



Faculty Handbook for Working with Deaf and Hard of Hearing Students

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Students who are deaf or hard of hearing bring a unique set of strengths and experiences to college. While many may learn in different ways, these differences do not imply inferior capacity to learn. Accommodations may be needed, as well as modifications in the way information is presented and in methods of testing and evaluation. Faculty will be aided in these efforts by understanding students' prior learning experiences, using available resources at SAIC and collaborating with support services staff.

DISABILITY LAWS IN POSTSECONDARY EDUCATION

The Rehabilitation Act

Title V. of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of The Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds.

Section 504 states (as amended):

No otherwise qualified person with a disability in the United States... shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

The Americans with Disabilities Act (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four sections of the law: employment, government, public accommodations, and telecommunications. The ADA provides additional protection for persons with disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers, which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to person without disabilities.

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds are covered under Section 504. The ADA does not supplant Section 504, but those situations where the ADA provides greater protection the ADA standards apply. Therefore, postsecondary institutions must adhere to both the Rehabilitation Act and The Americans with Disabilities Act.

SAIC DISABILITY DOCUMENTATION REQUIREMENTS

SAIC requires that students with disabilities supply appropriate documentation and notify the Disability and Learning Resource Center (DLRC) of any accommodation needs, before such accommodations can be received. A written report or evaluation from a qualified professional stating the student's disability and recommended accommodations is acceptable. This notification helps to ensure the quality and availability of services needed. All accommodations are discussed with the student, and in most cases, with the respective faculty member(s) prior to or at the time the accommodation arrangements are implemented.

ABOUT HEARING DISABILITIES

No two people with a hearing loss experience the loss in exactly the same way. There are several types of hearing loss and factors that determine the impact that the hearing loss has on language development. A person may be born with a hearing loss or may become hard of hearing due to an accident or illness later in life. If the age of onset occurs before the acquisition of language and the development of speech (roughly two years of age), the individual may have language-based deficiencies that interfere with language syntax and vocabulary that is auditory-based. Because the usual way of acquiring language through auditory means is affected by hearing loss, visual learning of language takes the place of auditory learning. People who are deaf or hard of hearing vary widely in their hearing and language abilities. Understanding the nature and extent of the hearing loss and how it affects the student is imperative in providing appropriate accommodations. Often the best source of learning what accommodations are needed is to ask the student.

People who are **Culturally Deaf** are members of a distinct linguistic and cultural minority. The members of this cultural group use American Sign Language as their first language. Therefore, members of this cultural group are bilingual and English is their second language. As with any cultural group, people who are deaf have their own values, social norms and traditions. Be sensitive and attentive to cross-cultural information in the mainstreamed classroom setting. Students who are culturally deaf may use American Sign Language interpreters in the classroom setting.

COMMUNICATION ISSUES YOU MAY ENCOUNTER

Although they may wear hearing aids, many students rely primarily on speech reading. Even highly skilled lip readers usually comprehend only 30% of what is said. Students who rely on speech reading frequently miss class members' comments and have difficulty understanding instructors who cover their lips, face the chalkboard, move around or have mustaches.

People who use hearing aids usually do not hear sounds as others do. Hearing aids amplify all sounds and can make small noises, such as loud air conditioners, hissing fluorescent light fixtures, and traffic noise overwhelming. Sometimes people with hearing aids hear only jumbled and disjointed fragments of spoken speech.

An interpreter may be necessary to convey spoken speech to the deaf student by the use of sign language, such as American Sign Language, Signed English, signing Exact English or Cued Speech. The interpreter should be placed in close proximity to the instructor so that the student can see both the signed interpretation and the visual cues of the instructor with ease.

During lectures, some students who are hard of hearing may need to have the instructor's speech amplified by an assistive listening device (ALD). Some students may ask the instructor to wear a small wireless FM microphone that is compatible with their hearing aids. Other students may need to audio tape lectures so that they can play the tape back at a higher volume. Students with hearing loss may need notetaking services, as it is difficult to focus on the interpreter and/or the instructor while simultaneously taking notes.

SOME DIFFERENCES BETWEEN ASL AND ENGLISH

There are many linguistic differences between English and ASL. As you evaluate your students' work, keep in mind that students whose primary language is ASL may unwittingly follow some of the linguistic characteristics of that language when writing in English. Some examples of the linguistics differences between English and ASL include:

- Plurals are signified in a variety of ways in ASL, whereas English adds an "s" on nouns and verbs.
- In ASL, the adjective is usually after the noun, whereas in English, the reverse is true.
- One sign in ASL can have several different meanings in English, just as one word in English can be translated into several different ASL signs.
- ASL does not have the verb "to be," but indicates this information in other ways, by use of non-manual markers.

SUPPORT SERVICES PROVIDED BY SAIC'S
DISABILITY AND LEARNING RESOURCE CENTER (DLRC)
FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

The Disability and Learning Resource Center (DLRC) is responsible for determining whether or not a student is eligible to receive reasonable accommodations and support services (including sign language interpreters, notetakers, and CART captioning services). Once a student is determined to be eligible, DLRC coordinates, manages, and pays for the accommodations and services.

The following are support services or accommodations that DLRC may approve for deaf students. You will receive a letter or email outlining approved services for each student who is eligible for them.

In receiving the services below, students must:

- Self-identify to DLRC and provide documentation of disability as early as possible.
- Request accommodations when needed
- Consult with DLRC to determine specific accommodation needs.
- Meet with faculty member when necessary to discuss accommodations.
- Maintain the same responsibility for academic standards, attendance, participation and behavior as is required of all students.
- Give timely notification of any needs for reasonable accommodations, i.e.: interpreter or notetaker, or special events such as field trips, extra class sessions.
- Notify DLRC if expected to be absent from class or when schedule changes are expected. The interpreter/notetaker is not a substitute for class attendance. Notetakers and interpreters are not responsible for student's missed classroom time.

Sign Language or Oral Interpreting Services

Interpreters enhance communication between deaf/hard of hearing and hearing people. DLRC is responsible for providing and managing the interpreting services used by SAIC students. There are two main types of interpreters: Sign Language interpreters and Oral Interpreters. Sign Language interpreters translate between American Sign Language or Signed English, and spoken English. Oral interpreters sit near the student and give a precise rendering of spoken words via lip movements by repeating (very softly or silently) the words being said, allowing the student to read the interpreter's lips.

Real Time Captioning Services

Deaf or hard of hearing students who do not use sign language and who lip-read may use CART services. CART stands for Communication Access Real Time. CART is the instantaneous verbatim translation of the spoken word into English text and display of that information on a laptop computer, monitor, or screen. The CART writer will sit in the classroom and will transcribe everything that is said (by you and by students) during the class, and will project that information onto a screen or monitor so that the student can read the information. Occasionally, CART must be provided remotely. Remote captioning involves captioners who are located “remotely” from the meeting site and

listen to the class via microphone while typing what is said on a laptop provided by DLRC to the student. If remote captioning will be used, you will be contacted by DLRC to discuss setup of the equipment.

Notetaking Services

Notetaking services are a vital service for students who are deaf and hard of hearing. Watching an interpreter or speech reading an instructor does not always allow the student time to take notes. Many students use notetakers on a regular basis to supplement interpreted class lectures and labs. For some classes that utilize "hands-on" instruction, notetaking may not be as important as in a class where a lecture is taking place. Notetaking is a service that must be first requested by a student with a documented disability. A notetaker is not a teaching assistant. If a student misses class for any reason, it is the student's responsibility to obtain these notes from sources other than a notetaker. Most students will require a notetaker during class time, since it is difficult to take accurate notes while visually following an interpreter or trying to lip-read the teacher.

Assistive Listening Devices (ALD)

Students who use a hearing aid may have difficulty understanding speech due to competing background noise. Hearing aids have a tendency to enhance all sounds at the same time, thereby drowning out the sounds of speech. Several amplification systems are available to improve hearing ability in large areas, such as lecture halls and auditoriums, as well as in interpersonal situations (group discussions and instructor conferences). These systems work by delivering the speaker's voice directly to the ear (with or without personal hearing aids), thus overcoming the negative effects of noise, distance, and echo, thereby improving comprehension.

The use of an Assistive Listening Device (ALD) by students who are deaf or hard of hearing helps the student to hear the instructor more clearly. It is relatively simple to use. The instructor wears a transmitter that is attached to a small microphone that is worn on the lapel. The transmitter can be placed in a shirt or skirt pocket or clipped over a belt. Moving around the classroom is not restricted at all and the unit has no hazardous wires. The student wears a receiver with individual volume control and a headphone. These systems are designed to enhance the hearing acuity for the wearer. No other person in class is distracted or affected, and the instructor is free to move around the classroom. Instructors should be careful to turn off their microphone when not lecturing.

Testing Accommodations

Testing time may be extended to limits of time and a half or double time. This will be determined by DLRC and outlined in a letter that the student will present to you. Interpreted tests may be necessary for some students who have difficulty reading English. This is usually used when English comprehension and expression are not being tested. Distraction-free testing is determined by DLRC. If the student is eligible for this, it will be listed and described in a letter given to you by the student.

FACULTY RESPONSIBILITIES IN WORKING WITH DEAF STUDENTS

Faculty responsibilities include cooperating with DLRC to provide authorized accommodations and support services in a fair and timely manner. Faculty should also work with the student to implement the approved accommodations in class. Faculty should also expect the student to be responsible for the same course content as all the other students in the class.

Below is information to help faculty ensure equal access in their classrooms for students who are deaf or hard of hearing.

Working with Interpreters

As a teacher working with deaf students, you may be having the new experience of teaching with an interpreter at your side. In the beginning, this new experience may seem a bit strange, but adjustment to the situation will be easier if you bear in mind the following guidelines.

- When using an interpreter, speak directly to the student and not to the interpreter.
- Remember, you will be communicating with the deaf student through the spoken word into the language of signs.
- Generally, the interpreter will stand or sit to your left or your right. This enables the student to maintain eye contact with both you and the interpreter.
- Wherever the interpreter stands or sits, there must be good lighting.
- The interpreter will sometimes need to adjust to your pace and sometimes it will be necessary for you to adjust to the pace of the interpreter. This is to ensure that the deaf student receives your message in full. The interpreter will let you know if you need to modify your pace.
- Recognize the processing time that the interpreter takes to translate a message from its original language into another language (whether English to American Sign Language or vice versa) because this will cause a delay in the student's receiving information, asking questions and/or offering comments.
- In using demonstration and visual aids, it is important for the instructor to allow extra time for students to see what is being demonstrated as well as to see what is being said. Try to be more explanatory as you go over the points, pause more often as you speak, and watch the interpreter as he attempts to draw attention to specific items.
- Generally, it is best if you rearrange your classroom so that the students sit in a semi-circle, able to view one another.
- Please inform the interpreter and DLRC when an off-campus field trip, class meeting, etc. will occur
- It always helps to write general class announcements on the board to make sure all involved are aware of the change.
- When using an overhead projector, slides, videotapes, and/or films, it is sometimes necessary to reduce or turn off classroom lights. It is important to provide some source of light to focus on the interpreter.

- Sign language does not contain signs for every word in the English language and it is particularly lacking in specialized jargon. Usually the interpreter will have to fingerspell such words using the manual alphabet. It is most helpful if you can write these words on the board or overhead.
- Question and answer periods may pose problems. It is important to only allow one person to talk at a time. This way the interpreter can identify who is talking.
- Deaf students may not be able to take notes in class. They may need to focus their attention on the interpreter. A copy of your notes or outline is helpful. DLRC may hire and provide a notetaker for the student.
- It is useful for the interpreter and the instructor to become acquainted at the beginning of a course. At that time, questions involving these guidelines and other points may be discussed.
- The interpreter works with the instructor, but should not be expected to teach, take roll, discipline, keep records, or see that the student is in class or lab.
- The interpreter will interpret faithfully, conveying the thought, intent, and spirit of the teacher. The interpreter does not counsel, advise or interject personal opinions.
- Remember, interpreters are ethically bound to interpret everything you and the other students say. The deaf student has the right to hear everything the same as the hearing students.
- The interpreter is there to facilitate communication, not evaluate the teacher or the student.
- Disagreements with interpreters, should they occur, should be discussed away from the student in private and if not resolved, brought to the attention of DLRC.
- It is the student's responsibility to pay attention to the teacher and the interpreter
- Advance planning for field trips requiring interpreters or other necessary accommodations is needed.

Making Sure Media Is Captioned

The use of captioned media breaks down communication barriers and equalizes communication access. This handout explains how to caption the media that you show in your classroom.

Who Benefits from the Use of Captioning or Subtitles in the Classroom Setting?

- All students, including...
- Students who are deaf or hard of hearing
- Students with learning disabilities including Auditory Processing Disorder
- Students with ADHD or who are easily distracted by background noises
- Students for whom English is not their first language
- Faculty, because students are more likely to understand, remember, and take accurate notes on the material

What is Captioning?

- Captions display spoken language and sounds as words on a screen
- Unlike subtitles, captions indicate speakers, sounds, music, laughter, etc.

- There are two kinds of captions: open and closed. In open captioning, the captions are always displayed, and no special equipment or setting is needed. For closed captions, equipment or a menu setting is needed.

How Do I Determine if the Media I want to Use is Captioned?

- First, look for these symbols: The logo consists of a rectangular box with the text "CLOSED CAPTION VIDEO" in all caps, followed by a smaller box with "CCV" in all caps, and a speech bubble icon to the right.
- Most recent videos (from the last 5 years) are closed-captioned.
- Please select the caption or subtitle option when showing a DVD.
- Video clips taped from TV will be closed-captioned if the TV show was closed-captioned.
- When you buy media, look for the symbols above before you purchase it.
- When you borrow media from library, ask a librarian if the material is captioned.
- Once I know the media is captioned, how do I make the captions show up on the Screen?
- For DVDs, please select the caption option when showing a DVD. If no captioning option is available, select subtitles.
- In rooms 608 and 707 of the 112 S Michigan building, closed caption decoders are available (and labeled) right above the VHS deck. These can be used to turn captions on for VHS tapes. Just turn the switch on the decoder to “on” after inserting the VHS tape.
- You can borrow a TV and VCR from the Media Center and use those to show captioned VHS tapes. All of the Media Center’s TVs have the capability to show closed captions. (Make sure to ask for a TV, because the video studio monitors cannot display captions.) Also, be sure to request a remote to go with the TV; you can use the remote to turn on the captions.
- To access the captions, put in the VHS tape and then select “Menu” on the front of the TV or on the remote. Turn the captions on by clicking on “CC1”, “CAP1”, “Captions1”, “Closed Caption 1”, or another menu option similar to these.

What if the media I want to use is not captioned?

- For deaf or hard of hearing students, use a sign language interpreter or live Captionist who will translate the auditory information into written form for the student. Contact SAIC’s Disability and Learning Resource Center at dlrc@saic.edu or 312.499.4286 for assistance.
- Check the Captioned Media Program (CMP) website at <http://www.cfv.org/>. They have over 4000 FREE titles, all captioned, and some are available as streaming video online.
- You can contract with an outside vendor to provide captions on an existing video. Contact SAIC’s Disability and Learning Resource Center for more information.

OTHER TIPS FOR FACULTY

- Visual aids including handouts such as syllabi, outlines, study guides to reinforce student's learning responsibilities are helpful. They can include videos, drawings, charts, and other visual aids.

- Face the student and speak in a natural tone.
- Repeat questions and remarks of other people in the room.
- When possible, provide the student with class outlines, lecture notes, lists of new technical terms and printed transcripts of audio and audio-visual materials.
- Do not hesitate to communicate with the student in writing when conveying important information such as assignments, scheduling, deadlines, etc.
- The classroom door should be closed to eliminate outside distractions and amplification of background noise.
- Include class breaks when possible or when class sessions exceed 60-70 minutes. The interpreter needs time to rest and the student needs a break from visually receiving information, which can be tiring and cause eye fatigue.
- Priority seating allows the student who is deaf/hard of hearing to view instructor, interpreter, and classroom activities. It also facilitates students using ALD or a tape recorder.
- Give assignments in writing.
- Allow students to meet with you before a writing assignment is due to clarify what is expected. Make clear to the student that late work will not be accepted unless this is negotiated ahead of time.
- When new materials or terminology is presented, supply a list of these terms in advance to the student and interpreter.
- Repeat questions from the class before responding to allow a student using an ALD to hear class discussion.
- Do not talk to the class while simultaneously having students read something.

*From: *Make a Difference: Tips for Teaching Students Who Are Deaf or Hard of Hearing*

Phone Communication Between Deaf and Hearing Staff, Students, and Faculty

A TTY (also sometimes called a TDD) is a machine that allows deaf or hearing people to communicate over phone lines with others who have similar equipment by typing their messages back and forth. TTY numbers are indicated as such in the SAIC phone directory. If you want to contact someone who has a TTY and you do not have a unit available, you can use the TTY at the Disability and Learning Resource Center (DLRC), 116 S Michigan, 13th Floor, between the hours of 9am and 5pm.

Another option for communication between deaf and hearing people is to use the free Illinois Relay Service. To use this service, a hearing person does not need to have a TTY to communicate on the phone with a deaf person. Either individual dials the numbers 7-1-1, and then an operator places the call to the other person. The operator announces the caller to the person being called (by voice or by typing on a TTY), types voiced messages from the hearing caller to the deaf caller, and voices the deaf caller's TTY messages to the hearing caller. All relay calls are confidential.

To use the free Illinois Relay Service, dial the number 711 from a voice phone or a TTY. The Illinois Relay Service is available 24 hours a day, 7 days a week, 365 days a year. This website provides more information on how to make and receive relay calls:

<http://www.illinoisrelay711.com/content.htm>

Email is also an effective way to communicate with students who are deaf or hard of hearing.

DLRC STAFF AND CONTACT INFORMATION

Feel free to contact DLRC staff anytime with questions or concerns about students with disabilities.

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