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

Presentation to NFO August 10, 2016

WORKING WITH OUR DEAF AND HARD-OF-HEARING STUDENTS

Panelists:
- Mark Rosica – Student and Academic Services NTID
- Ann Hager - Instructional Support Faculty
- Karen Beiter - Instructional Support Faculty
- Anne Marie Kuntz – Manager Real Time Captioning/Notetaking
- Steve Nelson – Director of Operations – Access Services

WORKING WITH OUR DEAF AND HARD-OF-HEARING STUDENTS

Mark Rosica
“Introduction to Deafness”

Karen Beiter
“Teaching Strategies & Deaf Students’ Perception”

Steve Nelson and Anne Marie Kuntz
“Overview of Access Services”

Ann Hager
“Teach to Connect”
TOPICS TO COVER ABOUT DEAFNESS:

- 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 (APPROXIMATE)

- 15% - Oral/no sign/listening
- 70% - Signed English using varying levels of speech
- 15% - ASL only/no speech
- All have a 70 decibel loss or more in better ear
- 80% have attended a “mainstreamed” high school

RIT’S DEAF/HARD-OF HEARING STUDENT BODY

- Video Clips of Various D/HH Students:
  https://www.youtube.com/watch?v=IR-yUAdFWU
RIT’S DEAF/HARD-OF HEARING STUDENT BODY
• 55% use hearing aids (doesn’t make one ‘hearing’)
• 35% use cochlear implants (doesn’t make one ‘hearing’)
• 10% 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 clearly understand all the events that are occurring.”

IMPACT OF DEAFNESS ON INCIDENTAL LEARNING:
• Language Development
• Personal/Social Development
• Worldly Knowledge
IMPACT OF DEAFNESS ON INCIDENTAL LEARNING
(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

IMPACT ON LANGUAGE DEVELOPMENT

Onset of hearing loss has an impact on English development:

- English level of Deaf/HOH students
- Most language development is delayed

IMPACT ON LANGUAGE DEVELOPMENT

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

- 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)
IMPACT ON PERSONAL AND SOCIAL DEVELOPMENT:

• Socialization, i.e. this could be the first time with so many Deaf/HOH people...overwhelming to exciting!
• Approximately 95% are 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.)

NTID CLASSES VS BS/RIT CLASSES:

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
NTID CLASSES VS BS/RI T CLASSES:
BS Classes = “cross registered”
• Interpreters, note takers, captionists
• Instructors must plan ahead and make sure all have access to info presented
• Position yourself 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. Find all advisor roles in SIS.
• 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

• 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 are not sure, always feel free to ask the student!

RESOURCES

• Counseling and Advising Services (5-6468) Sr. Staff Asst. Eileen Contestible
• On SIS, you will find:
  - College Primary Academic Advisor (and other advisors)
  - NTID Counselor/Advisor - Every D/HH student is assigned a counselor
  - NTID Support Coordinator – General and administrative
• NTID Support Teams (various locations on campus)
• NTID Department of Access Services (5-6455) Steve Nelson
• RIT Counseling Center (5-2261) Anne Steider and Susan Chapel
• Other NTID Resources:
  http://www.ntid.rit.edu/students/resources/academic