



From the Office of **Accessibility** Services

A Guide to working with Deaf and Hard of Hearing Students

A Synopsis of Deafness

Hearing loss affects more than 28 million people in the United States today. With the passing of the Americans with Disabilities Act (ADA) law in 1990, an increased number of deaf and hard of hearing students are attending community colleges and universities, and looking for jobs.

Deafness is known as the invisible disability, it often goes undetected for an extended period of time. As a result, deaf individuals must learn, rather than acquire, their first language. Ways of communicating vary among these individuals and there is no right or wrong way to learn. Some individuals will use speech only; some will use a combination of sign language, fingerspelling, and speech; some will write; some will use body language and facial expressions to supplement their interactions. The important thing to remember is one deaf person's communication method does NOT represent tp13.-10 (s)2f98 (o)15 (rt)5 (a)-4T1(u)-13.998 (i)5 (r.998 (d)15 ()



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8. Whenever visual aids or demonstration will be used, allow time for a visual shift from the interpreter to the visual aid.

9. Captioned films and videotapes are strongly recommended to allow the student direct visual access to information.

Captionists:

Captionists take the instant transcription of the spoken word and change it to the English text using a stenotype machine, laptop computer or real-time software. The text is then displayed on a computer monitor or other display device for the student who is deaf or hard of hearing to read.

Notetakers:

Notetakers provide a written source of information after a class lecture. Notetakers are important because the student with a hearing loss will have his or her eyes occupied while watching an interpreter or the captionist, thus impeding.