

OFFICE OF DISABILITY SERVICES
STRATEGIES PAGE

DEAFNESS

This student, _____, *receives* auditory communication through lip-reading and/or sign language. A sign language interpreter will be provided by the Office of Disability Services.

The student *communicates* to others through sign language, writing, and/or oral speech.

Students who are deaf can complete academic requirements the same as any other student; however, some **strategies** may be required. The following are a few of those strategies that an instructor might consider when presenting subject matter:

Provide a visual detailed course syllabus (including papers and projects) before class begins, or as soon as possible.

Provide a script of oral presentations.

Make sure there is proper lighting in the classroom. If non-captioned videos or movies are shown a dim light is needed so that the student can see the interpreter's signing.

If an interpreter is present, allow him/her to stand where the student can see both of you.

Speak directly to the student, *not to the interpreter*.

Interpreters should not be speaking to you about the student's progress.

Include the student in class discussion, by allowing time for him/her to respond through the interpreter.

Clearly identify who is speaking or asking a question (pointing is OK).

Write directions on the board, or use an overhead projector.

When using an overhead projector to show step-by-step instructions, mask all the instructions except the one that you want followed next.

As you demonstrate a procedure or technique, alternate between speaking and manipulating the materials. (This allows the student to look at one thing at a time.)

Do not talk while writing on the chalkboard.

If an important basic or technical word is to be taught, make sure meaning and application are absolutely clear. For a new term, repeat the word numerous times in a variety of contexts.

Use visual aids (charts, diagrams, maps, pictures, etc.) when explaining important key terms and concepts.

Label equipment and materials to aid in the learning of new vocabulary.

Present only one source of visual information at a time. Leave on the chalkboard only what is being discussed.

After tests or quizzes, give answers by using the overhead projector or give answers in writing.