

**Resource for Educators using Technology with
Deaf and Hard of Hearing Students**

Mela T. Bennett

California State University, Sacramento

Abstract

The goal of the project is to be a resource to educators: instructors, counselors, service providers, interpreters and other support staff with d/Deaf and Hard of Hearing (d/Deaf HH) students in post-secondary education. The intended outcome of the project is to encourage educators to use technology as a tool to enhance the learning process of their d/Deaf HH students. Formal documentation or a certain resource site that educators can tap into for guidance is difficult to find. Through informal and formal surveying and the attempt to develop a matrix that pulls together all the technology that can function as an educational tool resulted in collaboration and guides to help educators down that path of teaching design.

Introduction

For three years, Mela T. Bennett has worked for American River College (ARC) as an Instructional Assistant for the Adaptive Technology Center (ATC) for Disabled Students Program & Services (DSP&S). She is deaf and is bilingual in American Sign Language and English. Technology had played a big role in her upbringing due to inquisitive parents and the purchase of a Commodore 128. Ever since then, she has been exposed to personal computers and had her first email account when she was 15 years old in 1997. Even though she majored in English with an emphasis in Creative Writing in college, she managed to get several jobs working as a Desktop Publisher for CSU, Northridge's Residential Hall's Information Technology department, Graphic Artist/Editor for newspapers and a marketing firm in Los Angeles. Her first love is reading and writing but she could never get away from technology. So she learned to embrace technology as part of her life and make it a part of her professional career.

When she started working with the diverse disabled student population in the ATC lab at ARC, she noticed that every student on the disability spectrum had some kind of adaptive software or hardware to help them enhance their learning process and academic success, except the d/Deaf HH students, There wasn't anything available for them in the ATC lab to use to enhance their learning process. Disabled students came to the ATC Lab primarily to use Kurzweil 3000, Dolphin Easy Reader or iSpeech, which are best described as reading, study skill and writing support software using text to speech and highlights. The heavy use of text to speech in many different types of assistive technology software leaves out the d/Deaf HH student to be able to get

support in reading, writing and study skills improvement, since many of them cannot process information in the manner of hearing.

The researcher attended several conferences and conversed with counter-parts from different universities and community college campuses in California. There was an expressive interest among educators using technology with d/Deaf HH students. But they were encountering the same problem as Mela, the lack of support and resources for d/Deaf HH students using technology as part of their academic success. The focus was on trying to find and acquire technology that was designed for d/Deaf HH learning process. At the same time, educators were familiar with the use of technology as a communication access tool with d/Deaf HH students, such as captioning of audio/visual. These types of technology do provide communication access to education for the d/Deaf HH student and has potential to enhance their learning process. It was easy for educators to justify this type of technology being used as part of the teaching design. It doesn't mean every d/Deaf HH student can benefit from communication access technology and it can improve their academic success.

Purpose of the Research

To prove and show that there is a need for educators that work with d/Deaf HH students in community college, university, and K-12 setting to use technology as an educational tool in the d/Deaf HH student's learning process. Not only to focus on technology specifically designed for d/Deaf HH students but also recognize existing technology that can be used for any and all students on campus and including them into the teaching design. With the purpose of improving their skills and knowledge base in Basic Skills in English (reading and writing), Math, and Public Speaking, to name a few

subject matters. To broaden the educator's perception that using technology with their d/Deaf HH students is not limited to technology specifically designed for them but to use any and all existing technology available as part of the d/Deaf HH students' active learning process. Specifically to find what technological resources exist on campuses.

Research Questions.

Why have educators of d/Deaf HH students not supported the use of technology as an educational tool in helping a d/Deaf HH student's academic success and instead only used technology as a communication access tool?

Link to Review of Literature

Description of Research

Setting

The study is not limited to but in connection with: California's community colleges and universities as well as K-12. Educators from outside of California were welcome to answer questions posed through the study, since this problem does not only exist in state of California's educational system. Even though California was the leader testing new ideas in education whereas the rest of the nation just sat back and let California be the proving ground before they decided to take the same action. In retrospect, the educational system of California has always have been a guinea pig for the rest of the nation. This is according to an interview with Michael Kirst, Professor of Education in a documentary called "First to Worst." So it is only fitting that this study is initiated in California with hopes that it has a ripple effect not limited to the universities, community colleges and K-12 campuses in the state but on a national scale.

Description

This research project has undergone several evolutions before it has become a medium of collaboration and encouragement among educators that work with d/Deaf HH students in the community college, university or even in the K-12 system. The project started out as a means to find the solution to the problem of increasing vocabulary attainment through reading comprehension using technology. With the intent of recognizing the problem among d/Deaf HH students that are bilingual in America Sign Language and English, whereas one language takes dominance over the other. This makes it harder for d/Deaf HH students to have equal footing with their hearing peers in English-based classes.

After some research the researcher decided the lack of time and resources made it difficult to develop and test a piece of software that improves the d/Deaf HH student's learning process with reading and writing. The researcher's focus shifted from the narrow spectrum of how technology can help d/Deaf HH students in the realm of English, to a broader spectrum of how different types of technology can be used with d/Deaf HH students by categorizing them into a matrix.

After some attempts to develop a matrix with a combination of hardware, software and web applications that can be used with d/Deaf HH student, a few factors were determined. There was the difficulty in organizing the matrix into categories. A few categories were attempted such as by basic skills, subject matter, learning styles, learning environment or how it can be used as Educational Technology (ET) and/or Assistive Technology (AT). Another determining factor was that technology was always changing as a teaching tool. Also there were tons of different matrixes online that were

far more sophisticated than the researcher had the means to develop. These matrixes were not designed specifically for searching for technology in the use of the education of d/Deaf HH students.

The researcher paused on her attempts to develop a matrix and started focusing on developing checklists. The main focus of the checklists started out as a instrument to help educators find technology, and then the focus shifted to how to find existing technology and resources on campus. Due to dealing with looming budget cuts in her own work place, her own experiences in trying to get administrative approval and the amount of time takes up to a year to purchase new technology for her own students. These experiences made her realize that not every campus has the luxury to acquire new technology to include in their educational plan or teaching design. Sticking with realistic goals in her project she designed checklists focusing on AT and ET.

The researcher developed a checklist for AT by utilized guidelines that were already mapped in Section 508. For AT there are many [standards](#) listed in Section 508 in different categories: software, hardware, and HTML. The hardware used in education follows Assistive Technology Act of 1998 and Section 508 standards and falls under the responsibility of the manufacturer and the campus's Assistive Technology Specialist. As for using HTML in education, campus webmasters are trained to maintain accessibility. The educator should be more concerned with using software with their curriculum. A general checklist incorporating Section 508 standards for software applications and operating systems is used to guide instructors in using assistive technology with their students. Developing a checklist for Educational Technology was more challenging. After going through several drafts and taking economical hardship in

consideration, the researcher came to the conclusion to focus on guiding educators to existing resources on their own campus instead of encouraging them to find technological resources only online.

The researcher conducted two different types of surveys. The first survey was accidental and designed to query other colleagues to find out what other campuses were doing. The informal query was emailed to several listservs. A few colleagues responded but their responses were formulated in the use of technology as a communication access tool. The lack of response using educational technology from the informal query email prompted the researcher to establish a more formal questionnaire through SurveyMonkey, and then emailed the link with a request to the same listservs. The researcher was expecting about 25 responses to the survey in a week. Instead she got 52 responses in three days, which was more than enough. The responses came from a range of educators: K-12 teachers, support staff in community colleges, directors of programs at the universities to name a few.

With some feedback, after surveying and analyzing the data, an idea of taking the partially developed matrix and posting it on Wikispaces with the intent of collaborating with other educators to share and maintain technology being used on campus has emerged. The purpose of collaboration is to help educators focus on existing technologies. To encourage them to tap the people using and supporting the technology on campus such as the information technology specialist, ADA specialist and the educational technologists that exist on college campuses.

Limitations of the Study

Limitations in the study consisted of a few factors. Since this study is focused on the use of technology as an educational tool for d/Deaf HH students, the researcher is depending on educators to share with her what works or what does not work. She is unable to have the means or resources to test suggested technology on a group of d/Deaf HH students.

Also another limitation to the study is the listservs that the researcher used to email the SurveyMonkey questionnaire, they have unknown variables such as who are the members of the listserv and do their responses help or hinder the survey. Even though the majority of the listservs the researcher used are designed to serve and aid post-secondary educators but they are not limited to those that work on a post-secondary campus. They can be K-12 teachers, directors of DSP&S programs support organizations for educators.

Timeline

The project started January 25th, 2010, when the researcher implemented the design of her website to be filled in with content later. At the same time she conducted research for various assistive technology and educational technology tools online for d/Deaf HH students. She kept track of all different types of technology by setting up a Google document to journalize findings, was being able to access it from work or home. The researcher simultaneously worked on findings and collecting articles to find a theme for the research and to aid the development of the review of literature.

Digging through various websites finding AT and ET technology prompted the researcher to send out an informal email query to various listservs she enlists for

information. The researcher gave the email a month for responses. The informal query sent out can be found in Appendix B. A few responses were collected regardless of the content and documented them in Google Docs which is also found in Appendix B.

February 16th, 2010 the researcher got an invitation to attend the California Community Colleges (CCC) Chancellor's Office DHH Advisory Board by Scott Berenson, Specialist for DSP&S programs at the Chancellor's office. He also forwarded the informal query email to his own contacts to see if they could assist her research. None of his contacts responded to him or to the researcher.

February 26th, 2010 the researcher attended Region 2 meeting at UC Davis for DSP&S professors and support staff with the focus of gathering assistive technology information from a LiveScribe pen presenter. Some interesting ideas were presented on using a LiveScribe pen with d/Deaf HH students but the device relied heavily on audio input/output. A lively discussion with the presenter and other meeting attendees lead to other resources.

On March 9th, 2010, she attended the CCCC Office's DHH Advisory board meeting. Members of the board consisted mainly of educators and support staff that work for DSP&S at various community colleges campuses across California. Part of the agenda was to present her research on using technology as an educational tool with d/Deaf HH students. Members of the board had a discussion about the use of technology as an educational tool. But the discussion was limited to using technology as a communication access tool. They did see a need, just didn't have resources or access to using technology as an educational tool with d/Deaf HH students. Only one board member (Director of DSP&S at Pierce College) was in the process of developing

software with Rochester Institute of Technology (RIT) to enhance English skills of d/Deaf HH Students to be used in conjunction through an online class between RIT, Rochester, NY and Pierce College, Los Angeles, CA. She was asked to return to the next CCCC DHH advisory board meeting October, 5th 2010 to follow up with the conclusion of her research. She was also encouraged to present her master's project in a workshop at the CAP-ED conference at the end of October 2010.

March 10th, 2010 through April 10th, 2010 continued to do research for literature on technology used as a teaching tool and not as a communication access tool with d/Deaf HH students. She also developed checklists/guidelines for educators to use when considering assistive technology and educational technology as part of their teaching design. On her website she designed a resource guide in each category of Assistive Technology and Educational Technology. Also a matrix was developed while trying to find an effective way of organizing researched data.

During the week of April 4th, 2010 to April 9th, 2010 nearing the completion of tasks, the researcher developed a questionnaire on SurveyMonkey and sent it out on April 5th, 2010 and ended the survey on April 9th, 2010. She expected 25 responses in a work week and got 52 responses in three days. The email with a request is in Appendix B. The time frame from April 10th, 2010 to April 18th was spent compiling, analyzing and presenting survey data with the action research paper.

Presentation of Data

Types of Data Collected.

The types of study data was collected through a combination of methods. Reflexivity of personal experiences as a deaf student and as a service provider of support services, mainly through assistive technology was practiced through the whole course of the project time-span. Study data was collected through self-reporting of the attempts to build a matrix that compiles all the possible assistive technology and educational technology that educators can use with their d/Deaf HH students. Discourse tools were utilized by using emails, posts to listservs, surveys and discussions with colleagues. Credibility of data was determined by the responses collected through the conduct of an informal query through listservs and through responses to a formal questionnaire using SurveyMonkey. Most of the data in the responses to the formal questionnaire (see Appendix A) were descriptive and findings were presented.

Findings.

Finding # 1 - Part 1: Query, Part 2: Survey.

Part 1: Querying what other college campuses are utilizing in using technology as an educational tool with their d/Deaf HH students.

The researcher wanted to determine if technology was being used to enhance d/Deaf HH students' academic success. The findings were determined by an informal query sent via email to different listservs on January 25th, 2010 and she gave a month to collect responses for data. The listservs below were contacted with the informal query email:

- DSP&S Region 2 Listserv – supported by the High Technology Center Training Unit (HTCTU) for CCC.
- DSP&S Directors Listserv – supported by HTCTU for CCC.
- SAVrid Listserv – supported by Sacramento Valley Registry of Interpreters for the Deaf.
- EDTech Listserv – supported by H-Net.org: Humanities and Social Sciences Online.
- PEPnet Listserv – supported by Postsecondary Education Programs Network for people who are deaf and hard of hearing.

The responses numbered to three in one month and were sparse. The researcher felt they were not qualitative findings. Since only three of the responses were along the line of suggestions on how to use technology as a communication tool. This experience prompted her to try another method of data collecting (Appendix B).

Finding # 1 - Part 1: Query, Part 2: Survey.

Part 2: Survey.

The researcher drafted together a questionnaire and posted open-ended questions on SurveyMonkey. (Appendix A) She posted the link and an email request (Appendix C) to the same listservs as listed in Finding #1 Part 1. She had a timeline of one work week to collect data. She got 58 responses across the nation from different educational professions in five days. Out of 58 responses, determining where they worked, 13% worked for K-12, 41% worked for community colleges, 29% worked for universities, 1% worked for trade schools, 3% worked for a company, 3% worked for a government agency and 2% listed other (Questionnaire

#1). This contains a good number of respondents that work for postsecondary education which is the main focus of the survey. The types of respondents and what they do in the places they work with d/Deaf HH students (Questionnaire #2) consist of Support Staff – 38%, Instructors – 10%, Administrators including Directors of programs and services – 29%, Interpreters – 19% and only 3% work as representatives of a corporation.

Survey questions #3 through #5 were focused on campus resources such as (Questionnaire #3) computers in the classroom, which out of 58 responses, 55% responded yes they have computers, 8% said no and 15% said sometimes while 20% said it doesn't apply to them. Leading from survey question #3, other than computers in classes, finding out what other resources are on campus such as computer labs (Questionnaire #4) which 74% responded yes, 10% no, and 6% stated sometimes, which leaves 10% that felt it did not apply. The researcher also felt that other than computers in class or computer labs on campus, internet access was also critical to using technology with d/Deaf HH students (Questionnaire #5). Survey respondents answered 81% with internet access, 3% didn't know and 8% felt it did not apply. Not a single respondent answered with a no. That is a favorable sign that internet access is present at all places to allow information exchange and growth using technology.

After evaluating resources on campus, survey questions #6 through #8 were to evaluate where the respondents stand with using technology with their d/Deaf HH students. Survey question #6 was for the researcher to measure the confidence level of the respondents in knowing what resources they can use to answer their

own questions, (Questionnaire #6), 65% responded yes, they were confident in their own abilities, whereas 17% answered no and 17% answered does not apply. Survey question #7 was important to the researcher to help show how much of technology is used for communication access purpose in education not as a tool to enhance academic success. The results (Questionnaire #7) have shows that by a margin of 68% whereas only 15% of technology used with d/Deaf HH students had an educational purpose, then 20% showed it didn't apply. The results shows that most of the technology used with d/Deaf HH students mainly serve as a communication access tool. Survey question #8 served as a dual purpose, part one to determine how much of the technology being used with d/Deaf HH student was designed with them in mind. Part two to establish how many of the respondents were thinking creatively in using technology with their students. (Questionnaire #8)The technology designed for d/Deaf HH students were in the 48% yes range, 15% stated no, 17% were not sure and 20% didn't feel it applied. Bearing in mind to the responses in question #7 that showed that the technology is used as a communication access tool, it would be logical to determine that the technology has to be designed for d/Deaf HH students to serve as an communication access tool.

Survey question #9 was critical to see if the use of technology with d/Deaf HH students is a big part of the campus's educational plan. Without that foundation, it makes it harder for educators to use resources on campus or find support to use technology as part of their teaching design (Questionnaire #9). Therefore out of 58 respondents in the survey, 48% stated that they felt it did not apply, 29% said yes, 15% said no. The results were discouraging since one can summarize that there is

not much support using technology with d/Deaf HH students as part of the educational plan which shows there is a need.

Finding #2.

Through research of literature for the Review of Literature paper, there were more articles on using Distance Learning with d/Deaf HH students. They benefit when an online learning environment is set up properly for different communication styles and learning styles. Very few articles embraced the idea of incorporating assistive technology and educational technology into the educator's teaching design or part of the curriculum. These findings encouraged the researcher to develop a checklist or guidelines for educators to use when considering the use of assistive technology and educational technology as part of their teaching design (Appendix C). The Assistive Technology Checklist (Appendix C) is focused on software and operating system used according to the standards in Section 508. Whereas the Educational Technology (Appendix C) checklist/guideline are not definite and serve to help educators expand their thinking process when including technology as part of their teaching design. Also the focus of the Educational Technology checklist/guideline shifted away from possible technological solutions to finding what technological resources are on their campus – either human knowledge or mechanical knowledge. The end purpose of the checklist/guideline is to direct the educator to tapping into existing resources and support in their own educational setting.

Finding #3.

In the beginning of the project, the researcher developed the outlines for a matrix to organize different technologies as a resource for educators. The researcher had a huge unorganized database of possible technological suggestions. She tried different ways of organizing the technology she found in her research into the matrix. During the process of attempting to categorize found technological suggestions – proved to be a struggle that there were many different ways to organize the technology by subject matter, learning styles, types of technology, learning environment, or by skill level in English (reading and writing). Researcher also came to the conclusion that she wasn't able to be the sole decider on what works and doesn't work for other educators. Instead of finishing the project alone with defeat, with feedback she was able to post her matrix on Wikispaces to collaborate with other educators to pool their knowledge and resources and start a grassroots movement that will grow and continue after graduation to serve as a resource tool online for educators using technology as an educational tool with d/Deaf HH students mainly in post-secondary education (Appendix D).

Recommendations and/or Reflections

The researcher has learned that there are technologies out there in the form of Assistive Technology or Educational Technology that can be used in the academic success of d/Deaf HH students. The barrier is that educators are not aware of the technology or the existing resources on campus or they are simply not keen on adding to their teaching/work load since it means learning something new to include in the teaching design. Sometimes there isn't enough support or commitment on an academic

campus to bring about using technology. There will be some educators that try to include technology as part of their teaching design, but there is not a teaching model established already and it requires educators to start from scratch. Since there is little time between teaching classes and serving students, educators prefer to stick with what they know and not expend their energy into inventing a wheel that may already exist.

Through the researcher's own study and attempts to develop a matrix of possible suggestive technological tools that can be used in the education of d/Deaf HH students provided challenging enough which lead to the conclusion that one person cannot develop and maintain a matrix alone. Technology and its usage is always changing and improving. What may have worked yesterday will not work tomorrow. A collaboration of educators working together is needed to support and maintain a matrix of tried and true methods using technology can refer to the site WikiSpaces. The matrix will start small and hopefully grow into a grassroots movement among educators with the same goal in supporting the academic success of their d/Deaf HH students.

To help them shift their thinking from traditional tools such as the pen on paper, the chalkboard and books in the classroom, the researcher developed several checklists to provide educators a sense of direction. One of the checklists could focus on assessing software to ensure it is assistive technology compatible. The AT checklist borrowed heavily on Section 508's Technical Standards, Subpart B – Software applications and operating systems.

The researcher realized that she can include a past project that she developed for her EDTE 284 Problem Solving and Project Development class which was focused on integrating curriculum, equity, and/or staff development strands into overall

educational technology implementation strategy using a webquest as part of her recommendation. The webquest she developed was intended for staff development at her own college campus. The webquest is focused on explaining Assistive Technology and how support staff or educators on campus work with their students to learn and assess what they need to improve their academic success. This webquest can be used as a model for other campuses and the link is included in the AR References below.

The checklist for Educational Standards providing a guideline for educators was more challenging and provided the shifting point in the researcher's project. It was through the development of the ET checklist and dealing with her own campus budget cuts with scaling back operations, and limiting services provided to her students, that made her realize that not every educator or every campus has the means to acquire new technology for their educational plan. The focus of the checklist shifted from how to include technology as part of the teaching design to how to find existing technology and resources (person or centers) on one's own campus. The researcher encourages educators to tap into what is already available to them, become involved in training offered by the campus or by training centers such as California Community College's High Tech Center Training Unit or using Assistive Technology Initiative Resources for CSU campuses.

Even though this study was intended for California's community colleges and universities, the findings and the recommendations are not limited to California post-secondary schools. This project serves as a model to "show" a need to use technology to improve academic success among the d/Deaf HH student population and to encourage free-thinking among educators to include the future into their teaching design

by using technology. Through AT and ET checklists, a webquest used as a model as a staff development tool, and a collaborative matrix on Wikispace through this project as well as tapping into campus resources should provide an educator a springboard to getting started with using technology in their teaching design to prompt student's active learning and academic success.

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Appendices

Appendix A:

SurveyMonkey: <http://www.surveymonkey.com/s/MHC9ZLK>

Questions in SurveyMonkey:

1. Where do you work? At a community college campus, university campus, private campus, K-12 or in a organization? (Please include name of place.)
2. What is your title of position and short description on how you interact with d/Deaf and Hard of Hearing students?
3. Do you have computers in your classroom? (Please feel free to add any more relative information.)
4. Do you have a computer lab on campus for d/Deaf and Hard of Hearing students?
5. Do you have internet access for d/Deaf and Hard of Hearing students to use? What method do they use internet access? (i.e. check emails, chat online, do research, Google information, or use the campus online learning environment web application?)
6. Do you feel confident in your ability to search and find new technology when your d/Deaf and Hard of Hearing students have a need? (What resources do you use, on-campus, off-campus or online?)
7. What kind of Assistive Technology (AT) or Instructional Technology (IT) do you use with your d/Deaf and Hard of Hearing students? (Please describe which kind of technology and how?)
8. Is the AT / IT you use designed for d/Deaf and Hard of Hearing students? (Please describe what kind of technology and how?)
9. Is it in your Educational Plan to use AT / IT with your d/Deaf and Hard of Hearing students? (Please describe what kind of technology and purpose?)

Appendix B

Informal Email Query sent out January 25th, 2010:

Hello -

Forgive cross-posting if any.

I'm currently working on a research project for work. I am trying to put together a comprehensive list of all the different types of assistive technology used in the classroom for deaf students or even as part of their student success on campus. It can range from captioned DVDs to Inspiration software. It doesn't have to be necessarily be technology (soft or hard) that was designed to be used by deaf students. It can be something that took a bit of creativity to make it as part of a deaf student's success. Any insight or feedback would be great! Thanks

Three responses to query email:

Hi Mela

Have you researched/discussed the video remote interpreting and captioning technologies? We used VRC for a quarter for a grad student when we didn't have a 'terrestrial' captionist available, and it worked out well. Also, have you researched PEPNet? Just a thought. Another 'on the fly' AT we once used was the student's cell phone/text messaging with a captionist messaging her on the captionist's cell, during an on site visit for a class.

X

Mela:

You may want to look at the PEPNet RKIT at <http://projects.pepnet.org/rkit/> . Under Support Services you will see traditional supports for students who are deaf or hard of hearing. There are link on the site to other resources as well that may of help.

X

Mela -

I've had great success working with a Deaf student using an interpreter in our Multimedia Production program....he's taken Audio Production, Video Production and Midi....I've hooked up an FM system to the computer audio output device, and used a splitter to allow the student to use their residual hearing and the interpreter to

simultaneously monitor & interpret what he's hearing...it's worked out quite well and provided him with auditory as well as visual access to the information....

I've also been able to use a similar set-up to provide students with hearing loss with better tape recorded lectures....if you run the audio through an FM system, then insert a splitter, and hook up a "peer to peer" cable into the mic port on the tape recorder; insert headphones into the other port on the splitter and you've got happy students who have a good tape recording they can listen to later for review.

I call it "creative use of technology". Hope it helps,

X

Appendix C

Hello,

I'm currently working on a project for my Masters degree in Educational Technology. My focus throughout the whole program is finding/developing and using technology as a tool in the academic success of d/Deaf and Hard of Hearing students.

Through my research I need to show that there is a need for technology in the education of d/Deaf & HH students other than technology used for communication access.

Please provide your feedback with this short survey regardless if you are an educator, interpreter or generally work with d/Deaf & HH students. This survey will end Friday, April 9th at midnight.

Thanks

<http://www.surveymonkey.com/s/MHC9ZLK>

Technology used as an educational tool with Deaf and Hard of Hearing Students

Questionnaire #1

Where do you work? At a community college campus, university campus, private campus, K-12 or in a organization? (Please include name of place.)

Answer Options	Response Count
	58
<i>answered question</i>	58
<i>skipped question</i>	0

Number	Response Date	Response Text
1	Apr 5, 2010 6:14 PM	All of the above (freelance interpreter)
2	Apr 5, 2010 6:22 PM	University campus - University of Texas at Austin
3	Apr 5, 2010 6:24 PM	K-12 thomas downey High School, Modesto, CA
4	Apr 5, 2010 6:24 PM	Lake Tahoe Community College
5	Apr 5, 2010 6:26 PM	private university
6	Apr 5, 2010 6:30 PM	Community College - Madison Area Technical College

		University of Maryland, Baltimore County (UMBC) 1000 Hilltop Circle
7	Apr 5, 2010 6:30 PM	Baltimore MD 21250
8	Apr 5, 2010 6:41 PM	Mission College - community college campus
9	Apr 5, 2010 6:53 PM	San Diego Community College District Citrus College
10	Apr 5, 2010 6:55 PM	Community College
11	Apr 5, 2010 6:58 PM	various locations
		University of Nevada, Las Vegas
12	Apr 5, 2010 7:04 PM	Disability Resource Center
13	Apr 5, 2010 7:05 PM	Univ. of Maryland (Public University) Pasadena Community College
14	Apr 5, 2010 7:14 PM	Pasadena, California
15	Apr 5, 2010 7:14 PM	AMERICAN RIVER COLLEGE community college campus
16	Apr 5, 2010 7:21 PM	Northcentral Technical College PeopleSupport Rapidtext, Inc.
17	Apr 5, 2010 7:44 PM	Kathy Furlan, 1-800-234-0304 ext 47124
18	Apr 5, 2010 8:37 PM	Department of Education
		University of North Dakota
19	Apr 5, 2010 8:42 PM	(4 year research univ. with medical and law school)
20	Apr 5, 2010 8:49 PM	Community College campus
21	Apr 5, 2010 8:52 PM	Mt. San Jacinto College (Community college)
22	Apr 5, 2010 9:03 PM	community college
23	Apr 5, 2010 9:15 PM	community college
24	Apr 5, 2010 9:23 PM	San Bernardino Valley College
25	Apr 5, 2010 9:48 PM	Sacramento City College

26	Apr 5, 2010 10:39 PM	University campus - California Lutheran University
27	Apr 5, 2010 11:07 PM	American River College
28	Apr 5, 2010 11:17 PM	A technical/vocational school (WyoTech).
29	Apr 5, 2010 11:22 PM	Saddleback Community College
30	Apr 5, 2010 11:35 PM	Community College-Yuba College
31	Apr 6, 2010 12:27 AM	Community College campus (American River College)
32	Apr 6, 2010 2:26 AM	Blossom Montessori School for the Deaf. I am a teacher in the lower elementary classroom.
33	Apr 6, 2010 3:35 AM	Community college
34	Apr 6, 2010 1:58 PM	university campus K-12
35	Apr 6, 2010 3:48 PM	ESU#9 in Hastings, NE
36	Apr 6, 2010 3:55 PM	University of Central Arkansas
37	Apr 6, 2010 3:58 PM	Spain Park High School
38	Apr 6, 2010 4:07 PM	University Campus University of Missouri (as student); Special Education Service Agency in Anchorage, AK (public non profit for the state of Alaska to consult and work with rural and remote school districts as well as infant learning programs throughout the state of AK).
39	Apr 6, 2010 4:26 PM	
40	Apr 6, 2010 4:30 PM	Bungay elementary school (K-5)
41	Apr 6, 2010 4:32 PM	ARC
42	Apr 6, 2010 4:34 PM	Office of Vocational Rehabilitation Services
43	Apr 6, 2010 4:34 PM	OVRS - Tigard
44	Apr 6, 2010 4:38 PM	State VR office
45	Apr 6, 2010 5:09 PM	Automatic Sync Technologies, private company
46	Apr 6, 2010 5:35 PM	K-12
47	Apr 6, 2010 6:12 PM	Sierra College --Community college
48	Apr 6, 2010 6:26 PM	Community College campus: Diablo Valley College
49	Apr 6, 2010 6:29 PM	K-12 K-12
50	Apr 6, 2010 9:57 PM	Bucks County Intermediate Unit (we provide contracted services to

		the different school districts in the county)
51	Apr 6, 2010 10:00 PM	American River College
52	Apr 7, 2010 12:38 AM	California State University - Sacramento
53	Apr 7, 2010 5:13 PM	Sierra College District (Learning Resources Division)
54	Apr 7, 2010 5:18 PM	California state university east bay k-12 Organization : FDLRS - RMTTC Resource Materials and Technology Center for the Deaf and Hard of Hearing which is part of the Florida Diagnostic and Learning Resources System
55	Apr 7, 2010 5:21 PM	
56	Apr 8, 2010 12:31 PM	University campus
57	Apr 8, 2010 8:51 PM	University campus, Sacramento State
58	Apr 9, 2010 5:27 PM	University campus.

Questionnaire #2

What is your title of position and short description on how you interact with d/Deaf and Hard of Hearing students?	
Answer Options	Response Count
	58
<i>answered question</i>	58
<i>skipped question</i>	0

Number	Response Date	Response Text
1	Apr 5, 2010 6:14 PM	Sign Language Interpreter Assistant Director, Deaf & Hard of Hearing Program
2	Apr 5, 2010 6:22 PM	I meet with incoming students and register them with our office - from there on contact is usually when they are facing a challenge with classes, registering for future semesters, etc.
3	Apr 5, 2010 6:24 PM	Educational Interpreter II - I interpret all day in various classes such as PE, algebra, Geometry, Foods & nutrition, DSPS Director. Being such a small school with an equally small Deaf student population (4 part-time students) I assist in assigning interpreters, maintain our VP, and handle all budget issues regarding interpreters.
4	Apr 5, 2010 6:24 PM	
5	Apr 5, 2010 6:26 PM	tech associate II - use ASL with hearing students, Deaf faculty, Deaf graduate students
6	Apr 5, 2010 6:30 PM	Staff Interpreter, primarily work with students in the classroom
7	Apr 5, 2010 6:30 PM	Coordinator of Services to Deaf and Hard of Hearing Students

8	Apr 5, 2010 6:41 PM	Coordinator - Disability Instructional Support Services. I advise, consult and work with the d/Deaf and Hard of Hearing students.
9	Apr 5, 2010 6:53 PM	Director DSPS - our office coordinates interpreting services for the district
		Coordinator/Counselor/LD Specialist of the Disabled Students Program and Services (DSP&S) department.
10	Apr 5, 2010 6:55 PM	We serve students with all types of disabilities including deaf and hard of hearing students. I occasionally see deaf student for counseling and advisement appointments and I occasionally have D/HH students in my COUN 160 class (Strategies for College Success - a college-level transferable course).
11	Apr 5, 2010 6:58 PM	freelance interpreter
12	Apr 5, 2010 7:04 PM	Learning/Disabilities Specialist & Coordinator of Deaf Services. 20% of my job responsibilities are to coordinate services for deaf & hard of hearing students. I conduct intake appts; schedule interpreters & captioners, loan Assistive Listening Devices to eligible students, consult with faculty. Coordinator of Deaf and Hard of Hearing Services
13	Apr 5, 2010 7:05 PM	I register students who are Deaf and Hard of Hearing with Disability Support Service, setup their accommodations, schedule service providers...etc Lead Interpreter,
14	Apr 5, 2010 7:14 PM	Schedule interpreting and real time captioning services. I communicate with students mostly via email/text.
15	Apr 5, 2010 7:14 PM	COUNSELOR/COORDINATOR/DSPS. MY INTERACTION WITH DHH STUDENTS IS LARGELY CASUAL.
16	Apr 5, 2010 7:21 PM	interpreter for the deaf - interpreting, transcribing, providing ALD assistance, tutoring
17	Apr 5, 2010 7:44 PM	I am the Educational Sales Rep. We provide on-site and remote realtime captioning (CART). We provide captioning for videotapes, DVD's and all online (streaming) media. We provide transcription and translation.
18	Apr 5, 2010 8:37 PM	Education program consultant for DHH and Blind/Low Vision K-12 students Deaf/hoh Consultant
19	Apr 5, 2010 8:42 PM	coordinate services for deaf/hoh students
20	Apr 5, 2010 8:49 PM	Assistant Director of Student Support and Development; coordinate all disability support services for my campus within the state system
21	Apr 5, 2010 8:52 PM	Coordinator/Counselor
22	Apr 5, 2010 9:03 PM	DSPS Counselor. Deaf member and fluent in sign language. Use interpreter when working with students with various disabilities
23	Apr 5, 2010 9:15 PM	college counselor--the Deaf/HH students are on my caseload
24	Apr 5, 2010 9:23 PM	Director - counsel D/HH students; solve issues; outreach to recruit qualified ASL interpreters

25	Apr 5, 2010 9:48 PM	<p>DSPS Coordinator/counselor. I counsel students who are deaf or hard of hearing re: accommodations and academic advisement. Director of CLU Deaf and Hard of Hearing Program</p> <p>I supervise teacher candidates in public school settings (birth to age 22) and conduct demonstration lessons in SDC and inclusive classrooms.</p>
26	Apr 5, 2010 10:39 PM	
27	Apr 5, 2010 11:07 PM	<p>Interpreter</p> <p>ASL Interpreter. I interpret lectures, lab activities, discussion/study groups, assemblies, and other school-related interactions for D/HoH students at an otherwise all-hearing campus. Coordinator of Disabled Student Services.</p>
28	Apr 5, 2010 11:17 PM	
29	Apr 5, 2010 11:22 PM	<p>I am a fluent signer and I mostly work with deaf and hard of hearing students on academic or personal issues. Another staff member coordinates their accommodations</p>
30	Apr 5, 2010 11:35 PM	<p>Director of DSPS. Provide input for new students and some academic advisement Instructor and Learning Disability Specialist</p> <p>I have had some students in a course called Specific Learning Strategies who are hard of hearing. They have requested special seating arrangements, printed handouts of instructions I give orally, and requested that I not call on them in class without prior notice.</p>
31	Apr 6, 2010 12:27 AM	<p>Informally, I have the opportunity to talk with a few students and colleagues who are d/Deaf with the help of an interpreter.</p>
32	Apr 6, 2010 2:26 AM	<p>Teacher, I use ASL and speech, since my class is a mix of Deaf and hearing students. I teach them all academic subjects.</p>
33	Apr 6, 2010 3:35 AM	<p>Associate Professor - I teach Deaf and Hard of Hearing students English as a Second Language. Liaison Interpreter</p> <p>interview new students and approve services</p> <p>coordinate captionists</p>
34	Apr 6, 2010 1:58 PM	interpret in the classroom
35	Apr 6, 2010 3:48 PM	<p>DHH program supervisor Assistant Professor of Library Media and Information Technologies. We teach inclusion and integration of all school resources for all student populations. My oldest, who is 8, is also deaf (bi-lateral hearing loss).</p>
36	Apr 6, 2010 3:55 PM	<p>Business Technology Teacher</p>
37	Apr 6, 2010 3:58 PM	<p>Have few students hard of hearing Chair, Department of Library Science</p>
38	Apr 6, 2010 4:07 PM	<p>I do not have any hearing impaired students at this time but have enjoyed working with them in the past in a public school library.</p>

		Student; however, for the past 10 years I have worked directly with d/hh students, infants and toddlers, and families (both 0-3 population and the 3-21 population). There was no on-site D/HH teacher as the schools were too small; I would advise local sped personnel on how to work with these children approx 3 times a year.
39	Apr 6, 2010 4:26 PM	For the rest of this survey I'll discuss my last position held in relation to the questions.
40	Apr 6, 2010 4:30 PM	LMS, have 1 in my class once a week
41	Apr 6, 2010 4:32 PM	Student Personnel Assistant, I worked in Deaf Services for 2 years, first as a clerical aide, then as an instructional assistant.
42	Apr 6, 2010 4:34 PM	State Coordinator for Deaf/HOH Services (SCD)--I have limited contact with D/HOH students in this role, but do advise/coach Rehab Counselors for the D/HOH on case management and resources. I have sent the link to this survey to my RCDs around the state and have asked them to assist you by completing it.
43	Apr 6, 2010 4:34 PM	Vocational Rehabilitation Counselor - I serve both D and HH to help obtain and maintain employment.
44	Apr 6, 2010 4:38 PM	VR Counselor for the Deaf and Hard of Hearing. I work with people who apply for services with this agency.
45	Apr 6, 2010 5:09 PM	I assist colleges and universities in getting their web and broadcast media captioned and transcribed.
46	Apr 6, 2010 5:35 PM	School Counselor. I work with Pre-K through 12th grade students who are deaf/hoh
47	Apr 6, 2010 6:12 PM	Learning Disabilities Specialist. I do not interact with D and HOH students unless they request LD testing. (rarely)
48	Apr 6, 2010 6:26 PM	Interim Disability Support Services Manager. I see DHH students in regards to problems on campus (complaints, problems with instructors and accommodations) and in Workability programs. I use interpreters, FM system, and captioning depending on the student and the appointment/class. Educational Interpreter for: Photo Tech class
49	Apr 6, 2010 6:29 PM	Art class
50	Apr 6, 2010 9:57 PM	I am a floating hearing support teacher-I teach/interpret in both self contained classes, one on one and in the mainstream.
51	Apr 6, 2010 10:00 PM	Student Aide/Notetaker. I interact with d/Deaf and HH students when they come into the lab and need help, also when I'm notaking for a class I usually interact with the person I'm taking notes for.
52	Apr 7, 2010 12:38 AM	High Tech Center Coordinator/Instructor - I provide instruction and assistance to students with disabilities in regards to hardware/software.
53	Apr 7, 2010 5:13 PM	Assistive Technology Specialist. I really have interactions with Deaf/HoH students.

		Coordinator, Interpreting and Print Communication Services
54	Apr 7, 2010 5:18 PM	coordinate accommodations for Deaf students, Faculty and Staff
55	Apr 7, 2010 5:21 PM	Technology Training Specialist - I travel around the state of Florida and provide training and support for Teachers of the deaf. Often I demonstrate various programs in classrooms with d/hh students.
56	Apr 8, 2010 12:31 PM	Interpreter
57	Apr 8, 2010 8:51 PM	Co-Director/Project Coordinator; I plan and manage academic and technology support programs for students with disabilities and facilitate policies and programs to support accessible technology on campus. Assistive Technology Coordinator
58	Apr 9, 2010 5:27 PM	I coordinate accommodations.

Questionnaire #3

Do you have computers in your classroom? (Please feel free to add any more relative information.)	
Answer Options	Response Count
	57
<i>answered question</i>	57
<i>skipped question</i>	1

Number	Response Date	Response Text
1	Apr 5, 2010 6:14 PM	Sometimes
2	Apr 5, 2010 6:22 PM	I would say approx. 75% of our classrooms have a media console with an elmo, LCD, DVD, etc.
3	Apr 5, 2010 6:24 PM	Yes
4	Apr 5, 2010 6:24 PM	Yes
5	Apr 5, 2010 6:26 PM	only the laptops we bring with us
6	Apr 5, 2010 6:30 PM	Most classrooms have computers and projector screens. Some hands on studios and labs do not have computers.
7	Apr 5, 2010 6:30 PM	Yes, for Smart Classroom use. Students bring laptops. LCD's in classrooms have captioning.
8	Apr 5, 2010 6:41 PM	In some classrooms.
9	Apr 5, 2010 6:53 PM	no classroom here, but encourage students to access web-based program for services Not in the COUN 160 class. We have a student lab in the DSP&S department, but rarely, if ever, have I seen a deaf student use our lab.
10	Apr 5, 2010 6:55 PM	
11	Apr 5, 2010 6:58 PM	most of the education sites I attend do
12	Apr 5, 2010 7:04 PM	I don't work in a classroom.
13	Apr 5, 2010 7:05 PM	I know they have computer labs, some of which are used for classes. I believe a lot of classes have at least 1 computer in the room for the professor to use. Some classrooms are considered

		media/technology classrooms.
14	Apr 5, 2010 7:14 PM	I'm not in the classroom except to interpret. I have a computer in my office.
15	Apr 5, 2010 7:14 PM	N/A
16	Apr 5, 2010 7:21 PM	Computers in my cubicle - some classrooms have computers for students - others only one computer for teacher
17	Apr 5, 2010 7:44 PM	A computer is needed in the classroom for remote captioning (CART).
18	Apr 5, 2010 8:37 PM	I do not have classroom
19	Apr 5, 2010 8:42 PM	wireless access in all classrooms some have computers but most do not have computers in the classroom
20	Apr 5, 2010 8:49 PM	
21	Apr 5, 2010 8:52 PM	In most but not all classrooms we have computers
22	Apr 5, 2010 9:03 PM	Many of our classes have computers in the classroom
23	Apr 5, 2010 9:15 PM	some classrooms have computers
24	Apr 5, 2010 9:23 PM	N/A
25	Apr 5, 2010 9:48 PM	I have one in my counseling office- but it is for my use, not the students.
26	Apr 5, 2010 10:39 PM	Yes, I see computers in classrooms where students with hearing loss are placed. In many public schools today, the computers are non-functioning and inadequately maintained. The university provides computer access to all teacher candidates.
27	Apr 5, 2010 11:07 PM	Only in computer (or related) classes Each classroom has a computer, for overhead projection use during lectures. Depending upon the specific course and program in which the student is enrolled, the students may or may not also have individual laptop computers.
28	Apr 5, 2010 11:17 PM	
29	Apr 5, 2010 11:22 PM	Yes
30	Apr 5, 2010 11:35 PM	We have an assistive computer lab in our building
31	Apr 6, 2010 12:27 AM	Not usually. I sometimes use a computer for presentations, but I was only assigned a computer classroom once.
32	Apr 6, 2010 2:26 AM	Yes, I have 2 computers for a class of 9
33	Apr 6, 2010 3:35 AM	Yes, there are 30 computers in the classroom. I also have a projector hooked up to the computer in the front of the class. I use visual presentations to supplement my lessons.
34	Apr 6, 2010 1:58 PM	No, there are computer labs
35	Apr 6, 2010 3:48 PM	We provide deaf educators to a variety of districts so computer availability varies. Each deaf educator has a lap top. Our "classrooms" for all but 2 of our courses are online & synchronous using Blackboard as a course shell & Centra, a VoIP, as our classroom.
36	Apr 6, 2010 3:55 PM	
37	Apr 6, 2010 3:58 PM	Yes, I'm in a computer lab
38	Apr 6, 2010 4:07 PM	We have a lab for our students.
39	Apr 6, 2010 4:26 PM	As a consultant, most of the classrooms had computers, although the age of the computers and their capabilities varied widely. When going into homes, most families had a computer. However, the main issue was bandwidth (both for schools and for families) in connecting with others, maintaining a connection in harsh weather, etc.

40	Apr 6, 2010 4:30 PM	yes, laptop cart of 26, 4 desktop machines
41	Apr 6, 2010 4:32 PM	I do not instruct a class
42	Apr 6, 2010 4:34 PM	n/a
43	Apr 6, 2010 4:34 PM	Yes - we have a resource room that clients can use.
44	Apr 6, 2010 4:38 PM	n/a
45	Apr 6, 2010 5:35 PM	All of the classrooms in our schools have at least one computer. Yes, used for Vision Training, also doubles as a test proctoring center,
46	Apr 6, 2010 6:12 PM	
47	Apr 6, 2010 6:26 PM	Yes.
48	Apr 6, 2010 6:29 PM	Yes
49	Apr 6, 2010 9:57 PM	I currently do not have a classroom but when I did I had computers.
50	Apr 6, 2010 10:00 PM	There are 16 computers in the lab I work at. We have a training lab with 6 computers and a student lab with 14 computers
51	Apr 7, 2010 12:38 AM	
52	Apr 7, 2010 5:13 PM	Yes
53	Apr 7, 2010 5:18 PM	yes, there are computers in almost all of the university classrooms
54	Apr 7, 2010 5:21 PM	Not applicable since I do not have a classroom of my own.
55	Apr 8, 2010 12:31 PM	some do, some don't The campus has various computer labs and some classrooms also have computers; see http://www.csus.edu/irt/FAQ/labs-classrooms/ for lab locations.
56	Apr 8, 2010 8:51 PM	
57	Apr 9, 2010 5:27 PM	Yes, Windows PC in each classroom at the instructor's station.

Questionnaire #4

Do you have a computer lab on campus for d/Deaf and Hard of Hearing students?	
Answer Options	Response Count
	57
<i>answered question</i>	57
<i>skipped question</i>	1

Number	Response Date	Response Text
1	Apr 5, 2010 6:14 PM	Sometimes There are many computer labs on campus but nothing exclusively for Deaf/HH (not sure what you're asking for specifically in this question).
2	Apr 5, 2010 6:22 PM	
3	Apr 5, 2010 6:24 PM	Yes We do not have a lab designated for any one student population short for the DSPS lab which is for all DSPS students.
4	Apr 5, 2010 6:24 PM	
5	Apr 5, 2010 6:26 PM	specifically for Deaf/HH students? no.
6	Apr 5, 2010 6:30 PM	We do not have a specified lab for D/HH students only. Not specifically for D/HH students no. General labs or for specific majors (Social Work, Engineering, etc.)
7	Apr 5, 2010 6:30 PM	
8	Apr 5, 2010 6:41 PM	All computer labs are accessible for all to use.

9	Apr 5, 2010 6:53 PM	they access the High Tech Center on the college campuses and regular labs in continuing education
10	Apr 5, 2010 6:55 PM	We have the lab in the DSP&S department, but not a lab that is just specifically for D/HH students. Our lab has accessible software and equipment for a variety of disabilities.
11	Apr 5, 2010 6:58 PM	some of the sites do
12	Apr 5, 2010 7:04 PM	Deaf & hard of hearing students utilize the same 47 campus computer labs that other students use.
13	Apr 5, 2010 7:05 PM	We have an Adaptive Technology (AT) lab that is a part of Disability Support Service (DSS) and any student registered with DSS is able to gain access to the lab. The lab has several computers, their main function is for low vision students but DHHS students may use them as well. There is also a Video Phone in the AT lab.
14	Apr 5, 2010 7:14 PM	Disabled Students Programs and Services (DSPS) has an Assistive Technology Center (ATC) with accessibility software at each station. The campus labs also have stations with accessibility software installed. There is not specially designated lab for Deaf or Hard of Hearing students.
15	Apr 5, 2010 7:14 PM	NOT SPECIFICALLY/EXCLUSIVELY
16	Apr 5, 2010 7:21 PM	Computer labs are shared by all students
17	Apr 5, 2010 7:44 PM	N/A
18	Apr 5, 2010 8:37 PM	NA
19	Apr 5, 2010 8:42 PM	deaf/hoh students have access to all technology on campus - nothing dedicated
20	Apr 5, 2010 8:49 PM	No
21	Apr 5, 2010 8:52 PM	We do not have a specific lab for DHH students, however we do have a lab for students with disabilities.
22	Apr 5, 2010 9:03 PM	We have a computer lab located in the High Tech Center, which our Deaf/HH students can use if they wish.
23	Apr 5, 2010 9:15 PM	not specifically
24	Apr 5, 2010 9:23 PM	adaptive technology lab for students requiring use of specialized equipment and/or programs
25	Apr 5, 2010 9:48 PM	We have an assistive technology lab for all students with any disability.
26	Apr 5, 2010 10:39 PM	There are numerous computer labs on the CLU campus for all teacher candidates. I see many computer labs in schools and programs where students with hearing loss are placed. The labs vary greatly in quality.
27	Apr 5, 2010 11:07 PM	We have an adaptive technology lab for various disabilities.
28	Apr 5, 2010 11:17 PM	The computer lab on campus is for all students, not just D/HoH.
29	Apr 5, 2010 11:22 PM	YEs
30	Apr 5, 2010 11:35 PM	We have computer labs on campus that are not specific to Deaf/and Hard of Hearing students
31	Apr 6, 2010 12:27 AM	There are two labs with assistive technology, but I do not know how much they have for d/Deaf and Hard of Hearing students.
32	Apr 6, 2010 2:26 AM	Yes, we have a lab with about 8 computers
33	Apr 6, 2010 3:35 AM	My classroom is an open computer lab for one hour a day. The Deaf and Hard of Hearing students attend this lab.
34	Apr 6, 2010 1:58 PM	We have a computer lab for Office of Disability students

35	Apr 6, 2010 3:48 PM	No campus
36	Apr 6, 2010 3:55 PM	I do not believe there is one specifically set aside for this population on campus.
37	Apr 6, 2010 3:58 PM	not specifically
38	Apr 6, 2010 4:07 PM	No but I would certainly get as needed.
39	Apr 6, 2010 4:26 PM	There was no such thing in these communities.
40	Apr 6, 2010 4:30 PM	Not specifically for them, but building does have lab w/ a computer teacher (Unified Art/teacher prep period)
41	Apr 6, 2010 4:32 PM	yes
42	Apr 6, 2010 4:34 PM	n/a
43	Apr 6, 2010 4:34 PM	No - everyone uses the same room.
44	Apr 6, 2010 4:38 PM	We have a computer lab in our VR office that is available to all clients.
45	Apr 6, 2010 5:35 PM	Each school has a computer lab. (I work in the public schools).
46	Apr 6, 2010 6:12 PM	An aT lab for all DSPS students
47	Apr 6, 2010 6:26 PM	We have a high tech center open to all students with disabilities.
48	Apr 6, 2010 6:29 PM	This is a mainstream situation with only one Deaf student so there is nothing set up solely for the Deaf.
49	Apr 6, 2010 9:57 PM	just the regular computer lab
50	Apr 6, 2010 10:00 PM	Yes, the lab I work in is for Disabled students and the d/Deaf and HH students at ARC are allowed access to the lab.
51	Apr 7, 2010 12:38 AM	Our lab is specifically for students with any disability who have been referred by our main office, Services to Students with Disabilities.
52	Apr 7, 2010 5:13 PM	No
53	Apr 7, 2010 5:18 PM	there are several computer labs. none are dedicated to Deaf students.
54	Apr 7, 2010 5:21 PM	Not applicable
55	Apr 8, 2010 12:31 PM	yes
56	Apr 8, 2010 8:51 PM	We have an assistive technology lab for eligible students with disabilities for training/support.
57	Apr 9, 2010 5:27 PM	Not a dedicated lab for d/hoh students.

Questionnaire #5

Do you have internet access for d/Deaf and Hard of Hearing students to use? What method do they use internet access? (i.e. check emails, chat online, do research, Google information, or use the campus online learning environment web application?)

Answer Options	Response Count
	56
<i>answered question</i>	56
<i>skipped question</i>	2

Number	Response Date	Response Text
1	Apr 5, 2010 6:14 PM	Sometimes
2	Apr 5, 2010 6:22 PM	Our campus computers have either Mozilla or Safari for MAC users and for PC - Internet Explorer.
3	Apr 5, 2010 6:24 PM	Yes, through their ID number, in the DHH special Day Class and the library

4	Apr 5, 2010 6:24 PM	Yes.
5	Apr 5, 2010 6:26 PM	wi-fi - internal secure system as well as ethernet
6	Apr 5, 2010 6:30 PM	Internet access is provided for all students at kiosks located around campus, or in the library or labs
7	Apr 5, 2010 6:30 PM	General Student use includes D/HH students - the campus has wireless Internet access for the entire student population.
8	Apr 5, 2010 6:41 PM	Regular method
9	Apr 5, 2010 6:53 PM	Learning Resources has open labs
10	Apr 5, 2010 6:55 PM	Our lab has standard internet connection.
11	Apr 5, 2010 6:58 PM	unknown
12	Apr 5, 2010 7:04 PM	The campus has 47 computer labs available for student use. The library also has computer work stations with internet access. At least 50% of the buildings on campus have wi-fi access.
13	Apr 5, 2010 7:05 PM	They may use the computers in the Adaptive Technology lab which have internet. We also have free WiFi in all our buildings on campus and even outside in some places.
14	Apr 5, 2010 7:14 PM	ALL PCC students have access to internet via the computer labs. I don't understand your second question.
15	Apr 5, 2010 7:14 PM	NOT SURE.
16	Apr 5, 2010 7:21 PM	D/HH students access internet the same as other students.
17	Apr 5, 2010 7:44 PM	Internet access is required for Remote Classroom Captioning.
18	Apr 5, 2010 8:37 PM	NA yes
19	Apr 5, 2010 8:42 PM	wireless, labs, personal computers (same as all other students)
20	Apr 5, 2010 8:49 PM	We have internet access for all students/ Research, email, Check their student accounts and records.
21	Apr 5, 2010 8:52 PM	Through our computer lab, students have internet access.
22	Apr 5, 2010 9:15 PM	There are general computer labs-- I assume that they use the labs' computers if they do not computers at home. To check email most have iPhones/blackberry/sidekicks etc.
23	Apr 5, 2010 9:23 PM	same for all DSPS students; they can check student email but no personal or online chats except if it is a required class assignment
24	Apr 5, 2010 9:48 PM	I believe our students who are deaf/hard of hearing use the internet the same way other students use it. Most internet is visual, rather than auditory. Our challenge is educating faculty to make sure that any You Tube they use in the classroom has captioning.
25	Apr 5, 2010 10:39 PM	All CLU campuses have free Internet access for all teacher candidates. D/HH students in the public schools where I supervise have limited Internet access.
26	Apr 5, 2010 11:07 PM	I believe all students have free internet access on campus.
27	Apr 5, 2010 11:17 PM	If the student is enrolled in a program that provides laptop computers, he/she may use that computer on campus (via our wireless network, free of charge) for these kinds of purposes during their breaks and before/after school. The laptops are their responsibility, and thus, they take them home daily and can use whatever internet connection options they have at home with said laptop. If the student is not enrolled in a program that provides laptops, he/she may use the computer lab (Technical Resource Center) during breaks, or other non-class times (as long as the subject matter is not of a questionable nature, of course).

28	Apr 5, 2010 11:22 PM	Yes
29	Apr 5, 2010 11:35 PM	Yes. Internet Explorer. Applications utilized as listed in this question
30	Apr 6, 2010 12:27 AM	My class has a D2L component that allows all students to get assignments, exchange emails, and participate in discussions using the internet. Since, they are young they do not use email, however I do use designated educational sites for teaching purposes as well as researching topics. I really like having access to visual representation of topics that we are studying.
31	Apr 6, 2010 2:26 AM	There is internet access for the Deaf and Hard of Hearing students. They send e-mail for educational purposes and do research online. Also, they check my blog on a daily basis to get assignments and updates on lessons.
32	Apr 6, 2010 3:35 AM	yes
33	Apr 6, 2010 1:58 PM	email, research, online learning environment
34	Apr 6, 2010 3:48 PM	Each district would have their own policies
35	Apr 6, 2010 3:55 PM	I have not had a student in one of my courses with this issue. If I did, our VoIP classroom would be moved to a chat room to allow for interaction.
36	Apr 6, 2010 3:58 PM	we do not offer school email for students yet. The hard of hearing students use the computers the same way as all students.
37	Apr 6, 2010 4:07 PM	We have online instruction, online chat, skype, etc. We use eCollege learning environment
38	Apr 6, 2010 4:26 PM	Students would use school internet access most of the time; the school internet access was often open to most of the community since many did not have it at home. Schools were often the hub of the community in these small rural areas.
39	Apr 6, 2010 4:30 PM	yes to Internet, teaching research skills in grades 3-5
40	Apr 6, 2010 4:32 PM	Internet access is available to all students on campus. the old Blackboard and now the new D2L are programs used by instructors. Any d/Deaf HH student taking a class requiring the use of D2L would access this program. Email and research are tools vital to all student's success in the college environment.
41	Apr 6, 2010 4:34 PM	n/a
42	Apr 6, 2010 4:34 PM	Everyone uses the internet in the computer room - all the above except chat.
43	Apr 6, 2010 4:38 PM	see above
44	Apr 6, 2010 5:35 PM	Yes, for research, Google info. some on-line learning.
45	Apr 6, 2010 6:12 PM	All students have internet access. We have a high tech center open to all students with disabilities in addition to campus computer labs which DHH students may also access for various purposes.
46	Apr 6, 2010 6:26 PM	Students are not to use computers except for research or class lessons.
47	Apr 6, 2010 6:29 PM	they are doing the same as the other student-generally research, and google
48	Apr 6, 2010 9:57 PM	Yes, we have internet access for d/Deaf and HH students to logon to the web. They use the internet in a variety of ways by either checking e-mails, research, registering for classes, etc.
49	Apr 6, 2010 10:00 PM	
50	Apr 7, 2010 12:38 AM	We have internet access and they use all of the above

51	Apr 7, 2010 5:13 PM	Yes. Standard internet browsers
52	Apr 7, 2010 5:18 PM	all students have access to the internet via campus wi-fi.
53	Apr 7, 2010 5:21 PM	Not applicable
54	Apr 8, 2010 12:31 PM	yes
		Internet access is available to students through computer labs, kiosks, laptop loan, and technology centers, and there is ample wireless on campus. I don't have data on what specifically Deaf/Hard of Hearing Students are doing on the Internet, but checking email, doing research, using the Sacramento State learning management system (SacCT) are common.
55	Apr 8, 2010 8:51 PM	
56	Apr 9, 2010 5:27 PM	Campus email, web-based chat clients.

Questionnaire #6

Do you feel confident in your ability to search and find new technology when your d/Deaf and Hard of Hearing students have a need? (What resources do you use, on-campus, off-campus or online?)

Answer Options	Response Count
	54
<i>answered question</i>	54
<i>skipped question</i>	4

Number	Response Date	Response Text
1	Apr 5, 2010 6:14 PM	No. I wish schools would find creative ways to make sure subtitles were always available for any kind of video the teacher shows the class
2	Apr 5, 2010 6:24 PM	yes, online
3	Apr 5, 2010 6:24 PM	Again, being so small we have not been presented with a situation (yet) that demands very much technology short of the VP.
4	Apr 5, 2010 6:26 PM	I ask deaf friends
5	Apr 5, 2010 6:30 PM	I feel fairly confident in searching for technology when I am already aware of it. I use colleagues as resources and then do most research online. However, I do feel that it is very possible we are overlooking alternative technology and don't know where to look for new ideas.
6	Apr 5, 2010 6:30 PM	YES, I have a master's degree in Assistive and Instructional Technology. I use all resources to find new technologies.
7	Apr 5, 2010 6:41 PM	I have my Assistive Technology Certificate from CSU Northridge and feel confident about researching new technology. I use online resources, Regional meetings, workshops.
8	Apr 5, 2010 6:53 PM	always looking for good language resources to support English instruction

9	Apr 5, 2010 6:55 PM	We only have a very small population of deaf students, so this population I feel like I have the least experience with. Our school just created an online orientation for all students including an accessible version which also includes a sign language interpreter since I have found that many deaf students have poor reading skills. I have recently been referred to a couple of websites that I can refer deaf students to, but I can't remember what they are as I'm filling out this survey from home and not from my work computer.
10	Apr 5, 2010 6:58 PM	From my observation the technology that is out there is under utilized.
11	Apr 5, 2010 7:04 PM	Yes, I have worked in the field of deafness for 30+ years. I use PEPNet and their network of professionals; colleagues across the country & around the world; IT folks on campus.
12	Apr 5, 2010 7:05 PM	Fairly confident. I email the Pepnet listerv with questions or contact our Adaptive Technology lab for advice. I also can contact an audiologist on campus who is often more familiar with new technology.
13	Apr 5, 2010 7:14 PM	I feel confident in the abilities of my colleagues (Assistive Technology Specialist and Alternate Media Specialist) to find the appropriate technology necessary to accommodate a functional limitation due to a student's disability.
14	Apr 5, 2010 7:14 PM	NO
15	Apr 5, 2010 7:21 PM	Yes. On-campus and Online.
16	Apr 5, 2010 8:37 PM	Sort of - all depends on what the student needs. It takes time to search on-line, and identify the website for students
17	Apr 5, 2010 8:42 PM	Yes
18	Apr 5, 2010 8:49 PM	Not always. The Pepnet listserv, my colleagues.
19	Apr 5, 2010 8:52 PM	As confident and knowledgeable as possible.
20	Apr 5, 2010 9:03 PM	Yes, depends on what I am researching
21	Apr 5, 2010 9:15 PM	Fairly sure, but now with the budget crisis I do not have confidence that we can purchase new equipment for a while.
22	Apr 5, 2010 9:23 PM	yes. Conferences, deaf colleges, d/hh groups, PepNet
23	Apr 5, 2010 9:48 PM	I use resources through the DSPS list serve, NorCal, the DSPS advisory committee etc.
24	Apr 5, 2010 10:39 PM	The most important new technologies for students with hearing loss are related to providing access to the sounds of speech (cochlear implants, digital hearing aids, FM and soundfield systems, etc.) Working closely with audiologists and CI centers are crucial for today's teacher education candidates.
25	Apr 5, 2010 11:07 PM	We have staff who specialize in that sort of thing. ;-)
26	Apr 5, 2010 11:17 PM	Yes. I use the normal browsers from the computer at my work desk, or my computer at home. For D/HoH or Sign Language-specific needs, I utilize national and local RID chapter groups & sites, Educational Interpreter groups, peers, mentors, sign language-related sites, etc.
27	Apr 5, 2010 11:22 PM	Yes
28	Apr 5, 2010 11:35 PM	No. I would like to learn more about available resources in order to share with students. Pepnet is one resource I refer to for education and students who are Deaf/HH

29	Apr 6, 2010 12:27 AM	I do not feel confident on my own. At present, I refer students to others who specialize in this area.
30	Apr 6, 2010 2:26 AM	I have several sites already saved on the desktop. When I need to search for more I go online. I usually use Google
31	Apr 6, 2010 3:35 AM	Yes, I feel confident in my ability to search and find new technology for the Deaf and Hard of Hearing students in my classroom. I visit "Deaf" targeted websites on a regular basis. yes
32	Apr 6, 2010 1:58 PM	internet, DARS, PePnet, google
33	Apr 6, 2010 3:55 PM	Somewhat yes.
34	Apr 6, 2010 3:58 PM	I'm sure I could find assistance within our Special Ed group
35	Apr 6, 2010 4:07 PM	Yes...would work with on-campus personnel as needed. Yes, very. Given that distance education and technology was at the heart of being able to support teachers who did not really know how to work with D/HH kids and/or children.
36	Apr 6, 2010 4:26 PM	somewhat confident. can access listservs for help when needed
37	Apr 6, 2010 4:30 PM	I refer students to the Adaptive Tech Lab instructional aide and pass out any flyers or other forms to the student.
38	Apr 6, 2010 4:32 PM	Yes...PEPNet, DBTACs (Especially Region 8--Rocky Mountain--they have 3 staff with D/HOH expertise), TACE Centers, Beyond Hearing Aids/Becky Morris, Google, Dr. Cheryl Davis at Western Oregon University.
39	Apr 6, 2010 4:34 PM	Yes - I am resourceful when it comes to using the computer.
40	Apr 6, 2010 4:34 PM	I do internet research, talk with other counselors in the field and contact consultants.
41	Apr 6, 2010 4:38 PM	I research on-line but wish there were computer programs specifically for deaf students in reading and math. Most programs are sound based.
42	Apr 6, 2010 5:35 PM	n/a
43	Apr 6, 2010 6:12 PM	Yes. We use interpretype, accessible software, VRS, and captioning
44	Apr 6, 2010 6:26 PM	I feel confident, however, I am always researching new resources.
45	Apr 6, 2010 6:29 PM	Yes, my masters is in instructional technology. I have often created my own materials, I buy specialized software from places like IDRT and Harris Communications
46	Apr 6, 2010 9:57 PM	I have never had to find new technology for the d/Deaf or HH students to use. When they do ask I usually refer them to several different people who work in the building.
47	Apr 6, 2010 10:00 PM	Yes, on campus, off campus, listserv, etc
48	Apr 7, 2010 12:38 AM	Yes.
49	Apr 7, 2010 5:13 PM	yes. the university has an AT dept and that office and mine work together to provide accommodations.
50	Apr 7, 2010 5:18 PM	Yes, that is part of my job to find programs, applications, and evaluate their use with d/hh students.
51	Apr 7, 2010 5:21 PM	Online and conferences.
52	Apr 8, 2010 12:31 PM	yes. Interpreters, fm system, extended test time, and notetakers

		Resources used: on-campus, our High Tech Center and Services to Students with Disabilities office staff and students are resources. Off campus resources include Department of Rehabilitation, Abledata, Job Accommodation Network, CSU Professional Development for Accessible Technology, CSUN Conference, etc. National Technical Institute for Deaf, colleagues at other CSU campuses and other colleges/universities, listservs such as ATHEN, HTC-TU, DSSHE, etc.
53	Apr 8, 2010 8:51 PM	
54	Apr 9, 2010 5:27 PM	Yes.

Questionnaire #7

What kind of Assistive Technology (AT) or Instructional Technology (IT) do you use with your d/Deaf and Hard of Hearing students? (Please describe which kind of technology and how?)		
Answer Options	Response Count	
	58	
<i>answered question</i>		58
<i>skipped question</i>		0

Number	Response Date	Response Text
1	Apr 5, 2010 6:14 PM	I've seen it all
2	Apr 5, 2010 6:22 PM	CART and TypeWell services are the only 'technology' related things we use on our campus for Deaf/HH students to access services.
3	Apr 5, 2010 6:24 PM	have a captionist, cc films
4	Apr 5, 2010 6:24 PM	N/A
5	Apr 5, 2010 6:26 PM	AT - none, but did use C-print with interpreter for one graduate level course a few years ago. IT - BlackBoard, video, internet...
6	Apr 5, 2010 6:30 PM	For computer classes, it is crucial to have a projector that provides visual access to what the instructor is doing/modeling. As an interpreter, I like using portable devices for internet access for quick referencing.
7	Apr 5, 2010 6:30 PM	VP, IM, Internet, texting, captioning, CART, CC, Interpreting, Cued Speech Transliterators, Assistive Listening devices...
8	Apr 5, 2010 6:41 PM	TTY pay telephone, Inspiration for organizing essays and papers, spell checkers for spelling, Kurzweil 3000 for the students who are hard of hearing, closed captioned videos, DVD's and You Tube short videos.
9	Apr 5, 2010 6:53 PM	Ours is mostly a scheduling program
10	Apr 5, 2010 6:55 PM	We have phonic ears we sometimes check out to hard of hearing students. We have a video relay service set up in one of the library study rooms. We have a TTY (but it's rarely used anymore). Instructors are not supposed to show videos unless they are captioned (then they need to know how to turn the captions on). That's all I can think of - I would love to learn about other options - although, with such extreme budget cuts, hopefully there are free options out there.

11	Apr 5, 2010 6:58 PM	I've seen interpreters, videophones and fm systems used
12	Apr 5, 2010 7:04 PM	Real-time captioning technology; Assistive Listening Devices (FM systems, infrared systems); projectors/monitors with captioning decoder chip built in; Ubi-Duo; iPhones; videophone; TTY; instant messaging. DHH Students are able to borrow a Conversor FM system for the semester if they wish at no charge. DHH Students are also able to use either of our Video Phones on campus. If they have a problem with their CI they are able to go to the Hearing and Speech Clinic on campus for a reduced cost for students
13	Apr 5, 2010 7:05 PM	That is not a way in which I interact with students in my job. The teacher specialist and instructors would do that.
14	Apr 5, 2010 7:14 PM	N/A
15	Apr 5, 2010 7:14 PM	FM systems for HH students, amplified stethoscopes, notetakers, record lectures, transcribe non-accessible DVD & videos
16	Apr 5, 2010 7:21 PM	External closed caption decoders are often needed to play captioned videos. Colleges report that some of the older DVD players are not compatible with displaying captions on some captioned DVDs.
17	Apr 5, 2010 7:44 PM	The DOE provides the links to the AT for all students with disabilities. check out at KSDE.org
18	Apr 5, 2010 8:37 PM	captioning
19	Apr 5, 2010 8:42 PM	We have experimented with remote sign interpreting. This did not work well. We have used assistive listening devices for some individuals. We have sign interpreters.
20	Apr 5, 2010 8:49 PM	interpretype, Alternate Media, Assistive listening devices, (and soon video phone)
21	Apr 5, 2010 8:52 PM	Generally, we just offer access to computers for the Deaf/HH. Our college, does everything on the computer, class offerings, application, etc. We are going paperless
22	Apr 5, 2010 9:03 PM	Other than captioning, I can not think of any.
23	Apr 5, 2010 9:15 PM	no AT, but we have looked into software that can assist d/hh with instruction
24	Apr 5, 2010 9:23 PM	Nothing special that I know of....certainly some technology would not be useful, just as some technology is not useful to our students who are blind.
25	Apr 5, 2010 9:48 PM	There are abundant new hearing technologies designed for students with hearing loss today (cochlear implants, digital hearing aids, FM & Soundfield systems, etc.)
26	Apr 5, 2010 10:39 PM	none
27	Apr 5, 2010 11:07 PM	Occasionally, the opportunity for closed-captioned videos exists, but other than this, there is no specific technology used.
28	Apr 5, 2010 11:17 PM	CART, captioning of Media, sign language interpreters, etc
29	Apr 5, 2010 11:22 PM	

30	Apr 5, 2010 11:35 PM	Inspiration for cognitive mapping. Skills Tutor for basic skill practice.
31	Apr 6, 2010 12:27 AM	I use videos with captions and/or handouts which summarize the main points.
32	Apr 6, 2010 2:26 AM	N/A
33	Apr 6, 2010 3:35 AM	I focus on the technology that is currently available and only use sites that are accessible, i.e., captioned videos on YouTube and Google. ALD
34	Apr 6, 2010 1:58 PM	captioning
35	Apr 6, 2010 3:48 PM	Pulse pens, iPods, iTouch, Flip cameras
36	Apr 6, 2010 3:55 PM	With my child, we have an FM system that is used in the classroom that can be attached to the PC, iPod, Blackberry, etc.
37	Apr 6, 2010 3:58 PM	we have voice enhancers to assist with the hard of hearing
38	Apr 6, 2010 4:07 PM	N/A AT: FM Loops, FM Systems: For teachers to use with mild or moderate HLs or students with only permanent conductive HLs. HAs, TTYs, Various light alerts to be installed in homes. ITs: Training for teachers and interpreters who did not know much about D/HH kids, Low-tech technologies such as homemade books that showed them their own community and then attached both English and Sign to the book, Lots of Videotaping stories, Online Alaska sign language dictionary, Skype chatting, Skype video chatting/signing, Video-teleconferencing among different kids in different villages, etc.
39	Apr 6, 2010 4:26 PM	
40	Apr 6, 2010 4:30 PM	wireless microphone system for the student
41	Apr 6, 2010 4:32 PM	I refer students to the ATL which has a variety of resources.
42	Apr 6, 2010 4:34 PM	CART, Typewell, video phones, IM programs, email
43	Apr 6, 2010 4:34 PM	Hearing aids - two - daily and Sign Language if needed.
44	Apr 6, 2010 4:38 PM	I use a videophone to communicate with my deaf and h/h clients.
45	Apr 6, 2010 5:09 PM	We provide transcripts and caption files for many different web formats
46	Apr 6, 2010 5:35 PM	Smart boards.
47	Apr 6, 2010 6:12 PM	n/a
48	Apr 6, 2010 6:26 PM	We use interpretype, VRS video phones, FM system, captioning, and software like inspiration, and Kurzweil
49	Apr 6, 2010 6:29 PM	None
50	Apr 6, 2010 9:57 PM	materials I create using flash and hot potatoes, computer programs spOecificly for deaf
51	Apr 6, 2010 10:00 PM	I don't work with them like that, they usually know what they are doing on the computer and if they have any questions I do my best to answer them.

52	Apr 7, 2010 12:38 AM	To be honest we only have one deaf student who uses alternative media and is losing his vision so he utilizes Kurzweil 3000. Another student who is deaf and blind uses our lab - braille display. The hard of hearing students we do have also have learning disabilities, etc. so their needs reflect e-text, Kurzweil, Dragon Naturally Speaking.
53	Apr 7, 2010 5:13 PM	Some HoH students use listening devices.
54	Apr 7, 2010 5:18 PM	ther than the typical on-site accommodations, occasionally i use remote captioning when no on-site captioners are available.
55	Apr 7, 2010 5:21 PM	N/A
56	Apr 8, 2010 12:31 PM	fm system, hearing aids, cart A few examples include realtime captioning, remote captioning with laptops, email, captioning videos, FM listening systems, captioning decoders, UbiDuo, relay calls, transcription, digital recorders for transcripts, visual access features in computer operating systems, using computers to communicate, text messages, TTY, etc. - AT used is dependent on individual needs;
57	Apr 8, 2010 8:51 PM	Instructional technology used by faculty varies widely, from learning management systems (SacCT), faculty web sites, interactive meeting software (Elluminate), streaming video, podcasts, videos, surveys, simulations, clickers, etc.
58	Apr 9, 2010 5:27 PM	C-print captioning of lectures and course-related activities. Several methods to add captions to videos.

Questionnaire #8

Is the AT / IT you use designed for d/Deaf and Hard of Hearing students? (Please describe what kind of technology and how?)	
Answer Options	Response Count
	53
<i>answered question</i>	53
<i>skipped question</i>	5

Number	Response Date	Response Text
1	Apr 5, 2010 6:14 PM	I've seen it all
2	Apr 5, 2010 6:24 PM	yes
3	Apr 5, 2010 6:24 PM	N/A
4	Apr 5, 2010 6:26 PM	No
5	Apr 5, 2010 6:30 PM	No.
6	Apr 5, 2010 6:41 PM	Closed captioning is designed for d/Deaf and Hard of Hearing students. We use the CPC software. Kurzweil 3000, Inspiration, spell checkers are designed for students with a variety of disabilities.
7	Apr 5, 2010 6:53 PM	we also provide Ubiduo for personal use on one-to-one appointments
8	Apr 5, 2010 6:55 PM	Please see above.
9	Apr 5, 2010 6:58 PM	not applicable to me

10	Apr 5, 2010 7:04 PM	Most but not all. From #7 the technology is designed specific for DHH with the exception of the iPhone & IM-ing.
11	Apr 5, 2010 7:14 PM	I don't use AT/IT.
12	Apr 5, 2010 7:14 PM	NOT SURE
13	Apr 5, 2010 7:21 PM	FM systems and amplified stethoscopes yes.
14	Apr 5, 2010 8:37 PM	there are few AT which are designed specifically for DHH students. Captioning into learning management systems and video conferencing software -
15	Apr 5, 2010 8:42 PM	Yes, it was.
16	Apr 5, 2010 8:49 PM	Yes
17	Apr 5, 2010 8:52 PM	Depends on the needs of the deaf individual, which is accessed by our AT Instructor, should the student wish to enroll in the class
18	Apr 5, 2010 9:03 PM	no
19	Apr 5, 2010 9:15 PM	no
20	Apr 5, 2010 9:23 PM	haven't bought it yet.
21	Apr 5, 2010 9:48 PM	Not that I know of.
22	Apr 5, 2010 10:39 PM	Most of the instructional software that is developed for D/HH students is designed for those who use sign language. There is very little for students who use listening and spoken language. There are many websites for teachers and therapists to help with instruction (such as hearingjourney.com).
23	Apr 5, 2010 11:07 PM	n/a
24	Apr 5, 2010 11:17 PM	N/A
25	Apr 5, 2010 11:22 PM	Yes.
26	Apr 5, 2010 11:35 PM	No.
27	Apr 6, 2010 12:27 AM	Not completely, as some items are not captioned.
28	Apr 6, 2010 2:26 AM	N/A
29	Apr 6, 2010 3:35 AM	The AT/IT I use is not specifically designed for Deaf and Hard of Hearing students; however, all of the items I use in class are accessible.
30	Apr 6, 2010 1:58 PM	no
31	Apr 6, 2010 3:48 PM	Not deaf specific
32	Apr 6, 2010 3:58 PM	Microphone with speaker
33	Apr 6, 2010 4:07 PM	n/a
34	Apr 6, 2010 4:26 PM	Some of them are; some of them are just good teaching techniques for any child learning language; others are good techniques for ESL. There's a lot of crossover.
35	Apr 6, 2010 4:30 PM	none specifically
36	Apr 6, 2010 4:32 PM	n/a
37	Apr 6, 2010 4:34 PM	I've had limited contact with the UbiDuo and have not been pleased with it for extended conversations.
38	Apr 6, 2010 4:34 PM	Yes.
39	Apr 6, 2010 4:38 PM	Yes, the videophone is designed to be used by people who sign.
40	Apr 6, 2010 5:09 PM	We make caption files, which are extremely useful to deaf/HOH but also to other populations
41	Apr 6, 2010 5:35 PM	Only if I do it myself.
42	Apr 6, 2010 6:12 PM	n/a
43	Apr 6, 2010 6:26 PM	Some is like interpretype. Kurzweil and inspiration aren't specifically designed for DHH; however the DHH students who have used it find it helpful. One student also has dragon as an app on their smartphone for taking notes on the job.

44	Apr 6, 2010 6:29 PM	NA
45	Apr 6, 2010 9:57 PM	In the past I have made efforts to buy materials that are designed specifically for deaf children.
46	Apr 6, 2010 10:00 PM	I'm not really sure.
47	Apr 7, 2010 12:38 AM	No
48	Apr 7, 2010 5:13 PM	No
49	Apr 7, 2010 5:18 PM	yes...see #7 above.
50	Apr 7, 2010 5:21 PM	N/A
51	Apr 8, 2010 12:31 PM	yes
52	Apr 8, 2010 8:51 PM	It is the policy of the CSU to make information technology resources and services accessible to all CSU students regardless of disability. See Instructional Materials Accessibility checklist for some suggestions for designing instructional materials with accessibility in mind: http://www.csus.edu/accessibility/checklist.html
53	Apr 9, 2010 5:27 PM	Yes - C-Print.

Questionnaire #9

Is it in your Educational Plan to use AT / IT with your d/Deaf and Hard of Hearing students? (Please describe what kind of technology and purpose?)	
Answer Options	Response Count
	51
<i>answered question</i>	51
<i>skipped question</i>	7

Number	Response Date	Response Text
1	Apr 5, 2010 6:14 PM	Should be
2	Apr 5, 2010 6:22 PM	Our students do not have educational plans....
3	Apr 5, 2010 6:24 PM	n/a
4	Apr 5, 2010 6:26 PM	no
5	Apr 5, 2010 6:30 PM	No plan...policy to use what ever is needed as accommodations for students.
6	Apr 5, 2010 6:41 PM	To meet the needs of all the students DISC serves is in our educational plan. A description of a particular technology specific for the d/Deaf and Hard of Hearing student is not mentioned.
7	Apr 5, 2010 6:53 PM	NA
8	Apr 5, 2010 6:55 PM	Since I don't have access to our DSP&S ed plan at this moment - from memory - I don't think it includes anything specific to the D/HH population or any other population - more general recommendations. It needs to be updated, so would love some ideas as to what to include for this specific population.
9	Apr 5, 2010 6:58 PM	not applicable to me.
10	Apr 5, 2010 7:04 PM	At the postsecondary level we don't have educational plans per se.
11	Apr 5, 2010 7:14 PM	I don't work with Educational Plans.
12	Apr 5, 2010 7:14 PM	NO
13	Apr 5, 2010 7:21 PM	Depends on the situation with each student.
14	Apr 5, 2010 8:37 PM	NA

15	Apr 5, 2010 8:42 PM	yes
16	Apr 5, 2010 8:49 PM	Depends on if it can be funded and the individual students are open to the AT/IT experience. Age of the student is a factor. More Remote units for Interpreter services. CART.
17	Apr 5, 2010 8:52 PM	It is inherent in the master plan of the college and the mission of the DSPS department to provide access for our deaf and hard of hearing students.
18	Apr 5, 2010 9:03 PM	It can be, if the student feels it will benefit him/her
19	Apr 5, 2010 9:15 PM	Don't know
20	Apr 5, 2010 9:23 PM	anything I can find to help our d/hh students with learning English would be great
21	Apr 5, 2010 9:48 PM	No.
22	Apr 5, 2010 10:39 PM	Yes, all manner of hearing technologies are included in students' IEPs and IFSPs. With adequate access and excellent educational therapy, students with hearing loss today have access to all sounds of spoken English.
23	Apr 5, 2010 11:07 PM	n/a
24	Apr 5, 2010 11:17 PM	No.
25	Apr 5, 2010 11:22 PM	Yes.
26	Apr 5, 2010 11:35 PM	No Assistive Technology is acknowledged under Section 508 mandates however Deaf/HH are not specifically mentioned
27	Apr 6, 2010 12:27 AM	I will adopt any AT/IT necessary for students who enroll in my courses or come to see me as an LD specialist.
28	Apr 6, 2010 2:26 AM	No, it is not in my educational plan.
29	Apr 6, 2010 3:35 AM	It is in my Educational Plan to use IT with the Deaf and Hard of Hearing students in mind. There are a number of links on my blog that are of specific interest for the Deaf and Hard of Hearing students.
30	Apr 6, 2010 1:58 PM	NA
31	Apr 6, 2010 3:48 PM	Varies
32	Apr 6, 2010 3:55 PM	Yes, when I have a student with that need in a course, I would work with the student to best provide the most efficient AT/IT or adaption technique necessary, just as I would for any other diverse need.
33	Apr 6, 2010 3:58 PM	Yes, when I have a hard of hearing student in my classroom, I use the microphone which enhances my voice.
34	Apr 6, 2010 4:07 PM	n/a
35	Apr 6, 2010 4:26 PM	I don't believe that it should ever be the goal to use technology just for technology sake. It should always have a purpose of access or learning (in other words, what do we want to help the person *to do*), and then if the technology fits, then use it. It should *always* be about the educational or access goal first, and then finding something that addresses those goals second (low tech, hi tech, no tech strategies). Many people think technology is the answer (I Love technology, btw!) but if they don't realize that it's not the end but the means, many times they end up using it wrong, inappropriately, or deeming it unsuccessful when in fact the technology could be much more powerfully implemented.
36	Apr 6, 2010 4:30 PM	n/a
37	Apr 6, 2010 4:32 PM	n/a
38	Apr 6, 2010 4:34 PM	n/a

39	Apr 6, 2010 4:34 PM	I don't use education plans.
40	Apr 6, 2010 4:38 PM	n/a
41	Apr 6, 2010 5:35 PM	Not my plan specifically.
42	Apr 6, 2010 6:12 PM	n/a
43	Apr 6, 2010 6:26 PM	Yes: using accessible software in the high tech center and accommodations in the classroom and for on campus appointments
44	Apr 6, 2010 6:29 PM	No
45	Apr 6, 2010 9:57 PM	Since I am a floater I do not develop plans-I just follow them. When I had a specific deaf student I was using my own developed materials, materials by VCom 3D, and also by Burton Vision
46	Apr 6, 2010 10:00 PM	I do not have an educational plan.
47	Apr 7, 2010 5:13 PM	This hasn't come up. Frankly, the type and extent of services for D/HoH are kept quite separate from this department with little planning or coordination from the DSPS unit, typically.
48	Apr 7, 2010 5:18 PM	yes...see #7 above.
49	Apr 7, 2010 5:21 PM	N/A
50	Apr 8, 2010 12:31 PM	No
51	Apr 8, 2010 8:51 PM	The accommodation plan depends on the individual student's functional limitations and may include AT/IT.

Appendix C

Checklist and/or guidelines for Assistive Technology and Educational Technology

http://imet.csus.edu/imet12/portfolio/bennett_mela/507/checklist.html

Appendix D

Collaborative Online Matrix for educators to share the use of technology in the education of d/Deaf HH students mainly in post-secondary settings:

<https://edutech4deaf.wikispaces.com/>

Glossary

Assistive or Adaptive Technology (AT) commonly refers to "...products, devices or equipment, whether acquired commercially, modified or customized, that are used to maintain, increase or improve the functional capabilities of individuals with disabilities..." From: [Assistive Technology Act of 1998](#).

Educational Technology (ET) is defined as "the study and the ethical practice of facilitating learning and improving performance" through developing and then implementing instructional processes and materials (AECT, 2006, as qtd. in Reiser & Dempsey, 2007, pg. 6). This 2006 Association for Educational Communications and Technology (AECT) definition refers to several key terms. The term 'ethical' refers to the professional conduct and professional standards for educational technology and design. The term "facilitate" refers to the concept that educational technology helps facilitate and guide learning instead of just controlling or creating learning. From: [\(Almost\) Everything You Want to Know about Educational Technology](#)

Basic Skills Initiative (BSI) was a grant funded initiative from the California Community Colleges Chancellor's Office (CCCCO) which began in 2006 as part of the strategic planning process. The goal of the BSI was to improve student access and success. The Strategic Plan guides California Community Colleges as they serve over 2.9 million students annually at 110 colleges. The BSI was a part of Strategic Plan Goal Area 2 - Student Success and Readiness (<http://strategicplan.cccco.edu/>). The project addressed credit and noncredit basic skills as well as adult education and programs designed to help underprepared students. From: [Basic Skills Initiative](#)