

Deafinite Opportunities!



FACULTY RESOURCES

WORKING WITH DEAF & HARD OF HEARING STUDENTS



References:

Downs, S., Owen, C., Vammen, A. (200?). Making a difference: Tips for teaching students who are deaf or hard of hearing. Handbook.

CCDE@BERGEN.EDU

TIPS FOR WORKING WITH DEAF & HARD OF HEARING STUDENTS

1. Hearing aids may be an assistive device students choose to use. However unlike eye glasses which are a corrective tool that magnify and clarify, hearing aids only amplify all sound and allow a user to detect environmental noise, but speech may be disjointed or unintelligible.
2. Be aware of the noise in your environment. Background noises 'mask' speech and may make it difficult for Hard of Hearing people to hear and understand what is being said.
3. D/HOH students use vision as an essential aspect of communication. Try to ensure that the student can see you when speaking. Avoid speaking when the student cannot see your face.
4. Some students may rely on lipreading. Highly skilled lipreaders may only understand 30% of what is said, the rest they fill in with context. It is likely students who rely on speech reading are missing comments made in class and have difficulty when a speaker covers their lips, turns their back to them, moves around, or has a mustache.
5. If a sign language interpreter is present, communicate directly with the Deaf student. Avoid saying, "tell her/him" or "ask her/him..."
6. Interpreters are service providers for both the student and instructor.
7. Communicate with the student about their needs and what works best for them in the classroom. They are the most valuable resource.

A NOTE ABOUT HEARING LOSS



No two people with a hearing loss experience the loss exactly the same way. There are several types of hearing loss and different factors that determine the impact of the hearing loss has on language development. The age of onset of the hearing loss will be a significant factor in English Language Acquisition.

People who are deaf or hard of hearing are a diverse population. Understanding the nature of the hearing loss, extent of the hearing loss, and how the hearing loss impacts the student is imperative in providing appropriate accommodations. Often the best source of learning what accommodations are needed is to ask the student or contact the Center for Collegiate Deaf Education (CCDE@Bergen.edu) for more information.

Not being able to hear in no way hinders a student's ability to learn and/or participate in activities just as their peers who can hear.

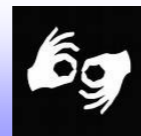
COMMUNICATION



Communication styles or preferences of Deaf and Hard of Hearing students vary and depends on the individual student. It is best not to make an assumption on how a student will communicate, but better to ask them directly. Students may use an interpreter or speak for themselves; it is all relevant to the situation, circumstance and class. Although it is not required, it is recommended that for signing students that instructors learn some fingerspelling or some basic signs (My name is..; Good Morning; How are you?). This will build a positive teacher-student relationship.

ACCOMMODATIONS

Deaf & Hard of hearing students may be eligible for different kinds of accommodations based on the degree of hearing loss and preferred communication style. Students may choose the following services:



• Sign Language Interpreters

Interpreters are qualified professional service providers who facilitates communication by conveying all auditory and signed information so that hearing & deaf individuals can interact.

• Assistive Listening Devices (ALD)

ALD's are technology that improve the quality of sound for Deaf and/or Hard of Hearing students, as well as access to speech and spoken messages. ALDs can provide clear sound over distances, eliminate echoes, and reduce background noise. Instructors may be asked to wear a microphone or a transmitter in order to convey the information to the student.

• Speech to Text Transcription

Some students may be eligible for and select to use captioning services which allows them access to speech and spoken messages in the classroom.

A captionist may be assigned to the class to provide either **CART** or **C-Print** services. **CART** is a real-time captioning services that records verbatim all conversation or information in a particular environment. **C-print** provides a condensed summary of all conversations or information in an environment. Regardless of which service selected, the information recorded may be used for study purpose only.

DEAF CULTURE

People who are **Culturally Deaf** are members of a distinct linguistic and cultural minority. The cultural group uses *American Sign Language* (ASL) as their primary language, therefore, the members are bilingual people using English as their second language. Similar to other cultural groups, Deaf people have their own values, social norms, heritage and traditions. It is important for 'hearing people' to be aware and attentive to cross-cultural information



COMMUNICATING WITH DEAF & HOH STUDENTS

Again, effective communication will be relative to the individual student. Even though students may wear hearing aids, they may also employ speech reading or interpreters. Students may combine a variety of methods to ensure successful communication interactions. Talk with the student to see how to best meet their needs.