HOW TO MAKE ONLINE LEARNING ACCESSIBLE FOR DEAF STUDENTS

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• CODA
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• Over 35 Years’ Experience
• Higher-Education Specialization

ABOUT DIANA
On-site Interpreting

Video Remote Interpreting

Captioning Services

Deaf Culture Education/Consulting

Soon after the realization that many nebulae were in fact distinct galaxies, astronomers, in particular Hubble, began systematically classifying galaxies in the hope that taxonomy would lead to further understanding. The principal component of Hubble's classification scheme is strongly correlated with disk-to-bulge ratio. But Hubble confuted the relative proportions of bulge and disk.
ENVIRONMENT CHANGE

TRADITIONAL CLASSROOMS HAVE MOVED ONLINE
Disability Service Professionals are now on the front lines of making alternative learning environments equally accessible to traditional classrooms FOR ALL STUDENTS.

- Status Check for ALL STUDENTS
- Universal Communication Access Accommodations Don’t Exist
- Preferences Change
- Learning Environments/Course Structure Modifications Means Additional Accommodations
- Regular Check-In with Instructors/Professors
- Keep Checking-In with Students
When the incorrect communication access accommodations are made, the success of the student will be adversely affected.

- Frustration
- Low or failing grades
- Falling behind
- Dropping coursework
- Leaving school
ACCOMODATIONS FOR CONSIDERATION

• Video Remote Interpreting
• On-Site Interpreting
• CART Captioning
• Captioned Video
• Notetaking
• Interpreted Testing
• Extended Testing
NOT AN ACCOMODATION

- Auto Captioning
- Assumed Lip Reading
- Relying Solely on Text
  - Message Boards
  - Chat features
  - Lecture Notes/Transcripts
1. Work directly with student
2. Make sure all coursework/audio content is accessible
3. Partner with access providers
4. Prepare teaching faculty
5. Manage technology and troubleshooting
6. Ask for feedback
1. WORK DIRECTLY WITH STUDENTS

• ALL STUDENT status check
  • Make no assumptions
  • Understand expectations
• Offer opportunities to try different accommodations
  • Testing environments
  • Conversation with partner
  • Check-ins
  • Document attempts
• Set-up Open Dialogue
2. ALL CONTENT MUST BE ACCESSIBLE

• Videos
• Audio
• Conversations
  • Video Conferencing/Facetime
  • Chat
  • Message Boards
  • Tutoring/Advising
• Textbooks
• Testing
3. ESTABLISH COMMUNICATION ACCESS PARTNERSHIPS

- Works with existing staff/contractors
- Solutions based with proven systems
- Concerned with quality assurance
- Experienced in higher education learning environments
- Provides multiple accommodation services
- Deaf focused – not spoken language agency
4. PREPARE TEACHING FACULTY

- Provide training
- Set expectations
- Collaborate in finding appropriate learning environments
4. PREPARE TEACHING FACULTY

TIPS FOR INSTRUCTORS/PROFESSORS

• Reach out to the student access office for assistance in providing the best access.
• Consider platforms that provide the best visual and audio access. There should be an option for the student to set the screen to be able to see the interpreter and instructor at all times. Determine early!

Interpreters should be requested if you plan to:
• Provide virtual classes
• Provide audio instruction or pre-recorded videos
• Assign videos online - auto captions are rarely accurate.
• Plan 1:1 follow up meetings/ phone sessions with students

• Schedule a test in your platform with the student and interpreter(s) to identify any issues with sound or visual access.
• Interpreters will need to be provided with an access link to your class
5. MANAGE TECHNOLOGY/ TROUBLESHOOTING

Platform Selection

Be familiar with the aspects of each platform to determine efficiency of access, pay special attention to:

• The ability to control the screen e.g. pinning the interpreter/professor so that continuous visual access occurs
• Take notice of the size of individuals on the screen, the more participants the smaller each individual appears on the screen (unless they can be pinned)
• Identify how access to the platform is acquired, outside service providers may need special permission/code to access the class

Be familiar with all platforms in use in order to have working knowledge when advising professors.
5. MANAGE TECHNOLOGY/ TROUBLESHOOTING

- Engage technology experts
- Test Everything
6. ASK FOR FEEDBACK

The cost is too great to wait to receive feedback.

Be proactive in asking:
- Communication Access Providers
- Students
- Faculty
CHANGE IS THE ONLY CONSTANT
QUESTIONS
Go ahead, expect too much.

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