

NOTE: The following tips were compiled by the Learning Needs & Evaluation Center (LNEC). Those with additional questions regarding deaf/hard of hearing students or students with disabilities in a class and those interested in other resources related to persons with disabilities should contact the Learning Needs and Evaluation Center/Disability Services Office at 243-5180, LNEC@virginia.edu, or visit their website at <http://www.virginia.edu/studenthealth/lneec.html>.

BEFORE CLASS

- Provide LNEC a list of videotaped materials, if any, for closed-captioning provision/evaluation.
- It is generally helpful to provide LNEC with the syllabus, vocabulary list, or other course materials so they can make the material available to the service providers (e.g., sign language interpreter, cued speech transliterator, CART reporter) to assist in their preparation for the class.
- Please take a moment to assess the classroom/physical space, course materials, requirements and projects, as well as your teaching style and their potential implications for a Deaf/HH student (or any student with a disability); contact LNEC staff if you have any questions or concerns.

IN CLASS

- Do not speak slower, louder, or differently; minimize your movement.
- Talk with the student outside of class if you have any questions or sense problems.
- Work with the student and his/her service provider(s) to assure the best possible seating arrangement.
- Speak and ask questions directly to the Deaf/HH student and not the service provider (e.g., don't say: "ask him/her if...").
- Because an overhead projector or screen projector (e.g., PowerPoint) allows you to face the students, it is preferable to a black or white board. If you use a blackboard, finish writing before turning to the class to discuss the material rather than speaking while writing and facing away from class.
- Write key names and terms to be discussed that day on the board, overhead or in a handout.
- Write important reminders, assignments, due dates, schedule changes, etc. on the board or overhead.
- Do not continue lecturing/speaking when you've handed out material for students to read/examine; allow for time to complete reading before continuing.
- Announce when and from what source you will read something verbatim and allow students to find and reference it, e.g., "A good example is at the bottom of page 48 [pause]...the paragraph beginning...."
- Before answering students' questions, repeat, restate, or rephrase them, especially if an FM system is being used; the system amplifies only the professor's voice.
- In discussions, ask students to speak one at a time and identify/acknowledge them before they comment; raising hands and being called upon generally works best.
- Due to the lag time of interpreting/cuing/reporting, allow a few seconds longer than you normally would after asking a question or prompting a response.
- Avoid an arrangement or the use of equipment or materials that obscure or block your face/mouth.
- Understand most Deaf/HH students will use note-taking services; please assist with these services when necessary.
- Be aware of the fatigue factor involved with focusing on an interpreter, cuer, or reporter's screen for an extended length of time.
- It's not completely taboo to acknowledge the service provider's presence; if you'd like his/her input on a matter, please just ask the student if you can ask him/her.

TEST-TAKING, ASSESSMENTS, GRADING, EVALUATIONS

- Be sure exam instructions/directions are printed on the exam itself; write important information (e.g., time remaining, corrections, additional instructions, etc.) on the board/overhead.
- Evaluate Deaf/HH students using the same standards as everyone else; assignments that are modified due to the student's disability should involve the same amount of work and academic rigor as the original assignment; again, please contact LNEC staff if you have any questions or concerns.