



PEPNet

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



Promoting Classroom Access:

*Strategies for working with
instructors to make
classrooms visually accessible*



Promoting Classroom Access

Participants will:

1. Understand how to apply Universal Design principles to insure classrooms are accessible for all visual learners
2. Use proactive strategies when working with instructors to make classrooms accessible for students who are deaf and hard of hearing
3. Become familiar with a valuable tool for training instructors when they do have deaf/hard of hearing students in their classroom



Who are we?



What are some of the challenges that deaf/hard of hearing students face in a mainstreamed classroom?

What are some of the challenges that instructors of deaf/hard of hearing students face?



Creating Curb Cuts For the Classroom



Understanding Basic

Universal Design (UD) Principles

**Be Proactive, not
Reactive !**



Creating Curb Cuts For the Classroom

University of Wisconsin – Milwaukee Access Ed Project
Research: n=1300

1. *Do you have a disability?*

no- 92% yes-8%

2. *Of the students who said “yes” to #1: I have used the university’s disability services:*

yes-19% no-81%





Universal Instruction Design

Definition

Universal Design is an approach to designing course instruction, materials, and content to benefit people of all learning styles without adapting or retrofitting.

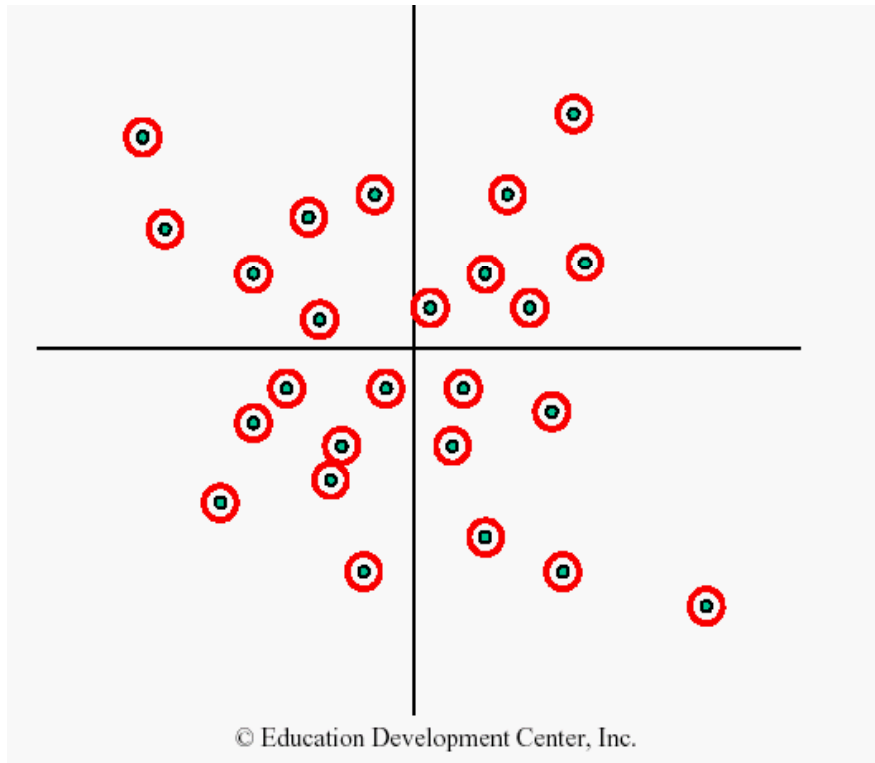


*Taken from “Fast Facts for Faculty” on the Partnership Grant webpage, the Ohio State University. Used by permission.

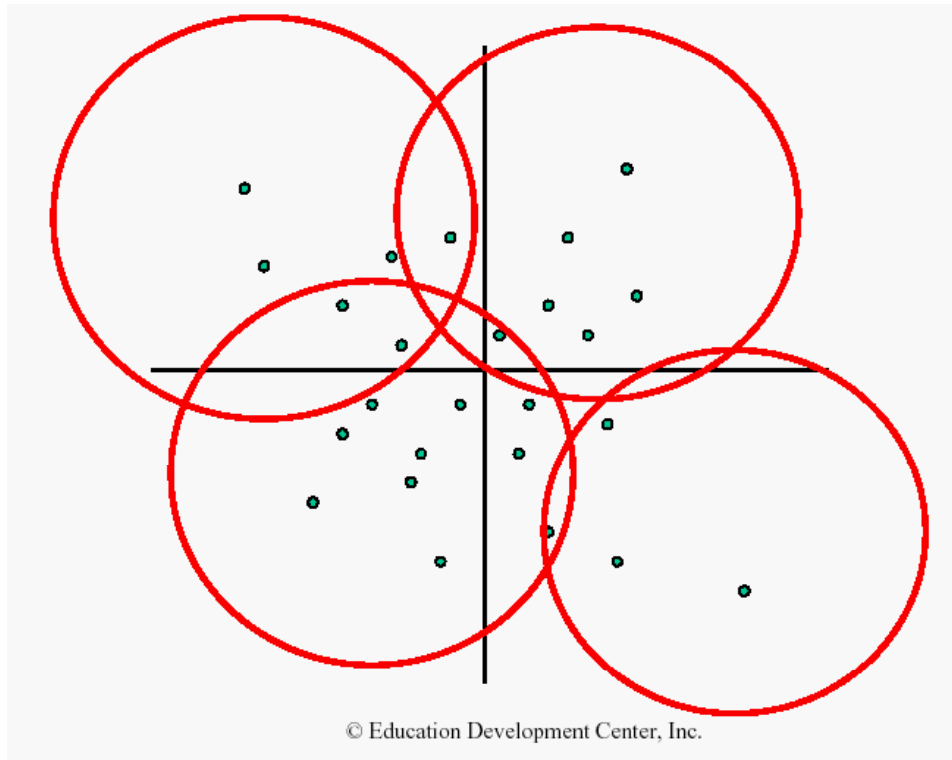
Traditional Model of Classroom Instruction



Individualized Model for Instruction




Inclusive Model of Classroom Instruction





Who benefits from Universal Design?

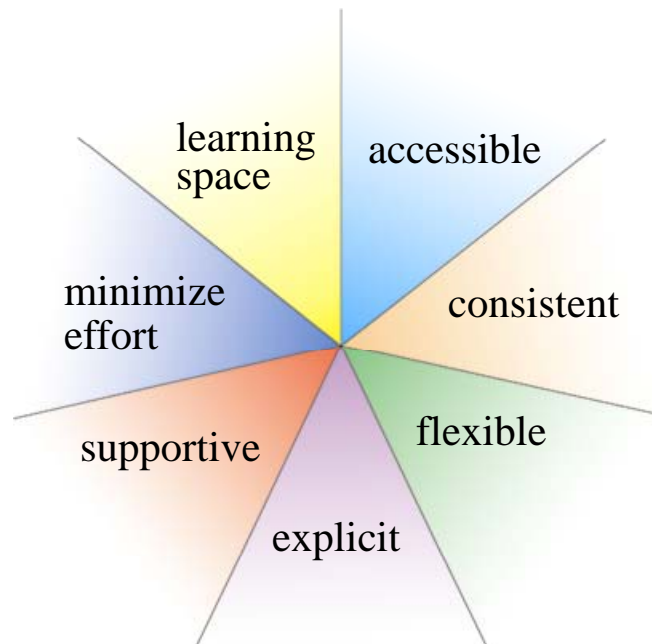
- Students with disabilities
 - Students who use English as a second language
 - International students
 - Older students
 - Students whose learning style is inconsistent with the teacher's preferred teaching style.
- 

Instructional material and activities should:

...ensure a learning space that accommodates both students and instructional methods.

...be accessible and fair.

...minimize unnecessary physical effort or requirements.



...be straightforward and consistent.

...provide a supportive learning environment.

...provide flexibility in use, participation and presentation.

...be explicitly presented and readily perceived.



Straightforward and Consistent Activities

Strategies for visual learners:

- Signal new topics in as clear a way as possible
- Include long pauses
- Deliberately state that you are beginning a new topic.
- Outline class material in the corner of the board and point to new topics as you proceed through the material.
- Detail changes in email or course website

Does this help just the deaf/hh students?

Flexibility in Use, Participation and Presentation – don't rely on just one method of presentation

Strategies for visual learners:

- Take advantage of technology
- provide information in multiple mode
- Redundancy of information is key!

Does this help just the deaf/hh students?

Explicit Materials and Activities - explicitly presented and readily perceived

Strategies for visual learners:

- Have you presented material in a logical progression?
- Are there unintended false starts, backtracking, or drifting when you present the material?
- Have you been clear when you've changed the topic?
- Might visual aids be useful to help explain the difficult concepts

Does this help just the deaf/hh students?

Supportive Learning

Environment - Instructional materials and activities should provide a supportive learning environment to make all students feel welcome

Strategies for visual learners:

Keep in mind that your actions and the attitude you display toward students with special needs are observed by all students in the class.

Does this help just the deaf/hh students?



Minimize Unnecessary Effort - Instructional materials and activities should minimize unnecessary physical effort or requirements

Strategies for visual learners:

When presenting information with overheads or PowerPoint slides, allow time for deaf and hard-of-hearing students to read the material before you begin to speak. Don't force students to look in two places at once

Does this help just the deaf/hh students?



Learning Space

Accommodates Students and Instructional Methods - ensure a learning space that accommodates both students and instructional methods

Strategies for visual learners:

Are there line-of-sight issues?

What is the sound environment?

Does this help just the deaf/hh students?

Accessibility of Materials

Instructional materials and activities should be accessible and fair

Strategies for visual learners:

- If you use a laser pointer, be certain to hold the pointer on the object long enough so that deaf/hard-of-hearing students can look away from the interpreter and locate the reference.
- Speak slowly and clearly
- Make eye contact with students

Does this help just the deaf/hh students?



The Perils of Lecturing

What is the outcome for the deaf student in this
classroom?

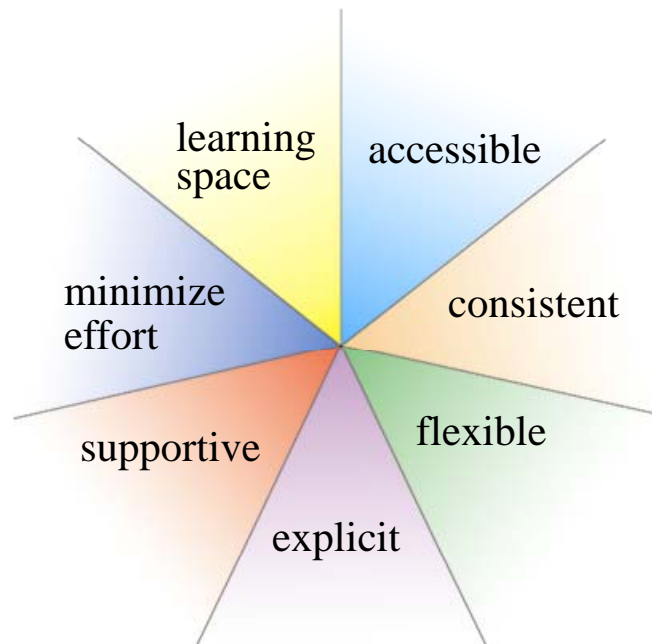


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How do you make instructors in your school aware of the needs of Deaf/Hard of Hearing students?

Project Access can help!

(a National Technical Institute for the Deaf project)

- Class Act Workshop Planner's Guide and CD
- Class Act website






Project Access Workshop Planner's Guide:

Helpful videos, PowerPoint's, flyers, handouts and other training material for working with instructors

For additional information, please contact Sue Foster (Project Director) at susan.foster@rit.edu or Gary Long (Project co-Director) at gllerd@rit.edu .





The Perils of Lecturing

- PowerPoints
- Curriculum guides
- CD with video lecture
- Checklist for planning activities



Student Panel ...

<http://www.rit.edu/~classact/side/studentperspectives.html>



Dan



Erin



Jill



Jason



Annemarie



Ellen





Project Access Website

www.rit.edu/classact

- Provides instructional strategies
- These strategies incorporate Universal Instructional Design
- These strategies promote access for deaf/hard-of-hearing students



Teaching

Introduction
 First Day of Class
 Pace
 Complexity
 Visuals
 Attention
 Point of Reference
 Animated Gestures
 Calling on Students
 Giving Directions
 Testing
 Directions for Labs

Communication

Introduction
 First Day of Class
 Pace
 Flow
 HH Students
 Transitions
 Labeling/Referencing
 Rules
 Vocabulary

Support Services

Introduction
 First Day of Class
 Interpreting
 Tutoring/Office Hours
 Notetaking
 Live Captioning
 Materials and Media

Environment

Introduction
 First Day of Class
 Lighting
 Competing Sound
 Seating
 Line of Sight
 Safety
 Laboratory/Studio
 Group Work
 Field Work

Pace • Teaching • Challenges/Strategies

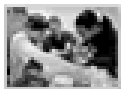
Challenges/Strategies

Site Accessibility
 Using This Site
 Discussion Board
 Student Perspectives
 Teacher Perspectives
 Teaching Tools
 Search Class Act

GO

Challenge

You are feeling the pressure to get through as much of the required course material as quickly as possible. In your rush to cover the material you talk rapidly, move quickly through overheads, and hold class questions to a minimum.



Videos

1,2,3,4,

5

You are presenting new concepts and new vocabulary so quickly that

<http://www.rit.edu/~classact/start/index.html>

- **Teaching**

- [Introduction](#)

- [First Day of Class](#)

- [Pace](#)

- [Complexity](#)

- [Visuals](#)

- [Attention](#)

- [Point of Reference](#)

- [Animated Gestures](#)

- [Calling on Students](#)

- [Giving Directions](#)

- [Testing](#)

- [Directions for Labs](#)

- **Communication**

- [Introduction](#)

- [First Day of Class](#)

- [Pace](#)

- [Flow](#)

- [HH \(Hard-of-Hearing\)](#)

- [Students](#)

- [Transitions](#)

- [Labeling/Referencing](#)

- [Rules](#)

- [Vocabulary](#)

ClassAct Web Site Topics

- **Support Services**

- [Introduction](#)

- [First Day of Class](#)

- [Interpreting](#)

- [Tutoring/Office Hours](#)

- [Notetaking](#)

- [Live Captioning](#)

- [Materials and Media](#)

- **Environment**

- [Introduction](#)

- [First Day of Class](#)

- [Lighting](#)

- [Competing Sound](#)

- [Seating](#)

- [Line of Sight](#)

- [Safety](#)

- [Laboratory/Studio](#)

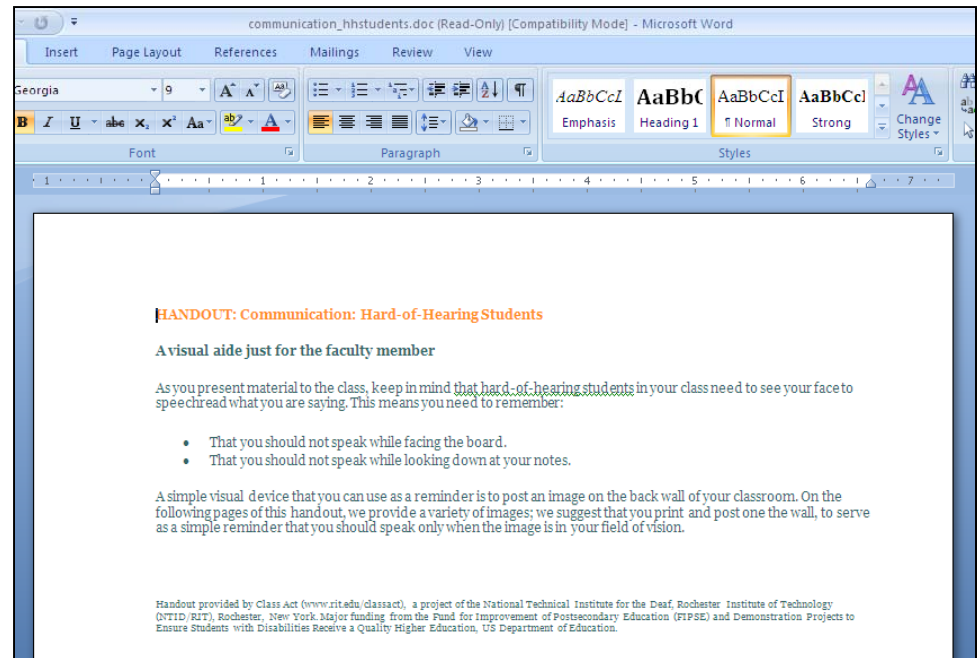
- [Group Work](#)

- [Field Work](#)



Class Act Web Site Teaching Tools

- **Pacer Spacer**
classact/tools/pacerspacer.html
- **Library of Handouts**
<http://www.rit.edu/ntid/drt/classact/tools/toolslibrary.html>
- **Survival Signs**





Class Act Materials

How could you use these materials at your school?



PEPNet Resources:

- PEPNet Resource Center

<http://www.pepnet.org/pdc/>

Teacher Tipsheets on various subjects including:

- Classroom Technology

- Interpreting

- C-Print

- Computer Aided Realtime Translation

- PEPNet “On-line Orientation to Serving College Students Who are Deaf/Hard of Hearing”

<http://199.17.224.20/cover.htm>



In Summary

- Start from a proactive UD perspective
- Be creative in using the many Class Act tools available to assist instructors when they do have students in their classroom



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