines at http://www.wgbh.org/caption.
   - Contact Captioned Media Program for a free copy of “Information About Captioning Equipment and its Manufacturers” regarding necessary captioning hardware/software and price ranges based on the types of features desired.
   - Considerations for acquiring captioning capability:
     - a. Is the need for in-house captioning considerable enough to justify expense?
     - c. How will captionists be trained? NTID offers captioning internships in the Instructional Television Department.

This publication was developed in 2000 under a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and produced through a cooperative agreement between RIT and OSERS (H078A60004). The contents herein do not necessarily represent the Department of Education’s policy nor endorsement by the Federal Government.
What is C-Print™?

C-Print™ is a computer-aided speech-to-print transcription system developed at the National Technical Institute for the Deaf (NTID) as a support service option for some deaf and hard-of-hearing students in mainstream educational environments. It is being used successfully in many programs around the country. Some students prefer C-Print, while others prefer interpreters.

C-Print™ is cost effective and more readily available than stenography-based services.

How does it work?

A typist called a C-Print™ captionist types your lecture and students’ comments into a laptop computer. The typed information is displayed simultaneously on a second laptop computer for the student to read during class. Afterward, the printed text is e-mailed to the student and to you.

The captionist receives training in an abbreviation system to reduce keystrokes, and in text condensing strategies. The captionist types as much information as possible.

Ideas for Faculty Working with C-Print™ Captioning

Introduce the captionist and the C-Print™ service at the beginning of the first class. Show your support of the service.

Allow the captionist to explain briefly what C-Print™ is, and to invite interested students to look at the screen after class.

Give the C-Print™ captionist any available materials before the next class. Items such as a course syllabus, handouts, outlines, readings, overheads, and vocabulary lists are useful for the captionist’s class preparation. They are especially helpful for making the specialized dictionary for each class, with abbreviations of often-used vocabulary specific to that class.

Speak loudly and clearly during class so that the captionist can hear you easily.

Allow the captionist to sit in a location that makes hearing you, and the other students, as easy as possible.

Be sensitive and supportive to the captionist’s comfort and needs in the classroom setting (e.g., close blinds to reduce glare on screen, allow use of desk or table of correct height/size).

Restate or summarize students’ comments if they are hard to hear, or somewhat disorganized.

Be aware that the captionist will use “down times” in the class to edit notes taken earlier. “Down times” include periods of silent reading or writing, pauses during class transitions, etc.

Involve the captionist as part of the educational team when discussing student needs related to C-Print™.

This document was adapted from a NETAC Teacher Tipsheet prepared by Pam Giles, C-Print™ Project, National Technical Institute for the Deaf, a college of Rochester Institute of Technology, Rochester, New York.

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How Do I Contact My D/HH Students?

Of course, you can e-mail your D/HH students. However, you can also use the telephone.

What is Florida Relay?

Florida Relay provides full telephone accessibility to people who are deaf, hard of hearing, deaf-blind, or speech-disabled. Specially trained Communication Assistants (CAs) relay conversations between hearing persons and persons using a text telephone device (TTY). Relay Service is available 24 hours a day, 365 days a year, with no restrictions on the length or number of calls.

The relay service makes it possible for you to notify D/HH, deaf-blind, or speech-disabled students of class changes or cancellations and for them to contact you when necessary.

How do I use Florida Relay?

What equipment is required?

The most common device used by D/HH people to make a relay call is a TTY. If the student needs information on how to obtain a TTY, please refer him/her to the OSD. You only need a telephone.

Standard telephone users can easily initiate calls to TTY users. The CA types the hearing person’s spoken words to the TTY user and reads back the typed replies.

1. Dial 711.
2. You will hear, “Relay Service Communication Assistant 1234 (ID number). May I have the number you are calling to, please?”
3. Give the CA the area code and telephone number you wish to call.
4. The CA will process your call relaying exactly what the TTY user is typing and relaying what you say back to the TTY user. Be sure to talk directly to your caller. Avoid saying “tell him” or “tell her”, and say “GA” at the end of your response.

Expanded services for relay users

Hearing Carryover (HCO) allows speech-disabled users with hearing to listen to the person they are calling. The HCO user types his/her conversation for the CA to read to the telephone user.

Voice Carryover (VCO) allows D/HH users who prefer to use their own voice to speak directly to a hearing person. When the hearing person speaks to you, a CA will serve as your “ears” and type everything said to you on a TTY or text display.

Emergency calls

In case of emergency, TTY users should call the TTY-equipped 9-1-1 Center or emergency services center in their community. Calls placed directly and immediately to the local TTY emergency number can save valuable time in urgent situations. For more information on how to obtain emergency numbers in your area, call your state Relay Service number.

Each state has its own Telecommunications Relay Service provider, and a variety of relay features are available. Telecommunications Relay Service is for everyone! Reach out and communicate without giving it a second thought!

This document was adapted from a NETAC Teacher Tipsheet compiled by Mary Beth Mothersell, Sprint Relay Account Manager, Rochester NY, and from a publication developed in 1999 under a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and produced through a cooperative agreement between RIT and OSERS (H078A60004). The contents herein do not necessarily represent the Department of Education’s policy nor endorsement by the Federal Government.
Tutoring

D/H/HH deaf students may request tutoring, and you may be involved in providing or instructing tutors.

Characteristics of an ideal tutoring session are:

- The student has identified a specific concern.
- The student has a basic understanding of supporting concepts.
- The student has independently attempted to understand the concept.
- The tutor and the student communicate well with each other.
- The tutor has a full understanding of the subject/concept in question.
- The concept is explained, understood, and can be applied to the satisfaction of both.

If you can get to the last outcome, you have successfully provided tutoring. If you cannot, you may need to re-state your expectations. Legitimate expectations of students are:

- Students should seek tutoring when they have difficulty understanding a concept; they should not wait until confusion builds upon confusion.
- Students should have realistic expectations of tutoring.
- Students should try to accommodate the communication style and abilities of their tutor.

Legitimate expectations students may have of their tutors are:

- Tutors should be familiar with all the requirements for courses they tutor, including classroom lectures, reading assignments, individual and group presentations, and preparation for exams (requires good liaison between classroom faculty and staff tutors).
- Tutors need to be available to students on a regular or an as-needed basis.
- Place and time availability of tutoring should fit the student’s schedule.
- Tutors should reasonably accommodate the communication needs of D/HH students.

It may be beneficial to sit across from, rather than next to, the student. If you are using a board during tutoring, do not talk to the board and do talk until you have the student’s attention.

Use as many visuals as possible. Write down important points as you say them while presenting information in an appropriate sequence. Write key words and important points on a pad to be passed back-and-forth with the student or use a board. Like other students, deaf students often have difficulty with technical vocabulary and problem solving. When you explain a concept using technical vocabulary, ask students to explain key words/concepts before you continue. Also, shortly after assigning problems/projects, ask students to outline their problem/project solving approach. Once you feel you have explained a concept and the student has expressed his/her understanding, ask the student to demonstrate that understanding through explanation and/or application of the concept.

This document was adapted from a NETAC Teacher Tipsheet compiled by Richard Orlando, associate professor, Business/Computer Science Support, National Technical Institute for the Deaf, a college of Rochester Institute of Technology, Rochester, New York.