

Scenario 1: Your classroom has a mix of hearing, DHH ASL users, DHH oral users, and deafblind students. There are 35 students in this classroom. There are only captioning available in this class. Describe ideas on how to facilitate communication in this type of classroom.

First Group:

- In person class → w/w this type of scenario = no interpreters is not realistic
- Split class into sections due to large size and diverse communication needs
- Work w/ DB student(s) as their needs are highly individualistic + access support needs will vary. Work w/ DSO + DSA too
- Online asynchronous w/ diverse communication materials to accommodate all students
- Visual aids (ppt, etc.). “Kiss”
 - o Point along while moving the mouse arrow
- Work with students advisor for suggestions
 - o Some may not want to disclose their vision loss
 - o Can apply to oral students
 - o DSO
- Use MyCourses more for digital resources (can zoom the info more) - rather than hard copy/paper + digital/whiteboard (can zoom in too)
- Can DAS work w/ faculty + students to determine intensity of access needs to prioritize access services that way?
 - o If yes, there’s still a question about who decides whose access needs to prioritize
- Voice captioning w/ hearing faculty member using SimmComm → tablet
 - o PPT slides/Microsoft have captions
 - o Laptops – translate languages
 - o Some deaf faculty also choose to SimmComm but cannot hear/und. Oral students speaking – I use writing to communicate with them
- Several faculty in this group strongly disagree w/ SimmComm as a requirement or even as an effective communication tool.
- Deaf ASL(Faculty) + deaf oral(students) can communicate during discussion w/ a chat function on computers/laptops.
- Set up in groups – encourage them to figure it out (active learning)
 - o Encourage a positive attitude.

Second Group:

- Before class starts, tell students to answer a communication preference pre-survey
- Contact DSO
- Share presentations ahead of time.
- Pace the class to check for understanding.
- Accessible technology
- Record class so students can review it later.
- Group work – share google docs
- Remote interpreter
- Flip the class
- S. Sarchet, J. Sarchet, A. Gehret, R. Carpenter, TJ Sanger, J. Gentzke, R. Ryes, D. Meek

Scenario 2: Your mathematics classroom has a mix of DHH students, two of which do not use ASL, three use SimCom, and four use ASL. Describe ideas on how to facilitate communication in this type of classroom.

First Group:

- SimCom training
- Zoom in classroom with caption & interpreter
- Scripted power point (verbatim)
- Paper handout prior to class + with highlights
- Flipped class (hand out material before class)
- Incorporate upcoming App – ASL to English Signs + voice + text
- ~~Require~~ Encourage student to take ASL
- DAS service provider to convert MyCourses for faculty's mode
- Repeat presentation in all modalities
- Separate students into class with same com modality
- Discuss communication styles + preferences on day 1
- Remove re-occurring requests to DAS/DSO – assign automatically
- Use SimCom
- Culture awareness for non signers
- Place more material on MyCourses to facilitate communication + google drive
- 1 lecture - only class with DAS Services + Record + VRI
(lab = independent work)
- 10-15 minutes 1:1 working with students
- Incorporate analogies from student's POV (EX. Gaming interest – applied to curriculum)
- Video lecture and make available later with captions – easier to review later
- Encourage student to facilitate communication

Second Group:

- Offer sections based on communication styles
 - o Prioritize which needs access
- Offer multimoded access – Be sure to provide PD!
 - o Videos to supplement lectures
 - o Flipped classroom (make sure slides have text to support signing)
 - o Interactive app (ex. Mentimeter, Kahoot)
 - Purchase license to use apps!
 - o Used Tiger Chat in class (could project on the board/TV)
 - o Request interpreters
 - Non-deaf faculty can interpret if desired
 - o Whiteboard(digital and traditional)
 - o Open google doc and type info for all
 - o On demand interpreting (for a few minutes)
 - o Speech to text on computer
 - o Add slack to classroom
- Offer co-teaching (non-deaf and d/HH faculty)
 - o Use NFF
 - o Use LAS
 - o Use Tas
 - o Use RPP

Scenario 3: You are facilitating a studio lab and students are here for the next three hours. They are doing a painting project. You provide a short presentation at the beginning of lab, and students do independent work afterwards. At the third hour of lab, students will critique each other's work. There are several ASL users, oral users, and deafblind students in your class. Describe ideas how to facilitate communication in this type of classroom.

- This is the problem. There is no solution within this box of thinking.
- Dismantle our current system – revamp!
- No “bandage” approaches are acceptable.
- In the 90s, we had full Deaf/signing classrooms at NTID (Inc. BS level classes and students who didn't know ASL were in ASL Classes.)
- Hold RIT accountable – RIT Colleges need to pay for hearing student enrollment/contribute to interpreting budget. Hearing = not under ADA.
- All RIT colleges need to equally contribute to the interpreting “pot” (budget)
- *Accountability & solutions need to involve all depts – educational and academic to contribute to communication/interpreting budget.
- *All fac should be req. to take ASL classes → \$ more for NTID!!
- All students should be req. to take ASL. How we frame ASL = important.
- We are unique in that we offer diverse comm methods, inc. ASL. Students know this and is why they choose us.
- Students will struggle/experience isolation at other colleges. We need to sell this (social = important to students → role models etc.)
- Students will learn to comm w/ eo → help them dev. this skill. Many of our graduates are successful becuz of this - ASL, cultural capital, identity, networking, etc.
- Follow the book – “on tyranny” → “do not obey in advance” – dismantle systems that don't work.
- Need move \$ → do this with changing system + \$ from SVP, donors, fundraisers, RIT colleges, certificate programs, Fac/Staff ASL Classes, ASL tutoring, protactile training, etc.
- Focus on INTEGRATION rather than simply inclusion.(See John Lee Clark's work).
- Putting burden on fac disrupts learning, growth, student dev, etc.
- Need to do repairs w/ interpreting communities at large to increase interpreting pool – more benefits, Etc.
- By “bandaging” and not having full access – this is harmful and will lead to more problems
- Conduct a historical analysis (include Alumni) - access who our students are & what heled them success – what's the same & different now?

Scenario 4: You are facilitating a lab for the next hour. The first 10 minutes will be a lecture on the lab work. There are no interpreters or captioning in this lab. There are four non-ASL users and three ASL users in this classroom. Describe ideas how to facilitate communication in this type of classroom.

First Group:

- *New position recommendation: Associate Dean of Communication Access – to manage resource distribution at NTID/RIT
- Have documents/guidelines ready for students so they can follow the signed communication.
- Video remote interpreting (VRI)
- Using “apps” for transcription
- While students use access services for the first semester, the expectation is to eventually reduce the amount of services provided by expecting students to learn ASL simultaneously. (phase out approach)
- Prep videos/in class lectures to start by introducing key-words, vocabulary & establish sign together. Developing a common list & practicing in class while teaching.
- Establish community agreement in the beginning of the class to be respectful of each other’s communication needs.
- Pre-recorded interpreting (ASL + caption + voice transcript)
- Establish guideline on managing resources (NTID administration)

Second Group:

- PPT – info ready to read
- Tiger chat
- Action oriented
 - o Reduce lecture time
- Pre-made videos/flip classroom
- Google doc/zoom chats
- Use whiteboard
- Discuss comm. Pref at beginning of semester
- Teaching assistants
- Zoom office hours/Sorenson VRS

Scenario 5: You are facilitating a class that will involve using heavy machinery. You spend 15 minutes demonstrating how to use said machine. You have a mix of DHH students that are oral, deafblind, and ASL users. Describe ideas how to facilitate communication in this type of classroom.

First Group:

- Separate students into small groups or pairs → cant “run away” from communication challenge
 - o Easier communicate, use apps, etc.
- Think, pair, share activity.
- ***How does DB student communicate?***
 - o Need more information
 - o Ask student what do you need/have
 - o Review DSO
- Provide information PRIOR due to safety needs.
 - o Establish rules for safety
 - o Visual labels for machine
 - o Emergency procedures
- Zoom for low vision – captions or signing
- Lab set-up for a simulation activity for more experience
 - o Videos showing demo on a loop
- Use simcom, FM system, captioning (eg Microsoft)
- Request tactile interpreting for specific lessons – depending on student communication needs
- 1:1 w/ DB student- help them to feel the machine – other tactile supports
- Color code parts – depending on the student, high contrast, font size

Second Group:

- Everyone is responsible for communication
 - o Faculty
 - o Students
 - o All in class room
 - o Everyone together
- VRS/VRC/VGC/VCS/VCC (letters are unclear)
 - o Demo. Touch machine (fac+students)
 - Safety
 - Show parts + how operate
 - Set up w/o running – touch before becomes overwhelming
 - Run watch as a group – Show + explain (ASL)
 - Show video on My Courses – flipped classroom concept
 - Show example – ask how can make w/ equipment we have
 - ~~Separate class by communication style~~
 - Smaller steps.
 - Smaller groups.
 - Alternate communication oral/simcom/ASL
 - Group students that “match” communication + Match the group
- Increase class time
- Increase office hours

- Class size 10-12 students only
- TA – student completed course before
- LA – Learning assistant
- Class by communication style?
 - o Hard to “match” w/ schedules + number of students
- Who suffers?
 - o Students/the professors/interps?
- Explain topic + have visuals same time
- Labs
 - o Co-teacher + lab assistant
 - o Deafblind /how much vision
- Community agreements in each class
- Change class style
 - o Add recitation? w/ ½ class
 - o Change structure
 - o Lab?
- Know students
 - o Learning processing time
 - o Attention span
 - o How to support more