

Pellissippi State Technical Community College Services for Students with Disabilities

Accommodating Students who are Deaf or Hard of Hearing

Services for Students with Disabilities (SSWD) has developed and approved an academic accommodation plan for a student who is deaf or hard of hearing enrolled in your class. *Students receiving academic accommodations have the responsibility to meet with their instructors to disclose the plan and discuss the accommodations prior to the beginning of each semester.* This plan may include such things as a volunteer note taker, copies of instructors' class notes, extra test taking time, or a quiet testing place.

As an academic accommodation SSWD has placed a Sign language interpreter, a TypeWell transcriptionist, or an Assisted Listening Device in your classroom; an explanation of these services will follow. Information and hints regarding working with students who are deaf or hard of hearing and making the accommodations necessary to facilitate their academic achievement are also provided.

To ensure quality services for instructors and students, SSWD will distribute a feedback form at the middle and end of the semester. Please take the time to complete and return the form so services can be monitored and adjusted when needed.

Logistical Aspect

- Useful information:

Students who are deaf or hard of hearing need a clear sight line to the instructor, the Sign language interpreter or the TypeWell transcription monitor, as well as other participating students in the classroom.

- Helpful hints:

Rearrange seating, or if possible rearrange desks into a semi-circle.

Allow the interpreter to sit or stand close to the instructor, creating a direct sight line, or allow the student to easily view the instructor and the transcription monitor.

Avoid standing in front of a window or light source to prevent a facial shadow.

Non-Verbal Communication

- Useful information:

Students who are deaf or hard of hearing rely heavily on physical touch and visual cues.

Between 93 – 95% of communication is non-verbal.

- Helpful hints:

Non-verbal communication is effective; therefore, do accentuate your body language, facial expression and gestures.

Enhance communication and reinforce course material by utilizing visual aids. Indicate to the deaf or hard of hearing student to which student is speaking by gesturing in his/her direction.

To get the student's attention, tap gently on his/her shoulder, or wave in his/her peripheral vision.

Lip reading vs. Speech reading

- Useful information:

Lip reading is ineffective because only about 25-30 percent of spoken sounds are visible on the lips.

Speech reading relies on lip reading and para-linguistics, such as gestures, body language, facial expressions, situational clues, and any auditory input.

- Helpful hints:

Do not exaggerate speech; exaggeration actually makes it harder to lip read.

If you are a male with a mustache make sure it is neatly trimmed.

Do use a variety of visual cues like facial expression and gestures.

Utilize visual aids by writing directions or special announcements on the board.

Be cognitive of speaking while your back is turned, or while you are walking.

Avoid speaking while the students are reading an assignment, watching a demonstration, or video.

Sign Language Interpreters

- Useful information:

Sign language interpreters receive specialized training, follow a code of ethics, and hold state or national certification.

The Sign language interpreter is a professional who can provide insightful ways to facilitate communication.

The Sign language interpreter will follow the intent of the speaker at all times.

- Helpful hints:

Avoid speaking in the third person; address the student directly.

Compensate for interpreted lag time by allowing adequate response time.

Be cognitive of interpreted lag time during a demonstration or when viewing visual material, such as charts and diagrams.

When reading from a text, avoid speed reading, which cannot be interpreted effectively.

Repeat questions or comments from students whose voices do not project.

Regulate cross-talking or over-lapping during class discussions.

Provide the interpreter with a syllabus and other related course material,

including specialized vocabulary, prior to the beginning of the semester. Alert the interpreter to situations that may require additional preparatory time. Classroom attention is given to the instructor and interpreter; therefore, the student may request a note taker; please help to select a competent volunteer.

Keep in mind that for pre-lingual deaf students English is their second language and American Sign Language (ASL) is their first. Since they were born deaf, they have been physically incapable of hearing spoken English. As a result, linguistic problems arise. Their writing may include mistakes with sentence structure and verb tenses; omissions of carrier words, and misuse of prepositions. Additionally, they may not understand idiomatic expressions, innuendo, subtlety and inferences.

TypeWell Transcription

- Useful information:

Deaf and ASL are not tantamount; alternative technologies may be preferred. TypeWell is an educational transcription system; the transcription is meaning for meaning, rather than word for word.

The TypeWell transcriptionist receives specialized training and will follow the intent of the speaker at all times.

- Helpful hints:

Provide the transcriptionist with a syllabus and other related course material, including specialized vocabulary, prior to the beginning of the class semester. Compensate for transcription lag time by allowing adequate response time. Be cognizant of transcription lag time during a demonstration or when viewing visual material.

Regulate cross-talking or over-lapping during class discussions.

Repeat questions or comments from students whose voices do not project.

Keep in mind that post-lingual deaf students have had the advantage of hearing spoken English. Their hearing loss occurred later in life, caused by sickness, accident or genetics, either suddenly or gradually. Since post-lingual deaf students have a stronger command of the English language, they may consider ASL their second language.

Assisted Listening Devices

- Useful information:

Students who use hearing aids effectively in quiet environments have difficulty in the classroom; the instructor's voice is competing with background noise, poor acoustics, and distance.

A student with residual hearing may use an Assistive Listening Device (ALD),

which is a wireless microphone, worn by the instructor that is attached to an ear phone, worn by the student.

- Helpful hints:

Be cognizant of acoustical problems, such as busy hallways or noisy ventilation. During a class discussion, the ALD's microphone should be passed around or multiple microphones should be used.

Repeat questions or comments spoken off the ALD's microphone.

Regulate cross-talking or over-lapping during class discussions.

Avoid using a tape recorded lesson or provide a transcript.

During an audio videotape viewing, position the ALD's microphone near the source.

Discreetly check with the student for sound comfort.

Turn off the ALD's transmitter and receiver during test taking time, when you leave the room, during a private conversation, or when not in use.

Keep in mind that the severity of a person's hearing loss could be different at various frequencies. Therefore, ability to hear different voices will vary depending on a number of factors, such as the pitch of the voice. It is also important to note that a person's ability to hear a voice is different than the ability to discriminate environmental sounds.

Educational Technology Services

For assistance with captioned ready television equipment please contact the media center in the Goins Building by calling 694-6593. For a list of closed captioned videos visit the PSTCC library catalog and type *closed captioned* in the search line or check with the media center.

<http://www.pstcc.edu/ets/>

Universal Design

- Be familiar with and utilize the seven principles of Universal Design
 1. equitable use
 2. flexibility in use
 3. simple and intuitive use
 4. perceptible information
 5. tolerance for error
 6. low physical effort
 7. size and space for approach and use

For more information on Universal Design and to review additional resources please visit the website especially created for PSTCC faculty:

<http://www.pstcc.edu/departments/swd/faculty.html>

If you have any questions regarding these or any other academic accommodations, please contact the SSWD office

Services for Students with Disabilities Contact Information

Coordinator/Interpreter

Michele DeFelice - mdefelice@pstcc.edu

Phone: 539-7249 Room: GN-125

Director of Services for Students with Disabilities

Ann Satkowiak - asatkowiak@pstcc.edu

Phone: 539-7153 Room: GN-127

Coordinator of Services for Students with Disabilities

Sarah McMurray - semcmurray@pstcc.edu

Phone: 539-7091 Room: GN-126

Coordinator of Assisted Technology

Don Amos - dwamos@pstcc.edu

Phone: 694-6751 V/TTY Room: GN-131