






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



The logo for IDEA at Work, U.S. Department of Education, is located in the bottom right corner of the slide.

Promoting Classroom Access:
Strategies for working with instructors to make classrooms visually accessible



The slide features the PEPNet logo in the top left, a photograph of students in a classroom in the top right, the main title in the center, a photograph of a classroom with a presentation screen in the bottom left, and a small red square in the bottom right.

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 In the Classroom

Understanding Basic

Universal Design (UD) Principles

**Be Proactive, not
Reactive !**



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.

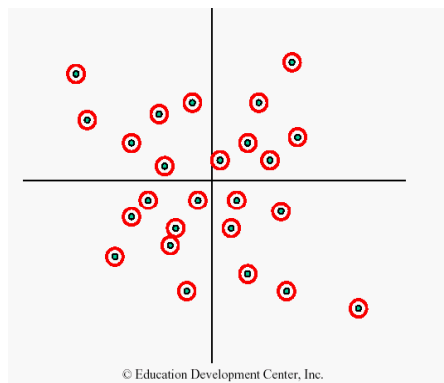
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Traditional Model of Classroom Instruction



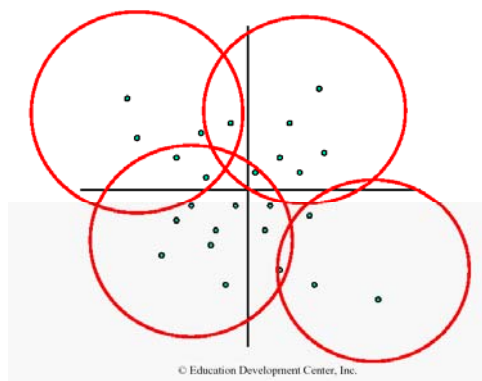
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Individualized Model for Instruction



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Inclusive Model of Classroom Instruction



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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.

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Instructional material and activities should:

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

...minimize unnecessary physical effort or requirements.

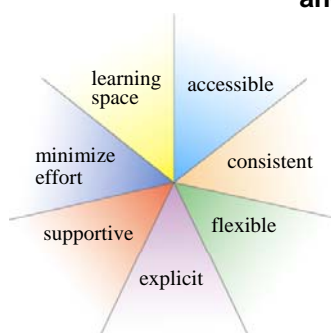
...provide a supportive learning environment.

...be accessible and fair.

...be straightforward and consistent.

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

...be explicitly presented and readily perceived.



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Straightforward and Consistent Activities

Strategies

- 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

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Does this help just the deaf/hh students?

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

Strategies

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

Does this help just the deaf/hh students?

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Explicit Materials and Activities - explicitly presented and readily perceived

Strategy


- 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? 

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

Strategy

Keep in mind that your actions and the attitude you display toward the deaf and hard-of-hearing students and the support service providers are observed by all students in the class. 

16 Does this help just the deaf/hh students?

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

Strategy

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?

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

Strategy

Confer with the deaf and hard-of-hearing students and the interpreter or captionist if present regarding line-of-sight issues.

Does this help just the deaf/hh students?

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Accessibility of Materials

Instructional materials and activities should be accessible and fair

Strategy

- 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?

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The Perils of Lecturing

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

Straightforward and Consistent Activities

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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 .

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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



Text-Only Pages

Class Act

Promoting Access for Deaf and Hard-of-Hearing Students
National Technical Institute for the Deaf, a College of Rochester Institute of Technology

Teaching	Communication	Support Services	Environment
Introduction	Introduction	Introduction	Introduction
First Day of Class	First Day of Class	First Day of Class	First Day of Class
Pace	Pace	Interpreting	Lighting
Complexity	Flow	Tutoring/Office Hours	Competing Sound
Visuals	HH Students	Notetaking	Seating
Attention	Transitions	Live Captioning	Line of Sight
Point of Reference	Labeling/Referencing	Materials and Media	Safety
Animated Gestures	Rules		Laboratory/Studio
Calling on Students	Vocabulary		Group Work
Giving Directions			Field Work
Testing			
Directions for Labs			

Pace • Teaching • Challenges/Strategies **Challenges/Strategies**

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.
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You are presenting new concepts and new vocabulary so quickly that

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

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

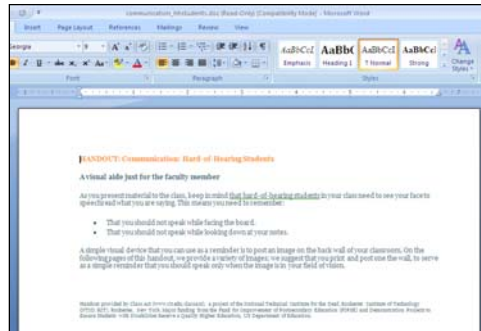
GO

ClassAct Web Site Topics

- **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](#)
- **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>

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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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