

## Faculty Guide **DEAF, DEAFENED AND HARD OF HEARING**

### **OVERVIEW AND DEFINITIONS**

According to Statistics Canada, 10% of Canadians or almost three million people in Canada, have a hearing loss. According to the Canadian Association of the Deaf, students who are deaf, deafened or hard of hearing are all very distinct groups. Using appropriate terminology shows respect for their differences.

**A Deaf** person has a profound hearing loss in which there has been damage to the auditory pathway. Most people use some form of sign language to communicate. The earlier the loss, the more serious its implications for a student's education. Students who have acquired American Sign Language due to their inability to hear.

**Deafened** is both a medical and sociological term referring to persons who have become deaf later in life. Deafened persons cannot hear what you say, but usually respond verbally in a conversation. They sometimes use interpreters, but more often at college, request a computerized notetaker.

**Persons who are hard of hearing** have hearing losses ranging from mild to profound. These students experience difficulty hearing, and may wear a hearing aid to amplify sound. A hearing aid does not cure the loss, but assists in better communication. Students may request a notetaker in class to ensure vital information is not missed.

- avoid movements which will distract or block the student's view of the interpreter or the computer screen
- when speaking, face the students, try to avoid backlighting and remain in one place
- speak at a reasonable pace, clearly and in a normal tone but be aware that interpreting and computerized notetaking requires a few seconds delay
- restate or paraphrase if the student does not seem to understand
- if a class is cancelled or relocated ensure that all parties (student, interpreter and/or notetaker) are notified
- communicating with deaf students at their homes can be done through email, TTY, or Bell Relay. The disability support office in your college can be contacted for more information on these methods of communication.
- be prepared to meet with interpreters and notetakers for consultation and planning
- work closely with the disability support office to ensure a successful learning experience for the student

**Specific tips if you have an interpreter in your class:**

- use of sign/oral language interpreters for oral assignments
- access to assistive devices such as captioning devices, FM systems, TTY
- use of computer for completion of test/assignments
- extended time to complete the program and/or reduced course load
- adapted methods of evaluation such as marking on content rather than writing style
- provision of advance reading lists, texts and content specific vocabulary
- provide computerized notetakers and interpreters with copies of reading material and videos at least one week in advance of when it is being taught

## **RESOURCES**

The disability support office in your college will have brochures, books and videos available for loan as well as information about local resources.

### Web Sites:

Canadian Association of the Deaf <<http://www.cad.ca>>

Canadian Hearing Society <<http://www.chs.ca>>

Deaf World Web <<http://deafworldweb.org>>

The Interpreters' Network <<http://www.terpsnet.com>>

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