




# PEPNet

**Advancing educational opportunities for people  
who are deaf or hard of hearing**



# Assessing Accommodation Needs of Students who are Deaf/Hard of Hearing in Postsecondary Settings

# **Participants will be able to identify:**

- **Purpose of postsecondary assessments**
- **Most common accommodations used in postsecondary settings**
- **Challenges faced during the intake process**
- **Six key points of consideration when doing accommodation assessments**

# Purpose of Assessments:



**Secondary**

**VS.**



**Postsecondary**

- Legal mandates?
- Purpose of assessment ?
- Student responsibilities?
- Institutional responsibilities?

# Purpose of Assessments:

## Mandates/Purpose

### **I.D.E.A.**

- **Free appropriate public education**
- **Individualized Education Plan (IEP)**

### **A.D.A./Section 504**

- **Equivalent access to educational and extracurricular programs**
- **No formal plan. Worked out on a case-by-case basis with the institution's Disabled Student Services Office**

# Purpose of Assessments:

## Student's Responsibility

### I.D.E.A.

### A.D.A./Section 504

•Do one's best

- Disclose disability
- Provide documentation
- Facilitate the provision of reasonable accommodations
- Show up to class
- Use accommodations appropriately
- Speak up if trouble arises
- No statutory mechanism requiring parental involvement - such involvement is discouraged in college

# Purpose of Assessments:

## Institutional Responsibility

### **I.D.E.A.**

### **A.D.A./Section 504**

**• If it's not on the IEP you won't receive it**

- Reasonable accommodations**
- Accommodations may change over time**
- No "plan" - trial and error may be a necessary**
- Colleges not required to "fundamentally alter" their programs or incur "undue hardship."**

# Purpose of Assessments:

**I.D.E.A.**

**A.D.A./Section 504**

**Law of  
Entitlement**

**Civil Rights Law**

**Guarantees  
SUCCESS**

**Guarantees  
ACCESS**

# Purpose of Assessments:

**Qualifying for services**

**vs.**

**Accommodation needs**

# Types of Accommodations

- Interpreters
  - ASL/Transliterators
  - Cued Speech
  - Oral
  - Remote Interpreting



- Speech-to-Text Services
  - Real-Time Captioning (RTC)
  - C-Print, Typewell
  - Voice Recognition
  - Remote STS

# Types of Accommodations

- Notetakers (paid or volunteer)
- Open/Closed captioned materials
- Taped lectures
- Preferential seating
- Assistive Listening Devices
- Exam accommodations



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# Mandated vs. Unmandated Services

## **I.D.E.A.**

- **Supplemental Aides and Services**
- **Occupational Therapy**
- **Speech and Language Therapy**
- **Notetakers**
- **Counseling**
- **Tutoring**
- **Resource Room**
- **Paraprofessional Aides**
- **Testing Modifications**
  - **Adaptive Equipment**

## **A.D.A./Section 504**

- **Reasonable Accommodations and Academic Adjustments**
- **Interpreters**
- **Notetakers**
- **Testing Modifications**
- **Priority Registration**
- **Real Time Reporting**

**Note: Counseling, tutoring and personal aides are NOT required by 504**

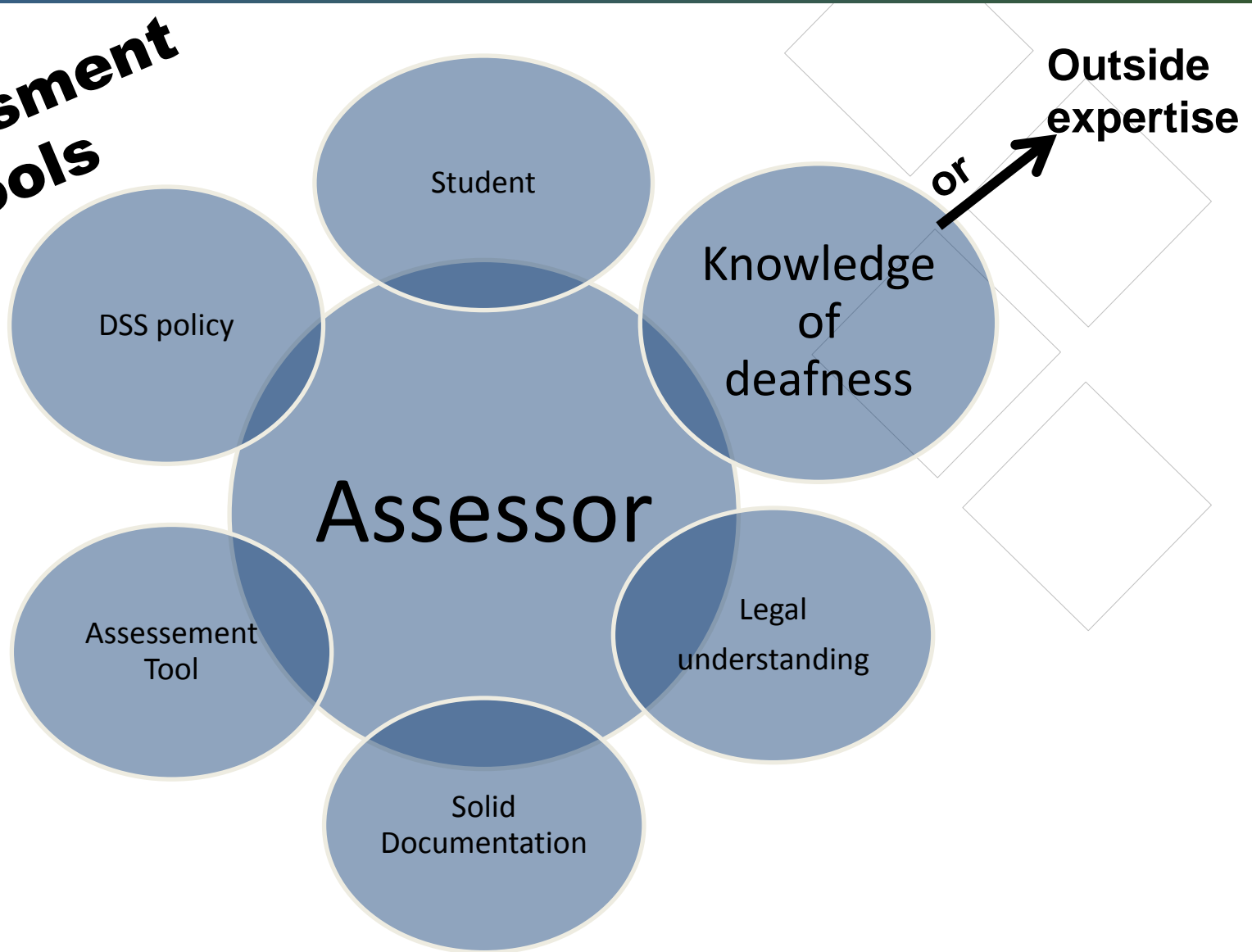
# Mandated vs. Unmandated Services

Non-mandated services that specialized postsecondary programs may offer:

- Availability of specialist with expertise in field
- Tutoring/mentoring
- DHH community
- Technology available

# Intake Procedure

## Assessment Tools



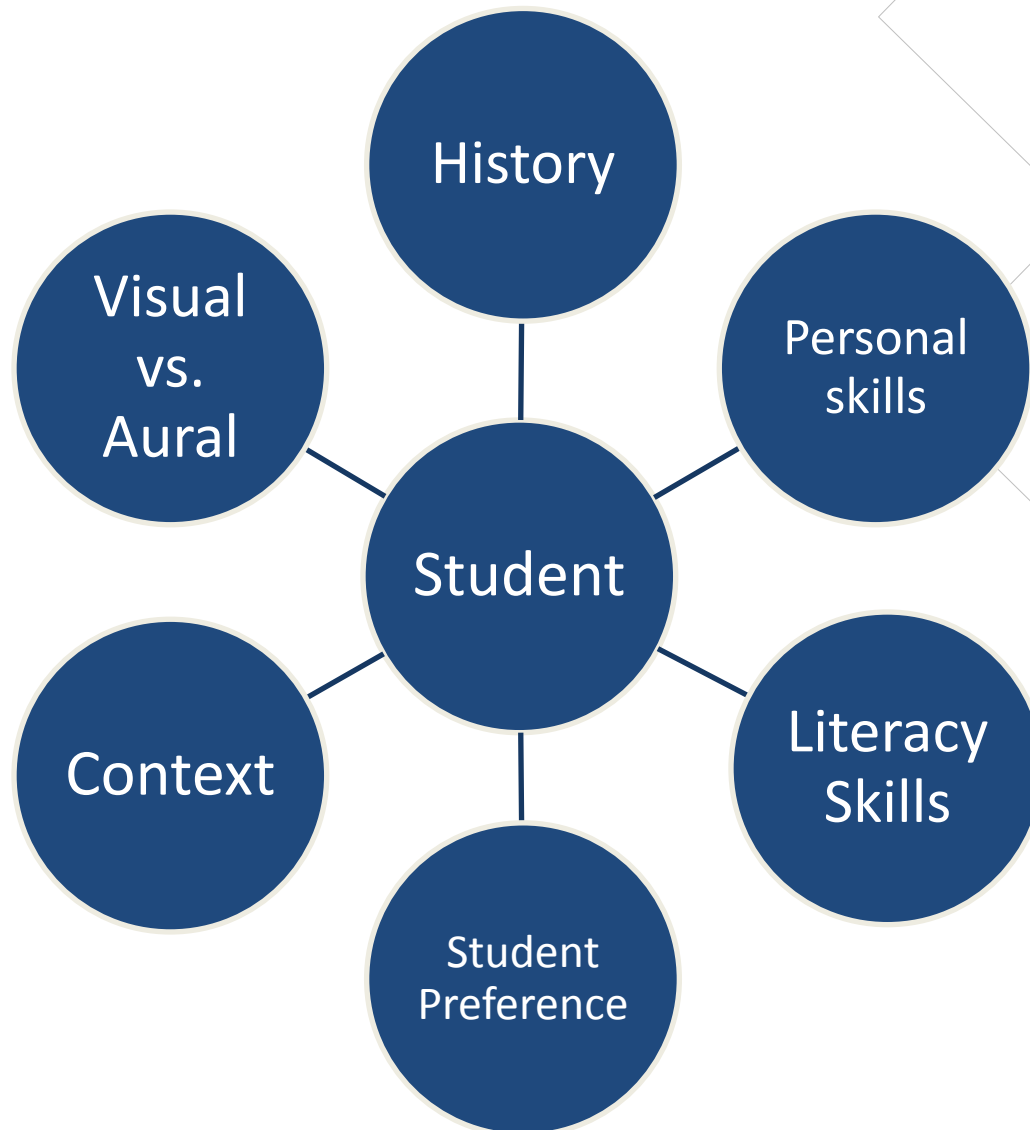
# Intake Procedure

- Student may or may not be knowledgeable about services/needs
- Individual student needs will vary over time and in different situations
- Student may not have immediate access to records
- Student is not defined just by the audiogram

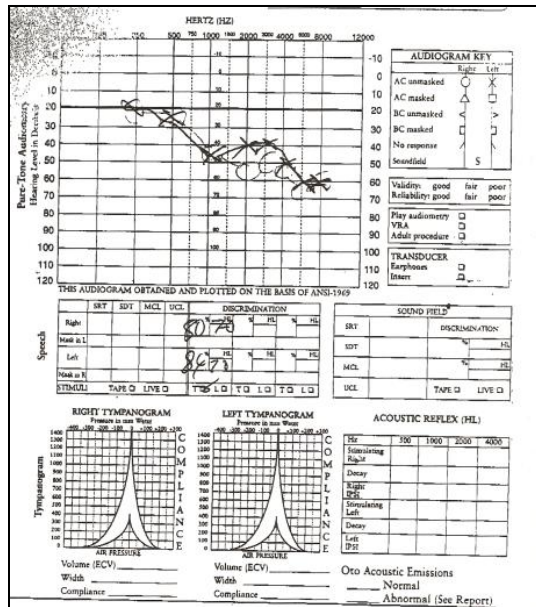
# Intake Procedure

- Meet student and have appropriate accommodations present, if needed
- Sufficient time to complete the assessment
- Build your referral and resource base
- Be flexible and ask questions!

# Assessment: Six factors to consider:



# 1. History



- Hearing loss history
- Other disabilities
- Previous use of services and accommodations

The History “pieces” will connect with all assessment factors!

## 2. Visual vs. Aural

### Visual

- Uses speech to text or interpreting services
- Relies more on notetaking, speech-reading and closed/open captions
- Depends on visual cues, communicating in sign and/or using notes

### Aural

- High speech recognition score, large gain using hearing aids on audiogram
- Use of ALD and amplified devices – successful use?
- Preferred communication mode in different situations

A STUDENT MAY BE “MIXED” – Are both Visual and Aural!

# 3. Literacy Skills

- Onset of hearing loss - Prelingual/Postlingual
- History of language acquisition
- Writing sample
- Student self-assessment
- Educational records



# 4. Personal Profile

- Understanding of their hearing loss
- Communication assessment
- Perceptions about college life (Maturity)
- Personal goals about academics and related to disability
- Attitude about service providers
- Other disabilities?

# 5. Context

- ✓ *Gather information before the schedule begins about the class format*
- ✓ *Allow for trials and errors- experiment!*
- ✓ *Follow-up with student – assess changes as needed*



The success of accommodation(s) may depend on the context of the class/environment

# 6. Student Preference

Weighing the essential requests, individual abilities and reasonable, appropriate accommodations for classes.

– Otherwise qualified

## Issues:

- Budget
- Availability of services
- Close, personal relationship
- Past accommodation use
- Type of environment

# Discussion: What is appropriate?

Students must request accommodation(s) , but we have a responsibility to determine what is appropriate...

- ✓ Speech-to-Text services and an interpreter?
- ✓ Speech-to-Text services with transcript and notetaker?
- ✓ Assistive Listening Device and interpreter?
- ✓ Extra time on exams and class assignments?

# It doesn't end after the intake...

Important pieces to make it all fit together:

- Be flexible and allow experimentation
- Get reliable, supporting documentation
- Develop an intake procedure
- Ask questions!
- Check-in with students

# Resources

- Office of Civil Rights:  
<http://www.ed.gov/about/offices/list/ocr/transitionguide.html>
- PEPNet Resources:  
<http://www.pepnet.org/adadvd.asp>  
[http://projects.pepnet.org/rkit/fedandstate\\_mandates.html?pg=fed&spg=ada](http://projects.pepnet.org/rkit/fedandstate_mandates.html?pg=fed&spg=ada)
- PEPNet list serv:  
<http://www.pepnet.org/reslistserv.asp>
- ADA law  
<http://www.ada.gov/>



# Questions?

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