May 2013 featured article


Academic skills are necessary, but not always sufficient, for success in post-secondary education. This month’s featured article, Personal Factors That Influence Deaf College Students' Academic Success, is by John A. Albertini, Ronald R. Kelly, and Mary Karol Matchett from the National Technical Institute for the Deaf at the Rochester Institute of Technology. This research article explores both academic skills and personal characteristics of students who are deaf or hard-of-hearing and their impact on student outcomes. This study found that, in addition to academic preparation, student motivation to complete their education and soft skills such as time management played a role in the likelihood students stayed in their academic programs beyond the first year. This article discusses implications for retention and post-secondary program completion for students who are deaf or hard-of-hearing.

For more on this topic, see the full article at the Journal of Deaf Studies and Deaf Education: http://jdsde.oxfordjournals.org/content/17/1/85.abstract?sid=0c62a257-0f02-45f7-947e-7bed2e54a9b5

June 2013 featured article


What predicts postsecondary academic success for students who are deaf or hard of hearing (DHH)? This month’s featured article investigated how communication skills, previous academic achievement, family demographics, and audiological factors affect DHH student’s performance in postsecondary education. Previous academic achievement was found to be the strongest predictor of college readiness and academic success throughout the college experience, whereas audiological and communication factors were not significant predictors. These results are especially important to professionals who assist DHH students in prioritizing goals for transition preparation and planning.

For more on this topic, see the full article at the Journal of Deaf Studies and Deaf Education: http://jdsde.oxfordjournals.org/gca?gca=deafed%3B14%2F3%2F324&submit=Go&action=Get%20All%20Checked%20Abstracts
July 2013 featured article


What are the career paths of individuals who are deaf or hard of hearing (DHH)? This 15-year study followed college graduates who were DHH in order to better understand their long-term occupational and economic outcomes. Overall, participants were successful and reported high quality of life, though some groups fared better than others: Men tended to have higher salaries than women, participants who were deaf tended to have more prestigious jobs as well as higher salaries than participants who were hard of hearing, and participants that obtained an associates degree made more money than those that earned a bachelors degree. Finally, a major trend discovered in this study is that over time, more people who are DHH are completing college and earning advanced degrees than in previous generations. These findings are relevant for consideration during transition planning and vocational training for DHH individuals.

For more on this topic, see the full article at the *Journal of Deaf Studies and Deaf Education*: http://muse.jhu.edu/journals/american_annals_of_the_deaf/v145/145.4.schroedel.html

August 2013 featured article


Social emotional adjustment is an important aspect of any students transitioning into college. This article investigates social emotional adjustment in students who are deaf and their hearing peers.. Results indicated that students who are deaf rated themselves as having higher life difficulties, but that they were better able to cope with these challenges than their hearing counterparts. Gender also plays an important role in social emotional adjustment -- women who are deaf experience more worry than men. This article indicates that students who are deaf experience a different and possibly more challenging social emotional adjustment period when transitioning to college as compared to their hearing peers.

For more on this topic, see the full article at the *Journal of Deaf Studies and Deaf Education*: http://jdsde.oxfordjournals.org/content/early/2007/04/16/deafed.enm008

September 2013 featured article


Real time text support is increasingly used within the classroom to support students who are deaf. This article discusses the value of real time text support during lectures. This study compares real time text support with one of the most popular accommodations, sign language interpreting. Although the study did not find any conclusive support that real time text support provides better learning outcomes for students who are deaf, it did find that real time text support in combination with interpreters did not enhance learning outcomes compared to using one at a time.

For more on this topic, see the full article at *Journal of Deaf Studies and Deaf Education*: http://jdsde.oxfordjournals.org/content/11/4/421.full
October 2013 featured article


It is important to examine how instructors and their students who are deaf experience traditional college or university classroom education. This study looked at how postsecondary instructors modify their techniques to facilitate learning for their students who are deaf. Overall, the study found that students who were deaf felt that classroom instruction was adequate but that the feeling of connection to the classroom was deficient. Furthermore, the instructors of the classroom indicated that they generally modify very little regarding their classroom techniques to accommodate students who are deaf, and felt that the colleges support services was responsible for this aspect of learning.

For more on this topic, see the full article at *Journal of Deaf Studies and Deaf Education*: http://jdsde.oxfordjournals.org/content/4/3/225.abstract

November 2013 featured article


Students who are deaf often have a choice between mainstream and separated postsecondary settings. This study explores the students’ perceptions, participation, and ease of access to both of these educational settings. Both groups of students primarily emphasized the teaching ability of their instructors and application of technical work skills as the most important parts of their education. The results indicated that students who were in the separated systems found that they were more confident in managing their work load, while those in the mainstream setting found that their technical skills and teachers abilities were stronger. Overall, the results indicate that each setting has strengths and weaknesses for students who are deaf.

For more on this topic, see the full article at *Journal of Deaf Studies and Deaf Education*: http://jdsde.oxfordjournals.org/content/15/4/358.short

December 2013 featured article


This article examines the relationship between employment outcomes of adolescents who are hard-of-hearing (HOH) and the environmental and attitudinal barriers that affect this population. The authors’ review of the literature pointed to career maturity and vocational knowledge as particularly important factors that influence career outcomes for HOH adolescents, but also identified a large gap in the extant literature around these topics. The authors provide empirically supported recommendations for institutional practices that support HOH adolescents’ proficiency in dealing with barriers to occupational success. Some suggested practices for transitioning HOH adolescents include: career guidance, education about typical expectations at workplace settings and postsecondary institutions, and assertiveness training, particularly related to everyday interactions with workmates, colleagues, customers, and clients. This article contributes to the knowledge base of institution-level practices that could benefit the career development of HOH adolescents.

For more on this topic, see the full article at *Journal of Deaf Studies and Deaf Education*: http://muse.jhu.edu.ezproxy.lib.utexas.edu/journals/aad/summary/v149/149.1punch.html
January 2014 featured article


As policies, such as IDEA, are implemented, more and more students who are deaf have found their way into general education classrooms. While there are many benefits to being involved with the general education process, students who are deaf have often found that there is limited access to their individualized needs. This study’s survey found that one of the major deficits in mainstream secondary schools level were related to inadequate preparation for transition. They found that in general, students had shortfalls in several areas of transition; including acquisition of employment and independent living skills. Specifically, “Money Management Skills”, were the most significant are that needed support related to independent living for middle school students, and showed the least amount of improvement from middle school to high school. Overall, the results of this study indicate that transition preparation programs in public schools are often not sufficient to provide students who are Deaf with the skills they need to be successful in life after high school. These findings have implications for future development of transition programming in mainstream education settings.

For more on this topic, see the full article at *Journal of Deaf Studies and Deaf Education*: http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/american_annals_of_the_deaf/v155/155.5.luft.html

February 2014 featured article


The National Longitudinal Transition Study 2 (NLTS2) is a large database used to provide a national picture of the educational transition process for students as they enter adulthood. This study has utilized the NLTS2 to better understand how students who are deaf or hard of hearing fair in the general education classroom. In the last several decades, students who are deaf or hard of hearing have increased their use of the general education classroom drastically by using new technology and practices. This has led to many educational benefits; however, these advancements do not fully address the needs of students who are deaf or hard of hearing. In fact, 67% of students who are deaf or hard of hearing were enrolled in general education classrooms. However, a higher percentage of these students scored below the average in reading, science, math, and social studies than the general population. Overall, the study suggests that although new beneficial practices and technology have increased as students who are deaf or hard of hearing enter the general education classroom, they have not fully addressed the needs of this population.

For more on this topic, visit the official NLTS-2 website: http://www.nlts2.org/
March 2014 featured article


Twenty of the most cited research studies were compiled regarding practices in the areas of literacy, science, and math for students who are deaf or hard of hearing. The most commonly listed practices were not always supported by adequate research, as indicated by the results. Furthermore, these practices do not represent an exhaustive list of beneficial education practices for students who are deaf or hard of hearing. The findings suggest that consumers of research should thoroughly examine new research literature, which may help to incorporate new and beneficial educational practices for students who are deaf or hard of hearing.

For more on this topic, get the full article from *American Annals of the Deaf*: http://muse.jhu.edu.ezproxy.lib.utexas.edu/journals/american_annals_of_the_deaf/v151/151.4easterbrooks01.html

April 2014 featured article


Parents, teachers, and peers often serve as mentors for students who are deaf and hard-of-hearing as they start their academic or vocational careers. This article describes the multifaceted role of mentors, who can function as advisors, role models, and advocates. The present findings suggest that deaf students who had mentors that helped them set high goals and were able to communicate effectively with them tended to have better career outcomes. This article has implications for the development and implementation of future transition planning practices.

For more on this topic, get the full article from *Journal of Deaf Studies and Deaf Education*: http://jdsde.oxfordjournals.org.ezproxy.lib.utexas.edu/content/9/4/442.short

May 2014 featured article


This article investigated the relationship between various high school experiences and the post-school achievement status of individuals who are deaf or hard-of-hearing (DHH) or DHH with an additional disability (DHH+). Data collected from parent and child questionnaires was used to predict engagement and residential status among DHH individuals who were between three and four years out of high school. Two important findings emerged from the analysis: (1) that having paid work experience in high school increases the likelihood that individuals who are DHH and DHH+ will be living independently after high school, and (2) having a year-round job is a greater predictor of engagement (i.e., being employed or enrolled in a postsecondary institution) for individuals who are DHH+ than DHH. These findings suggest that future school-based transition planning efforts should encourage paid work experiences and provide intensive career education for students who are DHH.

For more on this topic, get the full article at: http://psycnet.apa.org/psycinfo/1996-31304-001
**June 2014 featured article**


This article evaluated the use of Visiting Teachers of the Deaf (VTOD) in regional and rural schools settings across Australia. Survey responses from 34 parents of DHH students suggest that VTODs are a critical component of inclusive educational practice, and that parental involvement in the child’s education through school meetings and contact with the VTOD was crucial. Overall, parents were satisfied with VTOD services, however they desired more specialized support for their children, as well as increased length and regularity of consultation sessions with the class teacher and parents, especially for those in rural settings.

For more on this topic, get the full article at *Deafness and Education International.*

**August 2014 featured article**


Intellectual assessment planning and test battery selection presents a unique challenge for clinicians who assess individuals who are deaf and hard of hearing. The selection of appropriate assessment materials requires knowledge of the strengths and limitations of a measure to assess certain intellectual domains, as well as the procedural changes that must be made to accommodate the needs of individuals who are DHH. The authors conducted a review of intellectual assessment measures based on criteria considered important in the evaluation of a child who is deaf or hard of hearing. Important factors that require consideration in assessment planning include communication skills of the child and clinician, specific variables related to the child’s hearing loss, the presence of additional disabilities, and the goals of the evaluation. Results also showed that there is often a lack of information and evidence to appropriately answer questions related to test bias and other issues related to test validity. This results of this review support future research efforts that could contribute to the identification of appropriate assessment tool options and standards for their use.

For more on this topic, get the full article at the journal of *Rehabilitation Psychology.*