ADAPTING FOR SUCCESS: HAVING DEAF AND HARD-OF-HEARING STUDENTS IN YOUR CLASS

Presentation to NFO
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WORKING WITH OUR DEAF AND HARD-OF-HEARING STUDENTS

Panelists:
• Mark Rosica – Interim Associate Dean for Academic and Student Services
• Ann Hager - Instructional Support Faculty
• Karen Beiter – Instructional Support Faculty
• Steve Nelson – Director of Operations – Access Services
WORKING WITH OUR DEAF AND HARD-OF-HEARING STUDENTS

1. Mark Rosica “Introduction to Deafness”

2. Karen Beiter “Teaching Strategies & Deaf Students’ Perception”

3. Steve Nelson and Susan Stella “Overview of Access Services”

4. Ann Hager “Teach to Connect”
DEAFNESS...VARIOUS CONSIDERATIONS:

• Cultural Definition
• Variety of Communication Modalities
• Incidental Learning
• Language Development
• Personal Development
• Tips for working with deaf/hard of hearing
Cultural Definition

Two Views of Deafness

- Pathology (deficit model)
  - Cure, medical treatment
  - Speech focus
  - Socialize with hearing
  - English is the language

- Cultural (language, cultural habits, shared sense of self, more positive model)
  - Sign = spoken language/its own structure
  - Socialization with other deaf
  - Emphasize the abilities of deaf people
  - Encourage the development of ALL communication modes
CULTURAL HABITS

• “Deaf Time”
• Touching
• Basic Introductions
• Read into all body language/expressions as having meaning
• Pointing
• Eye contact (looking at someone passing by)
• Getting your attention
• Blunt/Direct
VARIETY OF COMMUNICATION MODALITIES

- Oral
- Finger spelling
- Signed English
- Pidgin English (spoken and not spoken)
- Sim-Com
- Cued Speech
- American Sign Language (ASL)
- Non-verbal Communication
RIT’S DEAF/HARD-OF HEARING STUDENT BODY

- Oral/no sign = ~15% (upon entry, decreases with time)
- Signed English using varying levels of speech = ~70%
- ASL only/no speech = ~15%
- All have a 70 decibel loss or higher in better ear
RIT’S DEAF/HARD-OF HEARING STUDENT BODY

• 40% use hearing aids
• 40% use cochlear implants
• 20% do not use any assistive devices
INCIDENTAL LEARNING

“As much as 90% of what we know is learned through incidental learning.”

“A child with a hearing impairment, even a mild or unilateral impairment, cannot casually overhear what people are saying, or the events that are occurring.”
IMPACT OF INCIDENTAL LEARNING:

• Language Development
• Personal/Social Development
• Worldly Knowledge
WORLDLY KNOWLEDGE

• Misinformation every day: radio, water cooler conversations, etc.

• Limited career awareness, lack of exposure

• May not have details about various jobs or careers
Onset of hearing loss on English development has an impact on:

• English level of Deaf/HOH students

• Most language development is delayed
Onset of hearing loss on English development has an impact on:

• Avg. ACT for RIT = 24-27, ACT for NTID/BS 18-24,
  ACT for associate level students 13 -18
• Consider the impact that English has on other college learning
• (Language/English does NOT = intelligence)
LANGUAGE DEVELOPMENT

Onset of hearing loss on English development has an impact on:

• (Language/English does NOT equal intelligence)
Onset of hearing loss has an impact on:

PERSONAL AND SOCIAL DEVELOPMENT:

• Socialization, i.e. this could be the first time with so many Deaf/HOH people...overwhelming to exciting!

• 90 to 97% from hearing families, some lack basic communication skills, life opportunities and experiences

• Identity formation. Developmental and communication perspectives
GENERAL NTID STUDENT INFO

NTID = associate degrees
• 56% of our students
• 40% graduation rate (31% national avg.)

BS = (cross registered)
• 44% of our students
• 71% graduation rate (59% national avg.)
GENERAL NTID STUDENT INFO

NTID Classes:
Direct Instruction by instructor
Sign, voice, gesture, visual...whatever is needed for the mixture of students
Typically a wide variety of communication preferences present

BS Classes = (cross registered):
Interpreters, note takers, captionists
Must plan ahead and make sure all have access to info presented
Position self and students to maximize access services
Must consider ‘delay time’ for information flow
ROLE OF THE NTID SUPPORT TEAMS

• Academic Advising is provided by the Primary Academic Advisor in the college. Secondary support and career advising is provided by the faculty in the various NTID support team offices.

• Provides tutoring (individual and group)

• Sometimes teach courses (both associate and bachelor level)

• Available to discuss career questions, possible careers, job opportunities, etc.

• Basically is the local ‘center on deafness’ resource for the colleges. Most colleges have a Support Team.

• Assist students meeting the challenges of RIT
COMMUNICATION TIPS

• Don’t assume the communication, set up communication with your student in beginning
• Don’t talk to the interpreter or captionist, address the student
• Remember the importance of facial expression and body language
• Don’t be subtle, be black and white
• Don’t assume they can lip read
• Don’t assume a head nod means “I understand” (*w/o being patronizing) …and it goes both ways…
COMMUNICATION TIPS (con’t)

• Do ask questions that measure how much they understand.
• Do use visual aids as often as possible.
• Do know the importance of eye contact.
• Do know when to request an interpreter or captionist. (always the responsibility of the student but faculty can sometimes request).
• Every student is unique, different and has specific needs...just like hearing students.

...and if you don’t know, always feel free to ask the student or other resources.
RESOURCES

• Counseling and Advising Services (5-6468) Staff Asst. Katie Zuris
• NTID Counselor/Advisor (SIS)
• NTID Support Coordinator (SIS)
• NTID Support Teams (various locations)
• NTID Department of Access Services (5-6455) Steve Nelson
• RIT Counseling Center (5-2261) Anne Steider and Susan Chapel)