



## ENHANCING COMMUNICATIONS OUTSIDE THE CLASSROOM

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### SUMMARY

While many institutions provide communications access for hard-of-hearing students in the classroom, few have made a similar effort outside the classroom. Providing complete access for students with hearing loss begins with the commitment of a university's administration. Some students may require accommodations in several communications situations they encounter on a daily basis.

The institution's staff must be dedicated to meeting students' needs, must understand the communications issues associated with hearing loss, know appropriate technologies and techniques to mitigate the effects of hearing loss, and be willing to make the additional effort that may be required.

### KEY TERMINOLOGY

#### Hard of Hearing

The term "hard of hearing" refers to any student with hearing loss who prefers spoken language as her primary means of communication.

#### Universal Design

Refers to the practice of designing an environment that is accommodating to all people, regardless of disabilities.

### KEY CONCEPTS

One of the frustrating aspects of hearing loss is the stigma and denial that often accompany it. Despite the fact that only a minority of Americans with hearing loss are senior citizens, our society still perceives hearing loss is something that happens to old folks. So younger people often are reluctant to admit their hearing loss, or to do anything about it.

It's difficult enough to provide appropriate accommodations for people who openly seek help. But how do you do so for people have not identified themselves as having hearing loss? It's probable that those students far outnumber the ones who are upfront about their hearing loss. And many of them encounter

numerous significant communications barriers during a typical day on a typical campus.

One effective solution is universal design. Designing the environment so that people with untreated hearing loss are accommodated is beneficial not only to them, but also to the student population at large.

### SUGGESTIONS FOR ACTION

- Incorporate into your institutional culture the notion that all facilities, personnel, events, and resources should be accessible to all students.
- Understand the concept of "Universal Design" and explore solutions that incorporate those principles.
- Ensure that your DSS personnel understand the unique challenges associated with serving hard-of-hearing students, and also understand the technology and techniques that assist in meeting those challenges.
- Implement a program to encourage hard-of-hearing students to contact DSS for support and guidance.
- Develop and conduct a "Living With Hearing Loss" class that encourages students to accept their hearing loss, understand their rights and responsibilities, and master the various technologies and techniques that can assist them in dealing with their hearing loss. Topics should include:
  - ✓ Psychosocial aspects of hearing loss
  - ✓ Hearing loss acceptance
  - ✓ Importance of self-advocacy
  - ✓ Rights and responsibilities of students with hearing loss
  - ✓ Hearing aids
  - ✓ Hearing assistive technology
  - ✓ Telecommunications devices
  - ✓ Alerting devices
  - ✓ Hearing loss organizations
  - ✓ Communications strategies
  - ✓ Institutional resources for students with hearing loss.

- Conduct mandatory orientations for instructors, administrators, and staff in which attendees learn appropriate behavior when working with students with hearing loss.
- Think creatively about how to apply the available resources in novel ways to provide communications access in challenging situations.

## ADDITIONAL RESOURCES

### Universal Design

<http://www.washington.edu/doit/Faculty/Strategies/Universal/>

### Classroom Acoustics

*ANSI Classroom Acoustic Standard (ANSI S12.60-2002)*, (2002),  
<http://asastore.aip.org/>

Nelson, Peggy, Soli, Sigfrid, and Seltz, Anne, (2002) *Classroom Acoustics II: Acoustical Barriers to Learning*,  
<http://asa.aip.org/classroom/bookletII.pdf>

Seep, Benjamin, Glosemeyer, Robin, Hulce, Emily, Linn, Matt and Aytar, Pamela (2000, August) *Classroom Acoustics: a resource for creating learning environments with desirable listening conditions*,  
<http://asa.aip.org/classroom/booklet.html>

<http://www.access-board.gov/acoustic/index.htm>

<http://www.quietclassrooms.org/>

### Classroom Lighting

Illuminating Engineering Society of North America (2000) *Guide for Educational Facilities Lighting*

### Sound Field Systems

*Teachers find that mikes amplify learning*,  
The Herald-Tribune, Feb. 3, 2006,  
<http://www.heraldtribune.com/apps/pbcs.dll/article?AID=/20060203/NEWS/602030395>

### Accessible Computers

The TRACE Center at the University of Wisconsin-Madison  
<http://trace.wisc.edu/>

### Electromagnetic Interference and How to Prevent It

<http://www.access-board.gov/research/interference.htm>

### Accommodating Hard of Hearing Students in Athletics

Palmer, Catherine V., Butts, Stacy L., Lindsey, George A. and Snyder, Susan E. (1999) *Time Out! I Didn't Hear You*, Sports Support Syndicate, Inc., Pittsburgh, Pa. USA  
<http://www.pitt.edu/~cvp/timeout.pdf>

### Movie Captioning

Rear Window Captioning  
<http://ncam.wgbh.org/mopix/>

### Theater Captioning

Personal Captioning System website  
<http://www.personalcaptioning.com/>

Sound Associates website:  
<http://www.soundassociates.com/products/icaption>

Caption Display website:  
<http://www.captiondisplay.com/html/systems.html>

### Scholarships for Foreign Study

<http://www.uni.edu/neuhaus/sertoma/scholarshipshearing.html>

### Interviewing and Hearing Loss

[http://www.hearinglossweb.com/Issues/Employment/hl\\_and\\_work.htm](http://www.hearinglossweb.com/Issues/Employment/hl_and_work.htm)

<http://www.hearinglossweb.com/res/hlorg/alda/cn/2000/work.htm>

<http://qcshhh.tripod.com/id19.html>

### Psychosocial Aspects of Hearing Loss

<http://www.asha.org/about/publications/leader-online/archives/2002/q1/020319d.htm>

<http://www.hearinglossweb.com/Issues/psych/psych.htm>

Harvey, Michael (1998) *Odyssey of Hearing Loss: Tales of Triumph*, DawnSign Press

Myers, David (2000) *A Quiet World: Living with Hearing Loss*, Yale University Press

### **Hearing Loss Acceptance**

[http://www.hearingresearch.org/Dr.Ross/Reflections\\_HOH\\_audiologist.htm](http://www.hearingresearch.org/Dr.Ross/Reflections_HOH_audiologist.htm)

[http://www.hearingresearch.org/Dr.Ross/coping\\_with\\_a\\_hearing\\_loss.htm](http://www.hearingresearch.org/Dr.Ross/coping_with_a_hearing_loss.htm)

<http://www.ifhoh.org/papers/trychin.htm>

### **The Importance of Self-Advocacy**

<http://www.handsandvoices.org/needs/advocacy.htm>

<http://www.uncc.edu/sdsp/>

### **Rights of Students with Hearing Loss**

<http://www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf>

<http://www.section508.gov/index.cfm?FuseAction=Content&ID=15>

<http://www.ada.gov/>

### **Hearing Aids**

<http://www.hearinglossweb.com/tech/ha/ha.htm>

<http://www.vitalco.net/Hearing/Types.htm>

<http://www.hearingaidhelp.com/hearing-aids.html>

### **Hearing Assistance Technology (Assistive Listening Devices)**

<http://www.hearingloss.org/learn/hat.asp>

[http://www.asha.org/public/hearing/treatment/assist\\_tech.htm](http://www.asha.org/public/hearing/treatment/assist_tech.htm)

<http://www.hearinglossweb.com/tech/ald/ald.htm>

### **Telecommunications Devices**

<http://www.acdhh.org/uploads/AzTEDP%20Catalog%208-08.pdf>

[http://www.ddtp.org/CTAP/services\\_and\\_equipment/products.asp#products](http://www.ddtp.org/CTAP/services_and_equipment/products.asp#products)

### **Alerting Devices**

<http://www.ncheatingloss.org/alert.htm>

<http://www.hearinglossweb.com/tech/alrt/alrt.htm>

### **Emergency Planning for Students with Hearing Loss**

<http://www.uwm.edu/Dept/EHSRM/EMERGENCY/evacada.html>

[http://www.hearinglossweb.com/Issues/EmergPlan/emerg\\_plan.htm](http://www.hearinglossweb.com/Issues/EmergPlan/emerg_plan.htm)

<http://www.cepintdi.org>

### **Hearing Loss Organizations**

<http://www.agbell.org>

<http://www.alda.org>

<http://www.hearingloss.org>

<http://www.saywhatclub.com>

### **Communications Strategies**

<http://clerccenter.gallaudet.edu/InfoToGo/O11.html>

<http://www.therubins.com/geninfo/speechrdr.htm>

<http://www.cuedspeech.org/>

### **Institutional resources for students with hearing loss**

<http://www.pepnet.org>

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

<http://www.mcpo.org/>

<http://wrocc.csun.edu/>

<http://www.pepnetnortheast.rit.edu/>

For more information contact:

#### **PEPNet-Northeast Central Office**

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National Technical Institute for the Deaf

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