

# **Inclusive Practices for Students Who Are Deaf or Hard of Hearing in the UBC Teacher Education Program**

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**September 15, 2013**

# We'll be discussing...

- **Communication approaches: hearing deaf, and hard of hearing**
- **What's in a name?**
- **Strategies for accommodation:**
  - Working with interpreters
  - Acoustics barriers
  - Classroom activities
  - Closed captioning
  - Peers in the classroom
- **Sarah Knitter, UBC Access & Diversity: Arranging accommodations**
- **The last word: Heidi Feenstra & Nagmeh Samenirad, Teacher Candidates**

# How do YOU communicate?

- **Simultaneous visual-auditory processing**
  - Processing a visual image and commentary about that image at the same time
  - Characteristic of how hearing people communicate
- **Sequential visual processing**
  - Processing the visual image first, and then turning to the communication partner for commentary about the image
  - Characteristic of how deaf people communicate

# What's in a Name?

- **Medical perspective** – hearing loss is an impairment that should be fixed
  - Terminology: hearing impaired
  - Deeply emotional history in the Deaf community
- **Cultural perspective** – views deafness as a cultural group; strongest sign of membership is use of a native sign language
  - Terminology: Deaf
  - Shared language, values, norms, humour, art forms

# Deaf/Hard of Hearing: What's the difference? (and why does it matter?)

- **deaf** – the individual communicates primarily through the visual modality (sequential visual processing)
- **hard of hearing** – the individual communicates through both the visual and auditory modalities (simultaneous visual-auditory)
- The acoustic signal is compromised
- Background noise is an enemy to clear communication! (leads to sequential visual processing)
- Consumer groups prefer the terms **d/Deaf** or **hard of hearing**
- Why? It indicates who they ARE, not who they AREN'T

# Facilitating communication

## Deaf Students

- Sequential visual
- May rely on Sign language interpreters, CART, notetakers
- Need:
  - Clear indication of topic or speaker
  - Time for shift to next part of communication sequence

## Hard of Hearing Students

- Visual-auditory
- May rely on listening, speechreading/ lipreading, CART, notetakers
- Need:
  - Clear indication of topic or speaker
  - Time for processing the incomplete auditory message

# Working with Sign Language Interpreters

- American Sign Language (ASL) – a complete language in its own right; syntactically more akin to Chinese than English
- Interpreters move between English and ASL
- Do you speak to the interpreter or the student?
- What do interpreters need?
  - Advance access to:
    - Reading materials
    - Class PPTs
    - Any audio-visual materials
  - One person speaking at a time!
- **Bottom line:** When communication is fluid between you and the student, and you forget the interpreter is present, the interpreter is doing a great job...and so are YOU.

# Working with CART Providers

- CART – Communication Access Real-Time Translation
- Used in the classroom to convert speech to text
- What do they need?
  - Advance access to:
    - Reading materials
    - Class PPTs
    - Any audio-visual materials
  - One person speaking at a time!



# Acoustic barriers



- Scarfe classrooms are acoustically challenging
- For students who rely on listening and speechreading, our large classrooms with reflective surfaces are hostile
- SNAG pamphlet:  
<http://www.bctf.ca/uploadedFiles/Public/HealthSafety/Advice/SNAG-pamphlet-online.pdf>

# Acoustic barriers: How can you help?

- Remember: the student is speechreading you!
  - Don't wander
  - Face the class while speaking
- Use an Assistive Listening Device
- Make sure only ONE person speaks at a time, and use the pass-around mic
- Visually point out the speaker
- Re-phrase what the student speaker said
- When you ask questions, provide “wait time”
- Don't take your class outdoors

# Group work...not again!

- Group work is an important part of collaborative learning, but....
- What are the barriers for a Deaf student?
- What are the challenges for an interpreter or CART provider?
- What are the barriers for a hard of hearing student?
- **Is this an inclusive activity?**

# Barriers to Group work: How can you help?

- Arrange small groups (4-5 people at most)
- Require that only one person speak at a time – and loud enough for the interpreter or CART provider
- In groups with a hard of hearing student, use the pass-around mic
- Give a clear task to the group (e.g., “List 3 strategies....” instead of “Spend some time discussing....”)
- CART services are stationary – the Deaf or hard of hearing student can’t move
  - In some classes, other students resist joining a group with CART; in this case, take the initiative beforehand to form the groups

# Closed captioning

- Show only close-captioned materials
- How to caption youtube videos:
  - <http://www.youtube.com/watch?v=HSNXNZ5ryEI>
- Captioning done through Access & Diversity:
  - 1 month – typical timeline
  - 2 weeks – urgent
  - 1 week -- transcription

## Other strategies/food for thought

- Terminology: Ask the student for his or her preferred identity.
- Identifying peers: Name tags for a week?
- Advance organizer: Provide a “road map” or topic outline.
- Wait time: Model it; require it from your class.
- Class rhythm: Readjustment takes time and patience, but *everyone* will benefit!



**Now...how will you inform the other students?**



# Academic Accommodations

- Academic Accommodations are a form of support or a change designed to accommodate the particular needs of a student with a disability without compromising Academic Integrity of the course, program, or assignment.
- Access and Diversity Advisors determine accommodations and issue a Letter of Accommodation to the student outlining their academic accommodations.
- Students are responsible to share the letter with their instructors.





# Interpreting and Captioning Services

- Students are responsible for requesting captioning and interpreting services to A&D well in advance of the class start dates. During the term one-time requests are also submitted to A&D with as much lead notice as possible.
- Students are responsible to share with the interpreter and captionist any handouts provided in class.
- Instructors should add the interpreter and captionist to the class list following receipt of an email request from A&D. The request to add to Connect should be sent to the Faculty's IT Dept.



## Captioning of AV Materials

- Confirm if captioned version is available
- Submit request to A&D with request form
- 1 month advance notice desired (service is outsourced)
- Last minute requests of 2 weeks may be accepted
- 1 week's notice: transcript of video provided to student prior to class
- Note: You Tube items can be captioned by instructors by use of the caption feature for it.



## Contact Information

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[www.students.ubc.ca/access](http://www.students.ubc.ca/access)

- [http://youtu.be/VT4pn5FPg\\_E](http://youtu.be/VT4pn5FPg_E)

**Inclusive Practices for Students Who are Deaf -  
Heidi Feenstra**

- <http://youtu.be/vmLpSIUmLB4>

**Inclusive Practices for Students Who are Hard of Hearing - Nagmeh Samenirad**

Date: September 3, 2013

To: UBC Instructors

Re: Academic Accommodations for XXXX Student No. XXXX  
Valid to August 31, 2014

This student is registered with Access and Diversity and is eligible for the academic accommodations listed below. Decisions regarding accommodations are based on the functional impacts of the student's disability as outlined in the submitted documentation. These decisions are in keeping with the University's Policy on Academic Accommodation for Students with Disabilities (Policy #73).

**Instructor/Assignment Accommodations**

- Access to course syllabus in advance of course start date

**Exam Accommodations**

- Sign language interpreting (arranged by our office – please see attachment) or Captioning (see attachment)
- Interpreter during exams for the first hour
- Use of FM system (see attachment)

According to University Policy, students with disabilities seeking accommodations should discuss their

**Documents available on [teach.educ.ubc.ca](http://teach.educ.ubc.ca) → Faculty Resources**

Instructor name  
Instructor email:  
Instructor phone number:  
Date of request:

Name of student(s) requiring captions:  
Student number for each student:

**Material Type**

VHS:  
DVD:  
MP3:  
Other (describe):

**Course Information**

Course:  
Section:  
Course start date:

**Material Information**

Title:  
Producer:  
Producer contact Info:  
Length in minutes:

**Crucial Dates**

Date submitted:  
Date to be shown in class:

Documents available on [teach.educ.ubc.ca](http://teach.educ.ubc.ca) → Faculty Resources