

Session 3:

Application of Communication Expectations

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Affairs

Friday, April 4, 2025



Agenda

- NTID faculty classroom communication expectations reminder:

Gary Behm

- Communication Trends:

PJ Graham and Brian Trager

- POW and Appraisals:

Matt Lynn

Goals

- Current communication guidelines
- Understand how chairs evaluate communication
- Role of POW and appraisals for faculty communication expectations

NTID Faculty Classroom Communication Expectations

- NTID Budget-Level Funding
- Access Services for D/HH students will be constrained due to resource limitations.
- Flexible Direct Instruction will continue to support all students.
- Guidelines will be revised over the summer for implementation in Fall 2025.

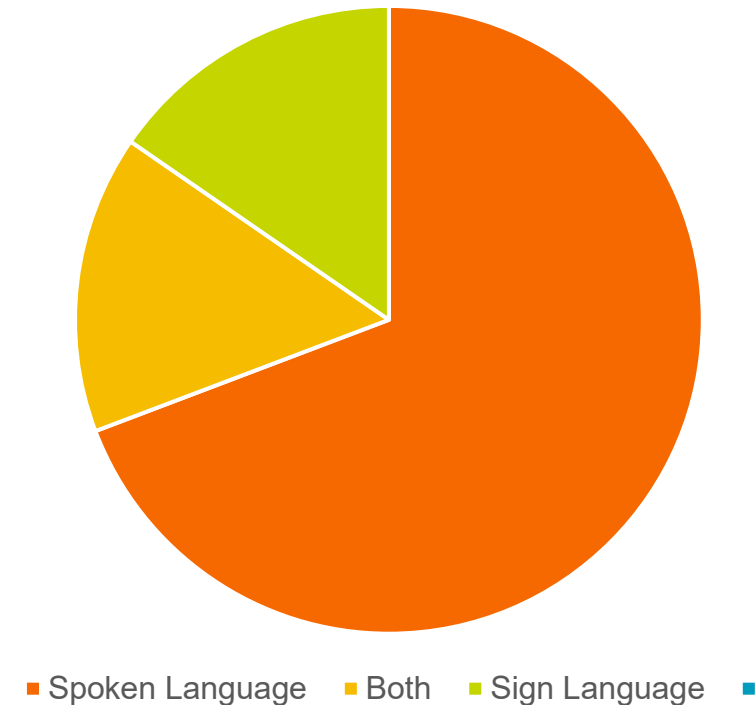
Deaf Education Statistics

- 88.6% of deaf and hard of hearing children spend time in a mainstreamed environment (ASHA, 2021; IDEA 2022).
- 49% of Deaf College Students have an additional disability (National Deaf Center, 2024).
- From the 2024 NTID Annual Report, 29% of our students have an additional disability. This number increased every year except for 2023.
- On average, each school district reports up to 6 deaf or hard of hearing students between the ages of 3 to 21. This will create communication opportunities for instructional faculty.
- Gallaudet Research Institute Survey in 2013 reported that only 15.2% of deaf students use sign language exclusively.

2024 Cross Registered Students

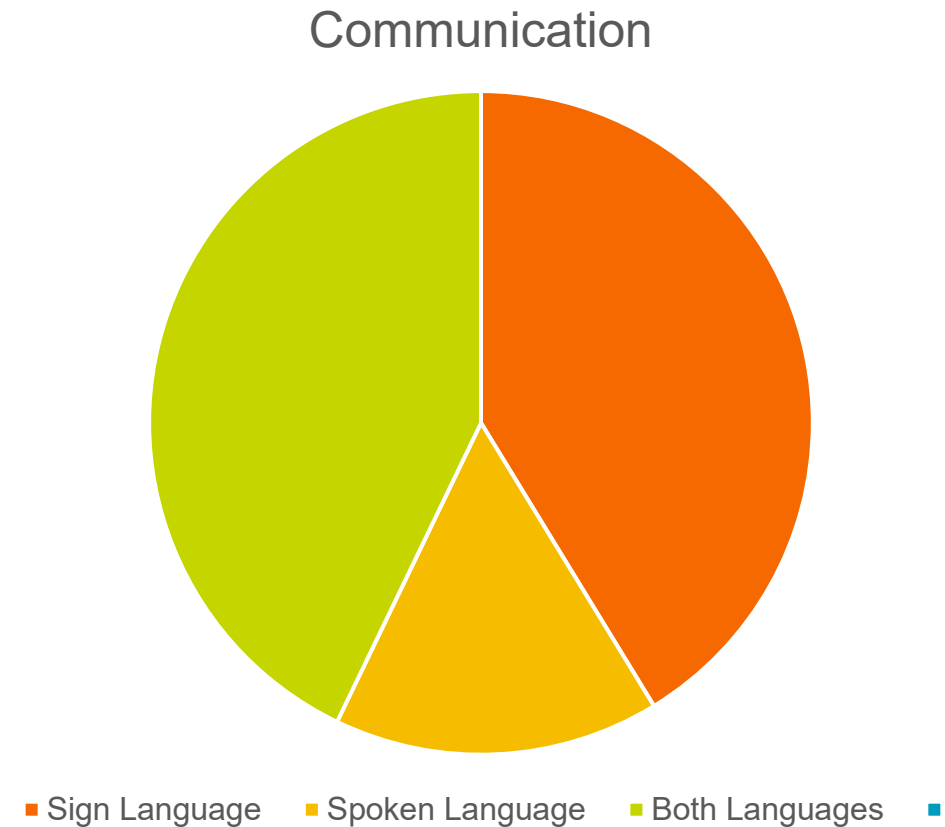
- 90 Students
 - 63 Students identify as using Spoken Language
 - 14 Students identify as using both
 - 14 Students identify as using Sign Language

Cross Registered Students



Current Incoming Freshmen who are registered for SVP

- Communication Preferences
 - Sign Language – 26
 - Spoken Language – 10
 - Both – 27
- **Point:** There are a mix of communication modalities.
- **Point:** This is consistent in past years.



Prospective Students (from TOD) that NTID is seeing and will continue to see: Cross-Registered

- **STUDENT has committed to going to RIT/NTID for engineering.**
- **Oral hard of hearing student.**
- **Vice President of Black Student Union, choir member (apparently she can sing!!).**
- **Involved in cheerleading, track, and fashion shows.**
- **Runs a side business making homecoming/prom proposal signs – multi-talented and driven.**

STUDENT is polite, introverted, oral hard of hearing student.

Part of school's Computer and Business academies.

Works two jobs (Boys & Girls club with Americorps and Panera Bread), also on our school track team!

Accepted to 8 universities, committed to RIT.

Prospective Students (from TOD) that NTID is seeing and will continue to see:(NTID AAS)

- STUDENT is in 12th grade and is interested in RIT. He will be coming to SVP.
- STUDENT has a deaf older brother who attends Gallaudet. STUDENT uses both spoken language and sign language with his family.
- STUDENT mother and brother are deaf but the rest of the family is hearing.
- STUDENT is interested in business and wants a BS but will be starting with AAS.
- STUDENT enjoys playing baseball and basketball and was on the homecoming court.
- STUDENT will be graduating from a large school for the deaf in the Southwestern part of the United States. Residential Student. STUDENT attends mainstream schools for all academics but lives at the school for the Deaf.
- STUDENT is ASL only. Struggles to interact with hearing peers at her school. Struggles with Social Communication skills overall. Mainstream School never had a consistent interpreter for STUDENT.
- STUDENT is involved with athletics. Plays Volleyball, Basketball and Softball.
- STUDENT is the communicator for her parents who are deaf and never went to college.

Considerations for Communication

- **How can faculty directly support student progress and communication without relying on third party?**
- **The "Interpreter as Teacher" dynamic is becoming too common and needs to be addressed.**
- **An excess of "adults" can create conflicting interpretations and unintended communication burdens.**
- **Strategic use of communication tools can be help bridge gaps between ASL and English.**

Direct Instruction

- Teachers of the Deaf provide clear communication and can repair misunderstandings with Direct Instruction.
- Small class sizes – more personalized and focused learning environment
- Individualized Learning and Incidental Examples
- Things to think about while in the classroom
 - Who is the teacher and who is the communicator? Should these roles be filled by the same person?
 - What are the potential benefits and challenges of using a direct instruction model?

Interpreter Roles in the Classroom

- What exactly is the interpreter's job?
 - Repairperson?
 - Teacher?
 - Subject Matter Expert?
 - Aide?
- Table Discussion
 - What are potential benefits and challenges of using a mediated instruction model?

In Closing

- **Communication Trends see an increase in communication diversity.**
- **Diversity of students and learning experiences will continue to increase.**
- **Direct Instruction maximizes the learning opportunities and minimizes repairs in communication.**

Session 4:
May 2, 2025
11-12p
SDC 1300/1310

Agenda:

- Resources

Peter Hauser and Kim Kurz

- Communication 2025 and Beyond

Gary Behm, Jess La Sala and Matt Lynn

Thank you! See you on May 2!