

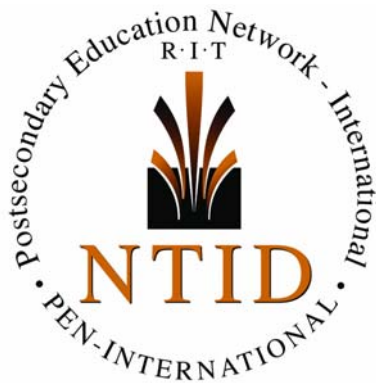
Classroom Communication

Denise Kavin, Ed.D.

Patricia DeCaro, MA

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Presentation Outline

- ▣ Assessment of Audience
- ▣ Assess Your Deaf Student(s)
- ▣ Assess Your Communication Skills & Knowledge
- ▣ Basic Communication Principles
- ▣ Benefits of Effective Communication
- ▣ Tips for Classroom Communication
- ▣ Working with Interpreters
- ▣ Resources

Assessment of Audience



- How many of you...
 - Have yourself any specific communication needs that we should accommodate for?
 - Use sign language?
 - Teach or have taught deaf students?
 - In high schools? Postsecondary education?
 - In self-contained or mainstream classrooms?
 - Use interpreters? Notetaking? Captioning? Assistive listening devices?

Assess Your Deaf Student(s)

- ❑ Intake interviews with incoming students
 - Contact information
 - Primary/ secondary disability
 - Pertinent medical history
 - Background information (education history, accommodations history, career/ vocational history)
 - Sources of financial aid
 - Major & educational goal
 - Career goal
 - Request for services
 - Other concerns/ needs

Assess your Deaf Student(s)

□ Identity

- Deaf
- Hard of Hearing
- Late-deafened

□ Communication

- Sign language Proficiency
- Speech/ speechreading abilities



Assess Your Deaf Student(s)

□ Education

- Mainstreamed
- Residential
- Experience with access/ support services

□ Family

- Deaf
- Hearing
- Mixed



Assess Your Deaf Student(s)

- ❑ Etiology of Deafness
 - Cause/ type
- ❑ Age of onset
 - Pre/ post lingual
- ❑ Use of assistive devices & technology
 - Hearing aids/ cochlear implants



Assess Your Deaf Student(s)

- Relationship of hearing loss to language acquisition
 - Reading/ writing characteristics
 - Evaluation of writing samples



Assess Your Communication Skills & Knowledge

- ▣ Knowledge of Deafness & impact on learning
- ▣ Sign language proficiency
- ▣ Skills in facilitating classroom communication
- ▣ Knowledge of assistive devices & technology
- ▣ Knowledge of available resources

(Classroom Communication, Sidney Barefoot, Speech/Language Faculty, NTID at RIT, Rochester, New York, U.S.A., 2004.)

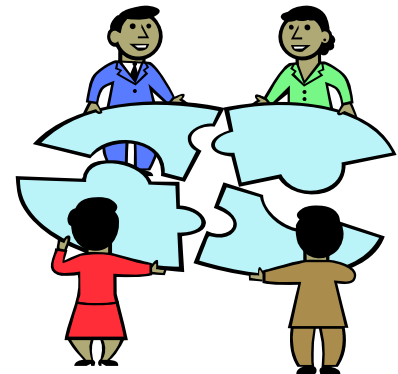
Basic Communication Principles

- ❑ Communication with a deaf person takes sensitivity, common sense & courtesy
- ❑ Effective communication is a joint responsibility
- ❑ Ask the students, 'What can we, as individuals, do to make it easier for us to communicate?'
- ❑ There are many ways to communicate depending on the situation

(Working Together: Deaf and Hearing People training package, NTID Center on Employment, Rochester, NY, 2005)

Benefits of Effective Communication!

- ❑ Learning is easier
- ❑ Instructional goals are better met
- ❑ Students & faculty connect
- ❑ Trust & respect
- ❑ Better use of resources
- ❑ Positive college experience



Tips for Facilitating Classroom Communication

□ The First Day

- Be proactive! Set the tone
- Determine students' communication preferences
- Include communication guidelines in syllabus and discuss them in class
- Put all information in writing
- If you know any sign language, use it
- Name cards

Telephone Game

- ❑ Lets take a few individuals and play the telephone game.
- ❑ When the message is at the end of the row, first the players, then everyone, assess what accommodations/strategies might make communication clearer
- ❑ Story of this game in a class with deaf students.

Telephone

- ❑ Some members of the group play the game
- ❑ Group discusses why communication gets altered
- ❑ Group makes a list of suggestions for improvement

Tips for Facilitating Classroom Communication

□ Room set-up

- Clear lines of sight
- Deaf students should sit at front
- semi-circular or circular seating, not rows
- Limit pacing
- Environmental sound & distractions



Tips for Facilitating Classroom Communication

□ Pace/ Flow

- Slow down
- Sip water, use pauses for transition to new topic
- Display presentation outline on overhead
- Write key words & formulas on board
- Re-think & reduce amount of materials covered
- Pacer Spacer

www.rit.edu/~classact/tools/pacerspacer.html

Tips for Facilitating Classroom Communication

- ❑ Labeling & Referencing
 - Use proper terminology
 - Allow time for students to see what you're referring to
- ❑ Introducing New Vocabulary
 - Write words on board & provide images
 - If using a notetaker, be sure vocabulary is included in notes

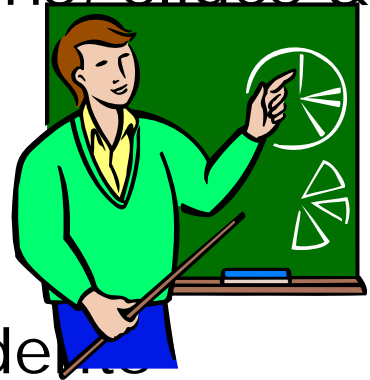
Tips for Facilitating Classroom Communication

□ Visuals

- Diagrams, formulas, pictures, graphs, slides & computer presentations
- Distribute copies of materials

□ Attention-Getting

- Hold same expectations for all students
- Flashing lights, shoulder-tapping, desk-knocking



Tips for Facilitating Classroom Communication

□ Speechreading

- Only 30% of spoken English is visible on lips!
- Don't speak while writing on board or looking down at computer
- Face students while pointing to visuals
- Repeat questions/ comments
- Avoid bright light sources
- Use microphone & FM/ Loop systems
- Minimize arm/hand movements
- Provide handouts

Tips for Facilitating Classroom Communication

□ Managing Discussion

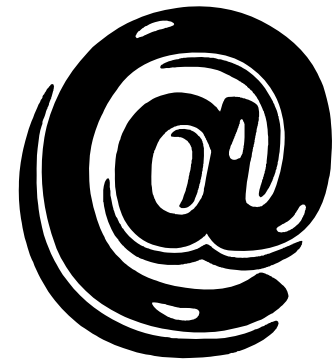
- Communication 'free for all' not effective
- Use object for turn-taking
- Hand-raising, call on students & repeat statements
- Extra time for students to receive/respond to information
- Notecards



Tips for Facilitating Classroom Communication

□ Other

- Captioned videotapes
- Email & computerized interactions
- More time for tasks
- Extended testing time
- Individual meetings
- Refer to institutional resources, e.g. tutoring



Working with Interpreters

- ❑ Interpreters facilitate communication between hearing and deaf persons. They are not there “for the deaf person”
- ❑ Discuss with interpreters and students the best locations and procedures
- ❑ Discuss special situations for lighting or other changes
- ❑ Do not talk “to” the interpreter but to the student directly. Look at the student when “listening” too.

Resources

- ❑ Handbook of Templates. To create handbooks for support service providers, faculty and students.
<http://sunsite.utk.edu/cod/pec/products.html#h>
- ❑ Northeast Technical Assistance Center at NTID/ RIT Tipsheets. Brief informational tipsheets on various topics pertaining to deafness. Over 30 topics available.
<http://www.netac.rit.edu/publication/tipsheet>

Resources

- PEPNet “Online Orientation to Serving College Students who are Deaf or Hard of Hearing” . Online training for educators, service providers, prospective employers, and students preparing for careers in deafness-related fields.

www.pepnet.org

- “Achieving Goals!” Career Stories of Individuals Who are Deaf and Hard of Hearing. Series of videos featuring successful deaf adults in a variety of careers.

<http://www.netac.rit.edu/goals/menu.html>

Resources

- “Make a Difference: Tips for Teaching Students who are Deaf or Hard of Hearing” CD for faculty members teaching students who are Deaf or Hard of Hearing in all educational settings.
<http://www.pepnet.org>. Go to PEPNet Resource Center, Product #1151.
- Project Access/ Class Act, NTID at RIT, Rochester, New York, U.S.A.
(<http://www.rit.edu/~classact>)

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- ❑ “Educating Deaf Students- From Research to Practice”, by Marschark, Lang & Albertini, Oxford University Press, 2002
- ❑ “Make A Difference” Tips for Teaching Students who are Deaf or Hard of Hearing Handbook. www.pepnet.org.

Contact

Denise Kavin, Ed.D.
Senior Project Associate
PEN-International
National Technical Institute for the Deaf
Rochester Institute of Technology
52 Lomb Memorial Drive
Rochester, New York, 14623-5604
U.S.A.
dkavin@mail.rit.edu
www.pen.ntid.rit.edu