

Tips for Classroom and Instruction

The table below presents a series of 'best practices' to allow the deaf and hard-of-hearing student(s) in your classroom to obtain the maximum benefit from an interpreter or captionist in your classroom.

Meet with the access professionals prior to class to discuss:
<ul style="list-style-type: none"><input type="checkbox"/> Distribution of classroom materials such as handouts, syllabi, access to website, textbooks, overheads, and PowerPoint slides<input type="checkbox"/> When audio/visual materials will be used during class time (films, videos, music) ensure captioning is on such materials. Send at least two weeks in advance for captions to: www.rit.edu/teaching/captioning<input type="checkbox"/> Clear line-of-vision for the deaf and hard-of-hearing students with respect to the board, TV or overhead screens, and the access services provider
During the Class:
<ul style="list-style-type: none"><input type="checkbox"/> When addressing a deaf/hard of hearing student speak directly to that student, not to the interpreter/captionist.<input type="checkbox"/> Take a break between topics and changes in subject material.<input type="checkbox"/> Allow visuals to remain posted until the interpreter(s)/captionist(s) have had time to view and present them in the interpreted/captioned message.<input type="checkbox"/> If a student asks a question or has a comment or concern, remember to allow a slight pause before responding to allow the interpreter/captionist processing time (lag). Reiterate the question if clarification is needed.<input type="checkbox"/> During group discussions encourage and remind students not to talk over each other, and to allow a slight pause before the next speaker begins. Check to see if the interpreter/captionist has completed each individual's message before proceeding to the next comment.<input type="checkbox"/> When students give presentations, remind them to speak clearly and to give any handouts to the interpreter/captionist prior to their presentation. Ask that they have their media materials captioned prior.
After Class:
<ul style="list-style-type: none"><input type="checkbox"/> Check in with the interpreter/captionist on understanding of classroom content.<input type="checkbox"/> Allow the interpreter/captionist freedom to ask questions or bring up concerns.<input type="checkbox"/> Exchange email addresses with the interpreter/captionist so that communication can be ongoing.

Tips for Activities and Excursions

The table below presents a series of 'best practices' to allow the deaf and hard-of-hearing student(s) to obtain the maximum benefit from their experience.

Communication:
<ul style="list-style-type: none"><input type="checkbox"/> When addressing a deaf/hard of hearing student speak directly to that student, not to the interpreter/captionist.<input type="checkbox"/> During group discussions encourage and remind students not to talk over each other, and to allow a slight pause before the next speaker begins. Check to see if the interpreter/captionist has completed each individual's message before proceeding to the next comment.<input type="checkbox"/> Include access services professionals in planning emails and group chats.<input type="checkbox"/> The interpreters/captionists attend program activities as needed. Automatic speech recognition apps can be a great tool for communication when an interpreter or captionist is not present.
Planning outings and trips:
<ul style="list-style-type: none"><input type="checkbox"/> Share trip details with interpreters/captionists ASAP so they can do research and learn about the sites that will be visited. The more background knowledge the provider has, the better access the student will have.<input type="checkbox"/> Include access professionals in head count for transportation, admission, meals and accommodations.<input type="checkbox"/> If there will be a bus, please save seats for access professionals near the front so they can convey narratives and directions from the tour guide.<input type="checkbox"/> Inform docents and site staff that access services professionals will be working with a deaf or hard of hearing participant. Some museums have audio tours. If headsets for interpreters/captionists are available, it is easier to interpret vs using a hand held audio device.<input type="checkbox"/> Music or performing arts events are usually not accessible unless access has been arranged with the event team well in advance.
Planning Activities:
<ul style="list-style-type: none"><input type="checkbox"/> Please share all games, directions and activity information with the interpreters/captionists in advance.<input type="checkbox"/> When possible, make activity materials visually accessible. EX: provide scripts or lyrics for performances, project slides of trivia questions<input type="checkbox"/> Group activities can be more accessible if participants are in a circle or U-shape so participants can see one another.<input type="checkbox"/> If films or audio/visual materials will be used, make sure they are captioned.<input type="checkbox"/> With speed based games, be aware there is a delay for interpreting/captioning.