



Patchwork to Seamless


PEPNet Products for Professionals in Community Based Rehabilitation Programs

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Abstract

Professionals in community based rehabilitation programs which deal with a wide range of disabilities may not be familiar with the communication access needs of individuals who are Deaf or hard of hearing, or with the characteristics of either population. PEPNet has excellent resources for this beleaguered group of professionals: the online handbook *Communication Accommodations for Postsecondary Students Who Are Deaf or Hard of Hearing*, and two online continuing education classes offered through the University of Wisconsin/Stout, *Working with Individuals who are Deaf or Hard of Hearing*, and *Vocational Services for People who are Deaf or Hard of Hearing*. This session offered participants the opportunity to take a virtual tour, learning how to navigate through the sites and how what they learn is directly applicable to service provision.



What we will cover

- Who are Deaf, late deafened, and HOH people?
- Two PEPNet online resources
 - Communication Accommodation for Students who are Deaf and Hard of Hearing
 - PEPNet online continuing education classes through University of Wisconsin/Stout
- Other resources on PEPNet web site



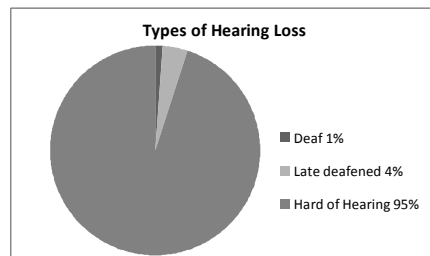
People who are Deaf, late deafened, or hard of hearing

WHO ARE WE TALKING ABOUT?

By the numbers

- 1 in 10 Americans
- About 30,000,000 people in the US
- Numbers will increase with baby boomers & ambient noise

Percentages



Of all individuals with some type of hearing loss, 1% are culturally Deaf, “Big D Deaf” as opposed to those who are audiotogically deaf, but not members of the Deaf Culture. Late deafened individuals, or those who lost their hearing as adolescents or young adults, make up 4% of the total population of people with hearing loss. The remaining 95% of this total population are hard of hearing.



Deaf

- Own culture, primary language ASL
- Deafness a difference, not a disability
- English is a second language
- Prefer sign language interpreters for communication

Those who are Deaf have their own culture and their primary language is ASL, or American Sign Language. Members of Deaf Culture see their deafness as a difference from the hearing culture, not a disability. They are proud to be Deaf. For members of this group, English is a second language and they may struggle with reading and writing skills. Sign language is the preferred communication mode for this group.



Late deafened

- Audiologically deaf, but part of hearing culture
- Primary language is English
- Use hearing aids, CIs
- Prefer captions, but some use sign language
- May be grieving loss

Late deafened individuals are audiotically deaf, but remain part of the hearing culture. Their primary language is English. They use hearing aids and cochlear implants. Some learn to sign fluently, but generally they prefer captions for communication access. Late deafened individuals often go through a grieving process not only for their hearing, but other things they lose as a result, including music, relationships, respect or recognition in the workplace, and loss of status even in their own families. for this group.



Hard of hearing

- Very, very heterogeneous population
- See themselves as part of hearing culture
- Use hearing aids, CIs, ALDs
- Use residual hearing
- May be grieving loss

The group of individuals with hearing loss characterized as hard of hearing is very heterogeneous. They see themselves as part of the hearing culture; English is their primary language. They focus on using their residual hearing, so they use a variety of types and sizes of hearing aids, and cochlear implants, as well as assistive listening devices. For larger venues and media they prefer captions. This group of individuals may also go through a grieving process. Denial is very common. The average time between diagnosis of hearing loss and buying a hearing aid is 7 years.



Dispelling some myths



Myth #1

- The milder the hearing loss, the less impact it has on the individual.
- Truth: Research shows children with mild hearing loss have significantly more academic & behavior problems than their hearing peers.

(Bess, Dodd-Murphy, & Parker, 1998)

Children with mild or unilateral hearing loss often do not get the support they need because it is assumed that the loss is negligible.



Myth #2

- Hearing aids fix everything.
- Truth: Hearing aids do not return one's hearing to normal.

(Beck, n.d.)

One of the barriers to successful hearing aid use is unrealistic expectations. Aural rehabilitation refers to the array of services that professionals provide to help maximize hearing aid success. It can include listening practice, speechreading instruction, and learning strategies for hearing in difficult situations. Unfortunately, few professionals provide aural rehab and it is not covered by third party payers.



Myth #3

- All people with hearing loss can speechread.
- Truth: Even the best speechreaders understand only about 30% of what is seen on the face.

(Ross, 2004)


Speechreading is an excellent strategy, but does not allow full communication access. Researchers have never been able to identify specific attributes that make some individuals better speechreaders than others; there are individual differences. However, almost everyone can improve their speechreading skills with practice.



Some PEPNet resources

PULLING IT ALL TOGETHER


The following slides describe two PEPNet products that can help disability service coordinators, program directors in community based rehab agencies, secondary teachers, individuals and their families, and other service providers learn more about hearing loss and the types of accommodations that work for each individual in a variety of environments.



Communication Accommodations
for Postsecondary Students Who Are Deaf or Hard of Hearing

Developed by Dr. Greg Long, PhD
Department of Communicative Disorders
Northern Illinois University
DeKalb, IL 60115

Communication Accommodations was developed during a sabbatical Dr. Long took from Northern Illinois University in 2004. The target audience was disability service providers in postsecondary education institutions many of whom are unfamiliar with hearing loss, the challenges it presents for students in a variety of campus settings, and the types of accommodations that are available and appropriate for individual students.



Characteristics

- Web-based - easy to update
- Extensive internal & external links
- Basic step-by-step
- Versatile - multiple applications
 - Special Ed. teachers in secondary schools
 - VR counselors
 - Families

This tool is a web-based handbook which means it is easy to update. The Center for Sight & Hearing is responsible for checking the links, removing outdated information, and adding new links. It is extensively linked internally and externally, a one-stop resource; users can access as much or little information as they need. Utilizing a step-by-step approach, individuals can create an individual student profile, learn what accommodations are available, and create an access plan for students.




Let's take a tour

- [PEPNet web site](#)
- Click on Resources
- Click on Products and Dissemination
- Click on Downloads
- Scroll down to "Communication Accommodation . . ."
- Click on Web icon




Go ahead! Browse . . .

This tour will highlight how this resource is structured, the breadth of material it covers, how it is linked internally and externally, and the variety and quality of those links.



The home page asks, "What would you like to do?"


- Identify accommodations
- Review a recommended approach for determining appropriate accommodations
- Develop an individual communication profile
- Match a profile with an accommodation plan



Click on dot point #1: Identify potential accommodations available

Scroll to General Recommendations
Click on "preferential seating"
Close window
Click on "Visual alerting systems"
Click on "product catalog"
Click on "adcohearing"
Close window and return to home page


This slide leads you through the resources of the site using two accommodations as examples.



[Click on dot point #2: Review a recommended approach for determining --](#)

[Click on "Step Two"](#)
[Click on "Communicative Environments"](#)
[Click on "Science labs"](#)
[Close window and return to home page](#)


In this part of the tour, you learn how communication accommodations can differ for the same individual in different campus environments.



[Click on dot point #3: Develop an individualized student communication profile](#)

[Scroll through the profile.](#)
[Click on "Submit"](#)
[Click on "home"](#)


The profile is an excellent tool for matching communication accommodations to the individual and a specific environment, especially for a professional new to the field of hearing loss. Take some time to look at the drop down menus.



[Click on dot point #4: Match "typical" student communication profiles . . .](#)

[Click on any profile](#)
[Return to home page](#)

This shows you how the process all comes together.



[Click on "Hearing Loss Info"](#)

[Click on "Orientation to Serving College Students Who Are Deaf or Hard of Hearing" which goes to PEPNet web site](#)

[Close window](#)


[Scroll to "Links to Selected Topics"](#)

[Click on "Hearing Aids and Cochlear Implants"](#)

[Click on the "nidcd" site under "Hearing Aids"](#)

[Close window and return to home page](#)


So far in the tour, you have taken the steps to provide basic communications access for a student. The resources on this site don't stop there. The steps on this slide give you just a sampling of general information when you click on the Hearing Loss Info section.



Click on "Legal Mandates"

Click on the "netac" site under "Overview"
Close window
Click on "Washington" site
Close window and return to home page


Information here provides in depth information about the legal aspect of equal access to communication.



Click on "Resource Websites"


Scroll down for a quick overview and return to home page

This is a comprehensive list of resources for further information. It also includes resources for assistive technology.



Click on "Feedback" at bottom
of home page

Here is your chance to provide input and
the end of your tour!



Keeping up

Continuing Education through
online learning

When you're a busy working professional, keeping up with certification requirements can be a scheduling and financial challenge. One solution is online continuing education classes like those offered by PEPNet through the University of Wisconsin/Stout.



PEPNet online learning

- Two online continuing education classes
- A PEPNet-University of Wisconsin/Stout collaboration
- Target audience is rehab professionals working in community based rehab programs


Two classes are offered: “Working with Individuals who are Deaf or Hard of Hearing” and “Vocational Services for People who are Deaf or Hard of Hearing.” These classes are a collaborative effort between UW/Stout and PEPNet. While they were developed with rehab professionals working in community rehab programs (CRPs) in mind, these classes have proven valuable for a wide variety of professionals including: Public & private VR counselors, assistive technology providers, disability service coordinators, sign language interpreters, special education and secondary teachers, and workers in medical or rehabilitation settings (nurses, OTs, PTs).



About these classes

- Two levels
 - Basic: Working with Individuals who are Deaf or Hard of Hearing
 - Advanced: Vocational Services for People who are Deaf or Hard of Hearing
- Each module has
 - A video presented by an expert
 - A PowerPoint
 - A transcript


The first class is designed for professionals who have little or no experience working with individuals who are D/deaf or hard of hearing. The second is more advanced for those with some experience in working with individuals with hearing loss who want more in-depth information. Each class has three units, or modules, made up of a video, a slide presentation, and a transcript. This flexible approach considers the differences in individual learning styles. Each unit also has an activity so participants can apply what they have learned. Pre-tests and post-tests provide feedback to participants on their level of mastery.



More . . .

- Natural breaking points in each video
- Each class has facilitator & coordinator from UW/Stout
- Classes are 5 weeks in length


Each video has several natural breaking points so participants are not obligated to watch the entire video in one sitting. The class facilitator and distance learning coordinator are readily available to answer and questions and troubleshoot technology glitches. The classes are five weeks in length. Participants receive a complete or incomplete; there are no grades.



What you really want to know

- Each course earns 10 credit hours or 1 ceu
- 2 hours are ethics credits
- Cost: \$75/class; both classes consecutively \$125
- Group rates available
- Classes start at different times throughout the year


These classes are a very flexible, efficient, and cost-effective way stay abreast of new information and earn CEUs.



Flash tour: [Desire to Learn](#)
Windows Media tour: [Desire to Learn](#)

LET'S TAKE A TOUR

To view a video, play slide show by clicking on the screen icon at the lower right of the screen or click on the Slide Show tab at the top, then click From Current Slide. Click on one of the tours above. Give it a few minutes to load. To return to the slides with notes, close the video and click on the PowerPoint title at the bottom of the screen.



For More Info, Just Ask April

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Phone: 715-232-1685
Fax: 715-232-5008
Email: svri_training@uwstout.edu
\$75 per person per course or \$125 for
both courses taken consecutively
Group rates available for organizations
registering five or more people



Of course, PEPNet has a lot more resources, so check out our web site for more products and training. To go to the web site, play slide show by clicking on the screen icon at the lower right of the screen, or click on the Slide Show tab at the top, then click From Current Slide. Click on More resources above. To return to the slides with notes, close the web site and click on the PowerPoint title at the bottom of the screen.



The Center for Sight & Hearing is an Outreach Site for PEPNet-Midwest. It is one of only two Outreach Sites in a community based rehabilitation program. Community rehab programs are often abbreviated CRP. CRPs provide direct services (e.g., assessment, training, counseling, placement, case management) to consumers with disabilities. The Center for Sight & Hearing has comprehensive programs for those with vision and/or hearing loss.



References

- Beck, D. L. (n.d.). *Getting accustomed to hearing aids: What to expect and realistic expectations!* Retrieved April 7, 2008, from http://www.healthyhearing.com/answers/faq_details.asp?faq_id=19
- Bess, F. H., Dodd-Murphy, J., & Parker, R. A. (1998). Children with minimal sensorineural hearing loss: prevalence, educational performance, and functional status. *Ear & Hearing, 19*(5), 339-353.



References (cont'd)

- Ross, M. (2004). *Dr. Ross on hearing loss: Speechreading*. Retrieved April 7, 2008, from <http://www.hearingresearch.org/Dr.Ross/speechreading.htm>

Communication Accommodations For Postsecondary Students who Are Deaf or Hard of Hearing

Developed by
Dr. Greg Long, Ph.D.
Department of Communicative Disorders
Northern Illinois University
DeKalb, IL 60115

<http://www.mcpo.org/greg/index.htm>

Go ahead! Browse . . .

Here is a suggested tour:

The home page asks, “What would you like to do?”

1. Identify accommodations
2. Determine what accommodations are appropriate for an individual
3. Develop an individual communication profile
4. Match a profile with an accommodation plan

This tour will highlight how this resource is structured, the breadth of material it covers, how it is linked internally and externally, and the variety and quality of those links. Of course, you are free to design your own tour.

Click on dot point #3: Develop an individualized student communication profile

Scroll through the profile.

Click on “Submit”

Click on “home”

Click on dot point #1: Identify potential accommodations available . . .

Scroll to General Recommendations

Click on “preferential seating”

Close window

Click on “Visual alerting systems”

Click on “product catalog”

Click on “adcohearing”

Close window and return to home page

Click on dot point #2: Review a recommended approach for determining . .

Click on “Step Two”

Click on “Communicative Environments”

Click on “Science labs”

Close window and return to home page

Click on dot point #4: Match “typical” student communication profiles . . .

Click on any profile

Return to home page

Click on “Hearing Loss Info”

Click on “Orientation to Serving College Students Who Are Deaf or Hard of Hearing” which goes to PEPNet web site

Close window

Scroll to “Links to Selected Topics”

Click on “Hearing Aids and Cochlear Implants”

Click on the “nidcd” site under “Hearing Aids”

Close window and return to home page

Click on “Legal Mandates”

Click on the “netac” site under “Overview”

Close window

Click on “Washington” site

Close window and return to home page

Click on “Resource Websites”

Scroll down for a quick overview and return to home page

Click on “Feedback” at bottom of home page

Here is your chance to provide input and the end of your tour!

