

Hard of Hearing Students in Postsecondary Settings

- Sponsored by PEPNet – www.pepnet.org
- Developed by team of experts from around the country.
- Focus is Postsecondary Education, but really much more widely applicable
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Agenda

- Overview, excerpts, and advocacy – me
 - Weave it all together
- Vocational Rehabilitation – Patty Conway
- Community Based Programs and Postsecondary Programs – Heidi Adams
- Questions and Comments

Chapter One - Being Hard of Hearing or Late-Deafened in a "Hearing World"

- Author – John Schroedel
- Four vignettes that probe the diversity of the postsecondary student body and experiences
- Explore and document reasons for lack of services for HOH and LD students
 - Denial, stigma, psychosocial issues
 - Service professionals don't “get it”
 - Deaf ‘lite’ syndrome
 - Complexity and variety of various situations and solutions

Chapter One (continued)

- "Most [HOH and LD students] do not know about nor seek VR and campus access services."
- Peter "did not use hearing aids because he refused to reveal his hearing loss."
- "Many professionals in general public education lack the specialized training to understand the communicative and psycho-social problems endured by hard of hearing youths."
- "5% of college aged persons with hearing loss wear hearing instruments"
- "Lynne claimed problems due to her hearing loss were inconsequential"

Chapter One (continued)

- "Not only was he facing unemployment, but his marriage was on the rocks and his relations with the kids were unmanageable. The tumble from success to failure hurt him deeply."
- "Harry felt that the audiologist was treating him as a pair of ears to be fixed, not as a person."
- "Darlene's less than severe hearing loss narrowed her prospective eligibility for VR services."
- "Unorganized hard of hearing population psychologically and socially differs vastly from the organized deaf population."

Chapter Two - Estimating the Number of HOH and Late-Deafened Students

- By John Schroedel
- "An updated estimate of 414,000 deaf and hard of hearing college students replaces prior guess of 25,000 such students."
- Concept of Critical Mass and why it's important
- Is the name “Disabled Students Services” likely to attract HOH students?

Chapter Three – Adjusting to Hearing Loss During High School

- By Louise A. Montoya
- How well does high school experience prepare HOH students for college?
- Four stages of readiness to accept help
 - Refers back to Chapter One vignettes for examples
 - Helpful interventions for each stage

Chapter Six - Enhancing Communications Outside the Classroom

- By Larry Sivertson
- "Accessibility to nonacademic portions of the postsecondary experience has not received the same level of attention."
- 'Living with Hearing Loss' Class
- Universal Design
- A Typical Day in the Life of a Student with Hearing Loss

More Outstanding Chapters

- Chapter Four – Vocational Rehabilitation Services
 - By Patty Conway, Pat Tomlinson, Tim Beatty, and Heidi Adams
- Chapter Five – A Model Program to Provide Accommodations to College Students Who Are HOH
 - By Debra C. Brenner
- Chapter Seven - Audiological Considerations for the Management of College Students with Hearing Loss
 - By Samuel R. Atcherson, Marni L. Johnson, and Cheryl D. Davis
- Chapter Eight - Communication Access Options: Hearing Assistive Technology
 - By Cheryl D. Davis and Samuel R. Atcherson

Advocating for Advocacy!

- Handbook is a great resource for advocates
- To achieve social justice for HOH folks, each of us needs to advocate
 - Personal Advocacy – ALD in theater
 - Community Advocacy – Local College to Reach Out to HOH Students
- Each of us is always advocating

Advocating for Advocacy!

- **"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."**
 - - Margaret Mead