Tips for Working with Deaf/Hard of Hearing Students

Engage Students in Interactive Discussions

- **Mix** - Consider a mix of options for class discussions
- **Grammar** - Avoid penalizing students for English grammar
- **Small Groups** - Plan strategically for small group-discussions
- **Accessible Functions** - Use cloud-based features
- **Summarize** - Post a summary of the group discussion after completion

Ensure that Instructional Materials and Media are Accessible

- **Full Words** - When using legal acronyms or jargon, it may be necessary to spell out the acronym for the CART Writer. For example, CART = Communication Access Realtime Translation
- **Visual Indicators** – Arrows, circles, graphic organizers, and short descriptions like captions
- **Captions** – Standard practice for all video, podcasts, audio tracks, and related media used for educational purposes
- **Plain Language** – Clear assignment directions
  - suppl025ment directions with visual like screenshots or screen recordings walking through a process
  - Use bullets to highlight different requirements

Synchronous vs. Asynchronous Recordings

	Synchronous	Asynchronous
Timing	Real Time Meetings Scheduled in Advance	Timing is Flexible
Lectures	Accessibility Needs must be provided in real time	Accessibility Needs are Planned in Advance
Internet	High Speed Internet Required for Video	Lower Bandwidth Internet Possible
Discussions	Discussion protocols and rules must be set in advance	Students can participate at their own pace
Group Work and Student Presentations	Allows for Immediate feedback and support	Students can work at their own pace

Establish Clear Guidelines and Communication Protocols for Virtual Classes

Tip	Rationale
Record meetings and lectures	- Provides access in case of technology or internet connectivity issues - Allows for accessibility features to be added - Allows recorded courses, discussions, and lectures to be reused and refined for the next semester
Limit number of on-screen participants	- Makes it easier to follow - Eases facilitation of course - Improves video and audio quality
Establish participation protocols, including rules for turn-taking	- Makes it easier to follow and allows service providers to keep up - Example: Student's must use built-in 'hand-raising' features in the chat box
Build in pauses	- Eases in following along - Allows time for deaf students to watch the interpreter and to look at the information on the screen - Lag time should be expected and built in
State your name when talking	- Eases understanding of flow of conversation - Leads to more accurate transcripts and videos

For more information:

https://www.nationaldeafcenter.org/sites/default/files/InstructorsTeachingDeafStudentsOnline.pdf

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