



California Community Colleges Chancellor's Office (CCCCO)

DEAF AND HARD OF HEARING RESOURCE GUIDE

For Disabled Student Programs and Services (DSPS)

DHH Resource Guide Revision Task Force Issued: June 2012

Updated: June 2015

Updated Links: September 2016

Updated: September 2017

Updated Links: January 2020

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INTRODUCTION AND PURPOSE

The California Community College Chancellor's Office (CCCCO) selected Naomi Sheneman of Network Interpreting Service, Inc. to establish the DHH Resource Guide Revision Task Force in order to revise and update the 1993 Resource Guide, with Cathy McLeod of pepnet 2 in an advisory role. The purpose of the original guide was to establish standards of service to students who are Deaf and/or Hard of Hearing (DHH) in the California Community College system. Due to changes in the demographics of the DHH population and precedent setting legal decisions and emerging technologies, there is the need to disseminate new information to ensure that DHH students continue to receive quality services.

The CCCCCO as well as the Rehabilitation Act of 1973 (Section 508) addresses institutional responsibility for accessibility by individuals with disabilities. The task force recommends that each college assumes responsibility for promoting collaboration between departments in providing mandated services to DHH students and to share program accountability with the Disabled Student Programs and Services (DSPS). Thus the legal and financial responsibility lies with the college primarily. The chief role of DSPS is that of facilitator of the services required by law.

While there is a myriad of resources available on the Internet, this revised guide includes a list of recommended updated resources that are readily available. There continues to be new advancements in technology and new research on access for DHH students that may change how DHH students will be served.

In 2015, 2016, 2017, and 2020, this resource guide was updated to assure that all links are current. The most significant change with the 2017 update was the transfer of the Postsecondary Education Center for Individuals Who are Deaf grant (CFDA) from pepnet 2 at California State University, Northridge, to the National Deaf Center on Postsecondary Outcomes (NDC), which is affiliated with the University of Texas. The transfer of services was completed on January 1, 2017. NDC provides a broad offering of resources, research and data, and archives similar to those provided by pepnet 2. Visit their website at [National Deaf Center](#) to learn more.

ACCESS AND LEGAL OBLIGATIONS

DSPS (Education Code, section 84850 and Title 5, California Code of Regulations (5CCR) Sections 56000 - 56076) was enacted in 1976 through the passage of Assembly Bill 77 (Lanterman), which funds support services and instructional programs for students with disabilities in the California Community Colleges. DSPS assists colleges by providing services and accommodations for students with disabilities. These services support student success and meet the requirements of federal and state nondiscrimination laws, including Section 504 and Section 508 of the Federal Rehabilitation Act. **While DSPS has been identified by the CCCCO to provide services to students with disabilities, it is the ultimate responsibility of the college/district.**

Institutional Responsibility/ College Effort

Historically DSPS was established by institutions to manage and oversee the services necessary to meet all the federal and state laws as well as the CCCCO recommendations. While DSPS receives funding from the State to provide these services the amount is never enough to meet all the instructional needs of DSPS students. Funding for access to college-sponsored activities (i.e. graduation, job fairs, new semester campus orientation) is an institutional responsibility.

Universal Design on Campus

Universal design represents an all-inclusive approach to designing a barrier-free environment. The term not only applies to architecture but also applies in instruction. In addition to financial commitment, institutions should review universal design options. It is often noted that in the design or redesign of buildings and grounds, DHH-related devices are often overlooked.

DeafSpace recently became a mainstreamed concept which involves designing a living, work or academic environment with Deaf culture in mind. DeafSpace has been defined and implemented by Gallaudet University. Their description of DeafSpace taken from their website follows:

Deaf people inhabit a rich sensory world where vision and touch are a primary means of spatial awareness and orientation. Many use sign language, a visual-kinetic mode of communication and maintain a strong cultural identity built around these sensibilities and shared life experiences. Our built environment, largely constructed by and for hearing individuals, presents a variety of surprising challenges to which deaf people have responded with a particular way of altering their surroundings to fit their unique ways- of-being. This approach is often referred to as DeafSpace. ([Gallaudet University, Campus Design and Planning: DeafSpace](#)).

Many times a certain area on a college campus or a public space will be set aside for deaf people to meet and socialize. Examples of such places exist in California at CSU Northridge, ([California State University, Northridge website](#)) and at the San Francisco Public Library Deaf Services Center which is located on the first floor, ([San Francisco Public Library Deaf Services Center](#)).

The National Deaf Center provides detailed information on [Facilities Access](#) in their Equitable Access Guide. Below is a list of devices that need to be considered by the facilities in building design and remodel projects to be accessible and welcoming to DHH students. It should be noted that this list is not exhaustive and that the changing trends in technology will dictate the re-evaluation of devices to ensure continuous access on any college campus.

- Emergency alerting devices
- Emergency notification systems/broadcasts
- Emergency preparation and evacuation

(Also check [National Association of the Deaf Emergency Preparedness section](#), including its subsections on [Resources for You and Your Community](#), [Access to Televised Emergency Information](#), and [Don't Throw Away your TTY](#).)

Prior Office of Civil Rights (OCR) Decisions and Precedents

Title II of the Americans with Disabilities Act of 1990. (29 U.S.C. § 794, 42 U.S.C. § 12101) recognizes the special importance of communication, which includes access to information, in its implementation regulation at 28 C.F.R. 35.160(a). The regulation requires that a public entity, such as a community college, take appropriate steps to ensure that communications with persons with disabilities are as effective as communication with others.

Adding clarity to the meaning of “effective communication,” OCR has held that the three basic components of effective communication are: “timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with a disability” (OCR Docket No. 09-97-2145, January 9, 1998).

In the past two decades, there have been cases brought to the OCR claiming that full access is not being given. Listed below are landmark cases that established precedents for the community colleges in California.

- OCR letter to UC Davis regarding DHH sign language interpreters (1992): [UC Davis letter](#)
- OCR letter to New College of California, San Francisco regarding interpreters for the deaf (1993): [New College letter](#)
- OCR letter to Mt. San Antonio College on course substitutions(1997): [Mt. San Antonio College letter](#)
- SDCCD OCR decision on DHH services (1999): [SDCCD decision](#)
- OCR letter to Arizona State University regarding sign language interpreters/ study abroad (2001): [Arizona State University letter](#)
- OCR letter to University of North Carolina at Pembroke regarding inaccessible buildings, films inaccessible to students with hearing impairments, lack of appropriate resources(2008): [University of North Carolina at Pembroke letter](#)
- [OCR letter to Porterville College](#) regarding failure to provide sign language interpreters (2009): Porterville College letter

Accessibility of Audio-Visual Materials

In the classroom or the eLearning environment, information and materials are often presented in a manner that is not accessible to DHH students. This includes a lack of captioning or subtitles on

audiovisual work and digital media files such as podcasts, video clips, and films. According to Assembly Bill (AB) 386, which amended AB 422 and was signed by the Governor in 1999, publishers of instructional materials are required to provide electronic versions of materials for use by students with disabilities at public colleges and universities. Many colleges have instituted purchasing policies requiring all audiovisual materials be captioned. When AB 386 was signed in 2009, it amended AB 422 and allowed colleges to caption material needed for a DHH student without violating copyrights and risking litigation. Now colleges can have access to captioned audiovisual materials being used in classroom instruction. Colleges may receive financial assistance for captioning through special grants offered by CCCCCO, such as:

- [Distance Education Captioning and Transcription Grant \(DECT\)](#)

Note: Every college campus has an ADA compliance officer to refer to for in depth questions and answers regarding the ADA.

Resources

- Closed captioning of audiovisual materials in video format: [CCCCCO Legal Opinion M 02-22, Ralph Black, dated August 2, 2002](#)
- Section Three, federal and state laws, regulations and guidelines (DSPS Solutions): [Resources Section Three of DSPS Solutions website](#)
- [National Deaf Center Special Topics: Legal/Policy section](#)
- Twenty-First Century Communications and Video Accessibility Act of 2010 (CVAA): [CVAA website](#).

DEAF AND HARD OF HEARING (DHH) STUDENTS

Depending on the range of hearing ability and educational background, there are many factors that contribute to making college a challenge for DHH students. Section 56034 of Title 5 of the California Code of Regulations states:

Deaf and Hard of Hearing (DHH) is defined as a total or partial loss of hearing function that limits the students ability to access the educational process.

Note: Hearing impairment is a legal term to describe those with hearing loss. A more politically correct term to use is Deaf and/or Hard of Hearing. (Updated Title 5 DSPS Regulations changed the term to Deaf and Hard of Hearing in October, 2015; see [CCCCO Implementing Guidelines](#).)

In this regard, not all DHH students are affected in the same way, and there is a wide range of educational implications that are not predicable by the level of hearing loss. Loss of hearing does not mean loss of intellectual ability.

Range of Hearing Loss

There are different types of hearing loss, depending on which part of the hearing pathway is affected. Medically those with a hearing disability belong to the following groups: conductive hearing loss, sensorineural hearing loss, central hearing loss, functional hearing loss, and mixed hearing loss. Please refer to the link provided for more in-depth understanding of each type of hearing loss: [American Speech-Language-Hearing Association Hearing Loss webpage](#)

Auxiliary Aids

Personal Auxiliary Aids

Many DHH students may choose to use personal hearing assistive devices which include different kinds of hearing aids:

- Behind-the-ear (BTE), In-the-ear (ITE), Canal aids; go to [National Institute on Deafness and Other Communication Disorders](#)
- Bone-anchored hearing aid (BAHA); go to [University of Maryland Medical Center website](#)
- Implantable hearing aids; go to [Hearing Loss Association of America website](#)
- Cochlear implants (CI); go to [National Institute on Deafness and Other Communication Disorders website](#)

Individuals choose to wear these for a variety of reasons. In some cases these devices may not assist them with communication, but may provide access to environmental sounds. These devices are the responsibility of the individuals.

The ADA states that: "Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities." The ADA does make an exception for miniature horses to be identified as service animals. Service animals alert their owners to environmental sounds.

Resources

- ADA Service Animals: go to [ADA.gov section on Service Animals](#)
- Service Dog Central: go to [Service Dog Central website](#)

Hearing Assistive Technology in the Classroom

Hearing assistive technology is used for day-to-day communication in the classroom. These devices can be used with or without hearing aids or cochlear implants to make hearing easier, thereby reducing stress and fatigue. The students' personal devices can be connected to hearing assistive technology used in classrooms, meeting rooms, and/or theatres. Examples of Hearing Assistive Technology include but are not limited to: FM Systems/ Pocket Talkers, Infrared Systems and Induction Loop Systems.

Resources

- [National Deaf Center Assistive Listening Resources](#); go to NDC website and select Assistive Listening Devices in the Search options

Communication Support

With the recent advances in technology, there are newer and improved ways to communicate with DHH students. Each of these devices requires different methods of using them and is related to the individual needs of DHH students. A student's choice depends on his or her communication needs. Examples include videophones (VP), which have mostly replaced the use of Telecommunications Devices for the Deaf (TDD) for many DHH students. A VP can be used to communicate Point to Point if the staff member has access to a VP and can sign. If a VP is not available or the person placing the call cannot sign, a call can be placed to a DHH student by calling through a Video Relay Service (VRS) operator, who will place and interpret the call. Depending on the communication need of the DHH students, they may prefer to communicate through a Text Relay Service (TRS) operator with the use of a mobile device, or computer through instant messaging or software downloaded to a device.

Some colleges may have face-to-face communication devices which have two screens and two keyboards, one facing the DHH person and the other facing the hearing person. This technology can be useful for DHH students instead of writing with pen and paper, or waiting for an interpreter to be called; go to [American Speech-Language Hearing Association website](#) for description.

For additional information regarding assistive technology, go to the [WATI website](#) for a free download of "Assistive Technology for Individuals Who are Deaf or Hard of Hearing."

Range of Communication Needs

The goal of services to DHH students in the California Community Colleges is to provide access to each student in the manner most appropriate to the needs of each individual in one's "preferred mode of communication".

Many DHH students use American Sign Language (ASL) as a first language and English as a second language. ASL is a visual-gestural (non-written) language with its own structure and grammar that is not similar to English. ASL is primarily used in the United States and Canada. DHH students vary in their fluency with ASL and English. It is important to understand that DHH students who learn ASL later in life should not be compared with ESL learners. **Assumptions about intelligence should not be made on the**

basis of fluency in either language. It would be beneficial for some DHH students to have policies and procedures outlined in ASL.

While the DHH students who use ASL are more visible on campuses because they usually request services, there are also DHH students, such as veterans, who use different modes of communication. They may not have self-identified with DSPS and are possibly underserved.

Additional Disabilities

Some DHH students may have disabilities in addition to their hearing loss which tend to be overlooked due to more focus on the hearing loss. Some of the additional disabilities may not be diagnosed until later in life so accommodations for those specific disabilities may not have been identified. It is important to do a full review of the student's unique needs to identify the most appropriate services. Additional disabilities may include:

- Intellectual/Cognitive disabilities
- Psychological disabilities
- Learning disabilities
- Attention-Deficient Disorder (ADD)/Attention-Deficient/Hyperactivity Disorder (ADHD)
- Visual impairment/Blindness
- Usher's Syndrome: [Use this link for more information on the syndrome](#)
- Cerebral Palsy
- Autistic Spectrum Disorders (ASD)
- Orthopedic involvement, or
- Other physical disabilities

The following link has recommendations for DHH students seeking psycho-educational evaluations, and which tests are appropriate for assessing DHH students suspected of having a learning disability:

- [Gallaudet University Office for Students with Disabilities website](#)

There are other hearing-related disabilities that do not currently meet the Title 5 definition of a communication disability but may pose an educational limitation and could be served under the "other" category. Examples include Tinnitus (ringing in the ears), and Hyperacusis (noise sensitivity).

Deaf-Blind

The term "Deaf-Blind" is used to describe DHH students who have dual hearing and vision loss in different degrees. Students would vary in their orientation and mobility prior to enrollment at the college. Some students' vision may decline later in life and they would need referrals to resources that would help them with orientation and mobility as well as learning how to read Braille.

Some students may require Support Service Providers (SSP) who act as the ears and eyes in providing environmental access to Deaf-blind individuals so that they may take quicker actions and make quicker decisions.

Resources

- [American Association of the Deaf-Blind](#)
- [Helen Keller National Center](#)
- [National Consortium on Deaf-Blindness](#)

Cultural Models and Identity

An excerpt is taken from the National Association on Deafness FAQ on community and culture:

“The deaf and hard of hearing community is diverse. There are variations in the cause and degree of hearing loss, age of onset, educational background, communication methods, and how individuals feel about their hearing loss. How people “label” or identify themselves is personal and may reflect identification with the deaf and hard of hearing community, the degree to which they can hear, or the relative age of onset. For example, some people identify themselves as “late-deafened,” indicating that they experienced a loss of hearing later in life. Some people believe that the term “people with hearing loss” is inclusive and efficient. However, some people who were born deaf or hard of hearing do not think of themselves as having lost their hearing. Over the years, the most commonly accepted terms have come to be “deaf,” “Deaf,” and “hard of hearing.”

Please go to the following link for more in-depth explanation on the terms used in the Deaf community: [National Association of the Deaf: Community and Culture: Frequently Asked Questions](#). Because a student (or individual) does not hear does not mean that he or she has learned ASL and is part of the Deaf community.

EDUCATIONAL SUPPORT SERVICES

Student's Role, Rights, and Responsibilities (RRR)

Each college has the responsibility to develop a student Role, Rights, and Responsibilities (RRR) policy. The policy should encourage collaboration with the office of disability services to ensure that services are delivered on an individual basis. Each student should be interviewed by the DHH professional (specialist) to develop a plan for comprehensive services as it relates directly to individual needs. It is the responsibility of the college/district to provide personnel, institutional support, and fiscal resources for services for DHH students. It is recommended that DSPS develop an internal operational policy regarding the provision of services. For additional information visit [DSPS Solutions webpage on DHH policies and procedures](#).

Once the internal policy is developed and approved/implemented, a student contract detailing individual services will be signed by the student and DSPS representative. The contract must outline both services to be provided and consequences for failing to honor the contract. Possible repercussions of failure to comply with the contract should be detailed to include both the students' rights and services or accommodations under ADA and state law, as well as institutional policy. The contract should ensure equitable responsibility on the part of the college/ DSPS and the student. It is recommended that the written policy be available as an ASL video with captions.

- Pacer Center. [ADA Q & A. Section 504 & postsecondary education](#).
- Mt. San Antonio College. Suspension policy. [Mt. San Antonio College's Suspension Policy](#)

Verification of Hearing Disability

The student needs to provide the DSPS office with a self-report and [allow] direct observation by a certificated DSPS staff member during the [interactive process](#) which includes consideration of the student's oral communication or signing skills and/or documentation from an audiologist, physician, physician's assistant, or nurse practitioner, other public or private non-profit agency serving people with disabilities. Medical documentation to verify a disability involves Title 5 regulations and may be more specific than Sections 504 and 508 and ADA. For current information, see the updated [Title 5 DSPS Regulations Implementing Guidelines \(2015\) \(April 2019 Update\)](#).

Medical documentation does not determine the type of accommodations the students should be provided. A thorough dialogue (during the interactive process) with the student about his/her background is necessary before creating a plan for accommodations.

Range of Services

Specialized Counseling

In addition to the academic/career guidance counseling done by community college counselors, counselors working with students with disabilities also identify educational limitations and prescribe accommodations. Counselors working with DHH students should be trained to know this population.

Disability counseling is an essential component of the job.

- Students need to learn to be self-advocates; some students have learned to accept that they will miss information and do not make an effort to access the missing information
- Students may be in denial of the impact of their hearing loss (late-deafened, veterans, mild/moderate hearing loss)
- Often, students are unaware of the accommodations available to them and their rights to those accommodations
- Some students are unaware of the extent their hearing loss has affected their lives (relationships, missed information, etc.)
- In some cases, referral to a personal therapist may be appropriate

As with all accommodation decisions made by counselors, decisions for each individual have to be made on a case-by-case basis. There is a variety of possible educational limitations to be considered. The list on the following page is not exhaustive, but is a list for consideration:

Educational Limitations	Accommodations/Services
<p>Limited in-class access to auditory information</p>	<p>Priority Registration Note taking Preferential seating (front, side, away from noise) Sign Language Interpreting Speech-to-Text Service Assistive Listening Device Audio-recording Captioning of media</p>
<p>Limited communication access to support services (tutoring, office hours, admissions, financial aid, etc...)</p>	<p>Interpreter/Speech-to-Text Service Provider Paper and pencil correspondence 1 to 1 communicator Appointments rather than walk-ins Meet in a quiet office rather than a busy hallway/front counter</p>
<p>Delayed English language development due to reduced auditory input</p>	<p>Extra time for testing Signed testing instructions (for signers) Use of spell check/word processor Counseling toward developmental English coursework and ASL classes if more language fluency is needed Tutoring Small group classes</p>
<p>Limited access to information</p>	<p>Extra tutoring Assistance navigating the matriculation process Additional counseling to fill in missing knowledge, document translations and explanations Assistance accessing resources</p>
<p>Inability to speak in order to give an oral presentation</p>	<p>Interpreter (rehearsal recommended) Meet with instructor to determine accommodations/options for presentations/speeches Alternate assignment if it does not fundamentally alter the course requirement</p>

If a student is struggling, counselors need to use their professional judgment to try to determine if the student is under-prepared or if there may be other influencing factors.

Suspected co-existing disabilities can be difficult to formally diagnose/identify (intellectual disability, learning disability, etc.) due to a lack of research and accurate testing instruments. Other disabilities may be masked by the hearing loss and its effects on education. Consultations with other disability specialists may be helpful and lead to other accommodations.

Counselors should be:

- Fluent in American Sign Language (highly recommended) and know how to work with interpreters
- Sensitive to the issues and needs of the diversity of the DHH population with varying degrees of hearing
- Understanding of Deaf Culture
- Ready to liaison with faculty and staff
- Knowledgeable of local, state and national resources/agencies that assist DHH students
- Understanding of the role and resources of DSPS ([see National Deaf Center Toolkit for Disability Services Professionals](#))

Transition

Counselors will also be a key source of information for students as they transition into and out of college. Incoming students may need referral to outside resources such as the Department of Rehabilitation, social services, employment services, and local agencies that provide services and advocate for their constituents. There are also many resources on campus that students may be unaware of such as EOPS, career services, transfer services, financial aid and workability. Assisting students in connecting with these services is important to give them a broader range of resources and options as they leave the college. Here are a few resources:

- [Employment Development Department](#)
- [Department of Rehabilitation](#)
- [National Deaf Center Transition Resources](#)
- [Deaf Counseling, Advocacy and Referral Agency](#)
- [California Deaf Blind Services](#)

Coordination of Communication Services

Communication services for DHH students require the expertise of a Coordinator and/or Supervisor to oversee the delivery of services. The role of the Coordinator/Supervisor is critical. A highly trained professional, who acts as a liaison between DHH students and campus-wide personnel, ensures communication access and legal compliance. The diversity of communication modalities, along with recruitment, training and retention of qualified service providers, warrants a trained Deaf Services Professional.

Resources

- DSPS Solutions. [Executive summary of San Diego Community College District ruling.](#)
- Sanderson, G.; Siple, L. & Lyons, B. [Interpreting for postsecondary deaf students.](#)

Interpreting

Sign language interpreting services are included in Title 5 as appropriate accommodations for DHH students who use ASL. The role of a post-secondary interpreter is very different than that of K-12 interpreter. While some individuals are Children of Deaf Adults (CODA) and use ASL fluently, they may not be qualified interpreters. Interpreters go through extensive training and build their careers. The links below provide specific recommendations and industry standards for interpreting services and other related accommodations.

- [National Deaf Center Interpreting Resources](#)
- [Registry of Interpreters for the Deaf](#)
- [National Association of the Deaf](#)

Deaf-Blind Interpreting

Sign language interpreting is modified to provide communication access to Deaf-Blind students. Interpreter(s) need to modify their positioning to accommodate students with low vision. For students who have a total vision loss, tactile interpreting is another accommodation in which interpreters' hands are felt with the student's hands. Tactile interpreting can create physical fatigue for interpreters so it is important to adjust the industry's teaming standards to minimize injury.

Speech-to-Text Services

Speech-to-text services are an accommodation option for DHH students to use in the classroom. A speech-to-text service provider listens to a speaker while using an input device to produce text on a computer screen for the student to read. Alternatively, the text might instead be displayed on a TV monitor or projected on a screen. All speech-to-text services are provided in real-time, rather than as the transcription of a recording. It is important to note that speech-to-text services are constantly changing as newer technology is developed and existing technology improves, so there may be new hardware and software for providing the service. It is not a legal requirement for colleges to provide students with transcripts. It is at the discretion of each college to determine whether to provide transcripts and develop a policy about how to handle distribution of transcripts (with DHH students and/or teachers).

- [National Deaf Center Disability Services Handbook Templates](#)
- [National Deaf Center Speech-to-Text \(Services\)](#)

Notetaking

Notetaking service is an essential tool for DHH students. Arranging notetaking services allows the DHH student to maintain visual contact with his/her service provider. Turning attention from a service provider to writing notes creates gaps in communication that has an impact on student success.

- [National Deaf Center Disability Services Handbook Templates](#)
- [National Deaf Center Disability Services Professionals Toolkit](#). Scroll down to section on Accommodations 101: Note taking.

Testing Accommodations

- Testing accommodations for DHH students continues to be explored by campuses and in research. It is key to take each request on an individual basis and assess the barriers to successful test taking. [National Deaf Center Disability Services Professionals Toolkit](#), and scroll down to section on Testing Accommodations. See also the [National Deaf Center Testing](#) section for more information.

It might be possible to provide an ASL version of a test to ensure clarity of information to the DHH student. ASL versions could be beneficial in unique situations. Before creating ASL versions, it is recommended that professionals are consulted for translations.

Tutoring

Tutoring is an interaction between two students. A student is hired to explain and clarify academic content and or instructions to a DHH student. [National Deaf Center document on Tutoring Deaf Students](#) explains key elements to consider before initiating such services.

Assessment of DHH Students

There is an ongoing concern about the validity of assessment instruments for DHH individuals. The validity is questioned largely due to the use of interpreters during assessments and the lack of qualified assessors who are experienced with DHH individuals and have communication ability. Those factors cause administrators to be unsure of what accommodations to provide for assessments. For more information, visit [National Deaf Center Testing](#) section, which addresses the difficulties of assessment testing of DHH students.

Specialized Orientation

DHH students entering college for the first time should be given a specialized orientation. The purpose of the orientation is to help new DHH students become aware of the campus culture and available services & resources. An overview of DSPS student handbooks and documents should be provided, as well as a comprehensive campus tour.

- [National Deaf Center Disability Services Professionals Toolkit](#), and scroll down to section on Introduction to Deaf Services, which includes a Deaf Student Orientation Guide in addition to numerous other resources.

Registration Assistance and Priority Registration

Registration assistance and priority registration are tools available to the counselor which facilitate DHH student matriculation into the college. See the following publication on this topic:

- [CCCCO FAQ on Priority Registration, updated 2018](#); pages 6-8 address DSPS students.

Special Considerations

Distance Education

Distance education has become more common over the past decade with classes being offered online fully or as hybrid (in-classroom/online mix). Distance classes may be offered using video conferencing. The 2011 Distance Education Accessibility Guidelines (still current as of January 2020) discusses the accessibility issues faced by DHH students and offers Universal Design strategies to ensure that the eLearning environment is accessible:

- [Distance Education Accessibility Guidelines \(2011\)](#)

Study Abroad

DHH students may choose to be an exchange student or participate in a campus supported program or class that allows them to study abroad. The decision-making process for providing accommodations for study abroad programs is a complicated one. The ADA and Section 504 can be the starting place as guidance to institutions to develop policies and practices. It is recommended that each institution consults a legal counselor before making a determination. To deny services for a study abroad program may put the college at a legal risk. Please refer to the two resources provided on the National Deaf Center website:

- [National Deaf Center Special Topics: Study Abroad](#)
- [National Deaf Center Effective Communication Tip Sheet](#)
- [National Deaf Center: Communicating with Deaf Individuals](#)

Providing Accommodations Outside the Classroom

As colleges expand instructional delivery models, ensuring appropriate accommodation is paramount to student success. The following resources provide an overview of how to plan for services that may not be typical or ordinary.

- Internships: [National Deaf Center: Creating Access: Internships and Field Experiences](#)
- Extracurricular Activities: [National Deaf Center resource on Impact of Extracurricular Involvement on Postsecondary Outcomes for Deaf Youth](#)

Quality Assurance: Student Feedback

A survey to measure student satisfaction may be conducted in an effort to gauge quality and effectiveness of communication services. These surveys can be administered through focus groups, individual or small group sessions. Survey results give the DHH counselor/service provider an overall picture of student needs and the perspective needed in order to institute changes to policy and/or service provision. Survey results should be included in the college program review and accreditation processes.

From an institutional perspective, consult [National Deaf Center: Evaluation Tool for Serving Deaf Students](#).

AWARENESS

Social Impact on Campus

DHH students may be left out of social opportunities due to a lack of accessibility. This impact varies depending on the student's background and abilities. Because some DHH students are not introduced to ASL or Deaf culture until college, it could be helpful to provide students with access to DHH role models and mentors to help them navigate through college. It is recommended that DHH professionals be consulted to give workshops on various subjects (i.e. legal rights, employment preparation). It is important that the college provide accommodations for extracurricular activities that take place on campus and could be beneficial to a DHH student's personal growth.

Cultural Awareness and Culturally-Diverse Campus

It is important to create a climate where differences and inclusion are valued, while insuring the safety and respect for everyone on campus. Providing opportunities for educational programs and activities that effectively address the issue of diversity can be accomplished in numerous ways, including:

- Plan flex-days or in-service activities regarding Deaf awareness
- Host a Deaf Awareness event
- Publish articles in the campus newspaper on DHH students and events
- Utilize social media sites
- Present workshops
- Give awards/ conduct recognition ceremony
- Peer education forums
- Create Deaf awareness displays
- Include DHH students in diversity events
- Include diversity with Deaf Awareness

INSTRUCTIONAL STRATEGIES

Working with DHH Students and Service Providers in the Classroom

Working with DHH students in the classroom requires familiarity with utilizing service providers, such as ASL interpreters, speech-to-text service providers and notetakers. Service providers are there to provide access and accommodations to the DHH students and the instructors and are not available to serve in the role of instructional aides.

Instructional Strategies for Faculty

- Provide written material and instructions whenever possible
- Write on the board whenever possible
- Remind your student to use notetaking paper and a notetaker
- Remind your student to request a tape recorder from the DSPS office if a service provider is not available
- Ensure that all materials utilized in the classroom are accessible
- Provide context to new topics so that all students have the necessary background knowledge

The following strategies have been found to be effective for meeting the needs of all students in the classroom, especially DHH students. When uncertain, ask the student how to assist him/her:

- Allow the DHH student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class)
- Circular seating arrangements offer DHH students the advantage of seeing all class participants, especially in a seminar setting
- In a lecture setting, keep front seats open to be utilized by DHH students and their interpreters.
- Repeat the comments and questions of other students, especially those from the back rows; acknowledge who has made the comment so the DHH student can focus on the speaker
- When appropriate, ask for a hearing volunteer to team up with a DHH student for in-class assignments
- On request from the student, assist with finding an effective notetaker or lab assistant from the class
- If possible, provide transcripts of audio information
- Face the class while speaking; if an interpreter is present, make sure the student can see both you and the interpreter

- Films, overheads, diagrams, and other visual aids are useful instructional tools for visual learners.
- Spoken dialogue and commentary in films, videotapes, DVDs, and online course websites should either be presented in captions or other alternate means such as a transcript
- Refrain from speaking while a DHH student is reading an overhead or handout as it is impossible to watch the interpreter and read at the same time
- Be flexible: allow a DHH student to work with audiovisual materials independently and for a longer period of time

Special Instruction

Students who use sign language will learn most efficiently and effectively through direct instruction with a teacher who signs fluently and can meet a variety of sign language communication needs, rather than through an interpreter. DSPS programs with a sufficient Deaf population should consider special instruction classes. Topics of these courses are frequently focused on reading and writing English; however, math, counseling (time-management, study skills, etc...), and academic supports such as a tutoring lab or supplemental instruction course are also good options.

Class size needs to be limited. Communication often takes longer than in other classes since students cannot take notes, work on assignments, or talk to each other while simultaneously watching the instructor sign. Students may need background context and additional explanations to ensure understanding. Reading and writing assignments may also need additional time since English is often a second language or at the very least not used in everyday communication by the students. Extra time and instruction should be allowed for reading comprehension and editing of written English.

Instructional creativity is important. In addition to the instructional strategies listed in the last section, special instruction teachers will be using visual communication exclusively, which means use of visual aids. Some examples:

- Use of video technology
- White boards for student use (on the wall and small ones at their desks)
- Pictures

Universal Design in the Classroom

Universal design incorporates accessibility features in course design and instruction delivery. Accessibility features included in the beginning stages of course design can allow greater access and alleviate the need for accommodations. Faculty must be provided both the opportunity to understand and implement Universal Design and training to help build an accessible curriculum. The following strategies promote universal design:

- Providing class notes for all students
- Using visual aids
- Facing the class and making eye contact with students

- Repeating questions asked by students
- **Providing captioning for all media, distance education, and webinars**
- Refraining from speaking while writing on the board or showing slides

RESOURCES

[ADA National Network](#)

[ADARA: Professionals Networking for Excellence in Service Delivery with Individuals who are Deaf or Hard of Hearing](#)

[Alexander Graham Bell Association for the Deaf and Hard of Hearing](#)

[The American Association of People with Disabilities \(AAPD\)](#)

[Association on Higher Education and Disability \(AHEAD\)](#)

[Association of Late Deafened Adults \(ALDA\)](#)

[Association of Medical Professionals with Hearing Loss \(AMPHL\)](#)

[California Association on Post-Secondary Education and Disability \(CAPED\)](#)

[California Community Colleges Chancellor's Office \(CCCCO\)](#)

[California Community Colleges Accessibility Center](#)

[Canine Companions for Independence](#)

[Community Emergency Preparedness Information Network \(CEPIN\)](#)

[Deaf Community Services of San Diego](#)

[Deaf Counseling, Advocacy & Referral Agency \(DCARA\)](#)

[The Deaf Resource Library](#)

[Distance Education Captioning and Transcription \(DECT\)](#)

[DSPS Solutions \(CCCCO grant funded resource\)](#)

[Federal Emergency Management Agency \(FEMA\)](#)

[Greater Los Angeles Agency on Deafness, Inc \(GLAD\)](#)

[Hearing Loss Association of America \(HLAA\)](#)

[Mobility International USA \(MIUSA\)](#)

[National Association of the Deaf \(NAD\)](#)

[National Association of the Deaf \(NAD\) Law and Advocacy Center](#)

[National Center on Deafness \(NCOD\)](#)

[National Center on Universal Design for Learning \(University of Washington DO-IT\)](#)

[National Consortium of Interpreter Education Centers \(NCIEC\) Deaf Advocacy Training Initiative](#)

[NorCal Services for Deaf & Hard of Hearing \(NORCAL\)](#)

[Office of Special Education and Rehabilitative Services \(OSERS\)](#)

[Orange County Deaf Equal Access Foundation \(OCDEAF\)](#)

[Registry of Interpreters for the Deaf \(RID\)](#)

DHH RESOURCE GUIDE REVISION TASK FORCE, 2012

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Acknowledgements

- Diana Holmes of San Bernardino Valley College for assistance with content editing
- Network Interpreting Service, Inc for final content and layout editing
- Mt. San Antonio College and Cerritos College for hosting task force meetings
- pepnet 2 for sharing technical assistance and resources at no cost to the CCCCCO
- Stakeholder groups for offering input and feedback: Coordinators Advisory Network (CAN), CCCCCO DHH Advisory Group, CCCCCO Regional Coordinators & Galvin Group

APPENDIX

DHH Allowable Expenditures

The following is a list of common DHH expenditures that **are allowed**:

- Direct Sign Language Interpreting for classroom and required classroom-related activities
- Oral Interpreting
- Cued Speech
- Real Time Captioning
- Video Remote Interpreting and Captioning
- Live Print Communication (e.g. C-Print and Typewell, AlphaSmart, laptop, InterperType, Ubi Duo)
- Tactile Interpreting
- Interpreting during tutoring
- Interpreting for athletes when they are part of a College class and team sport
- Study abroad – will be reviewed on a case by case basis (DHH services should be contract-based)
- Salaries and Benefits for Interpreters and Real Time Captioners
- Salaries and Benefits for Interpreter Coordinators at the percent of time spent coordinating interpreters if engaged less than full time in this activity.

The following is a list of common expenditures that are **not allowed**:

- Notetakers
- Closed Captioning
- Counselor for DHH
- Instructors for DHH
- Prep Time
- Travel Time
- Non-Classroom-Required Extracurricular Interpreting or Real Time Captioning
- Awards Ceremonies
- Graduation

This list is not exhaustive.