

On-campus Resources

Teaching Support Services (TSS)

Instructional Support

Advice on designing accessible face-to-face courses/curricula
Peter Wolf - ext. 52468, pwolf@uoguelph.ca

Courseware Support

Advice on designing accessible on-line courses

Kyle Mackie - ext. 53936,
kmackie@uoguelph.ca

Classroom Technology

Advice on designing accessible teaching spaces

Steve Borho - ext. 52956,
sborho@uoguelph.ca

Assistive Listening Device (ALD)

In 27 large classrooms, ALDs operate once the installed sound system and microphone are turned on.

Classroom frequencies are programmed on student receivers by Classroom Technical Support, Day Hall, Room 108. - ext.52778,
www.tss.uoguelph.ca/cts/accessibility.htm

Universal Instructional Design (UID)

UID is about universal thinking - consider the potential needs of all learners when designing and delivering instruction and minimize the need for special accommodations.

www.tss.uoguelph.ca/uid/

Center for Students with Disabilities (CSD)

Individual Accommodations

Information on accommodations for exams and FAQ's can be found at
www.slcs.uoguelph.ca/csd/faculty_guide.cfm

Assistive Listening Devices (ALDs)

Students may borrow ALD receivers and portable ALDs from the Centre for the semester.
- ext.54835, csdnotes@uoguelph.ca

Library Centre for Students with Disabilities (LCSD)

Students registered with CSD have access to computer lab/study space in the Library.
www.lib.uoguelph.ca/assistance/LCSD

Off-campus Resources

W3C Web Content Accessibility Guidelines

List of points to check your web content for accessibility
www.w3.org/TR/WCAG/checkpoint-list.html

Bell's TTY Relay Service

You can communicate with the student free in the local calling area if they have TTY service in their residence. 1-800-855-0511



Teaching Students with Hearing Loss

The Challenges

Students with hearing loss...

- rely on the visual cues of captioning, computerized note taking, speech reading and/or sign language
- are unable to distinguish conversational speech through the ear
- experience difficulty following learner-centered activities which generate excessive noise (i.e. question and answer, discussion, debate, group work)
- experience the same challenges as those who are profoundly deaf when background noise (white noise, computers, HVAC systems, equipment fans, coughing, shuffling papers, etc.) interferes with the person speaking

Consider the Following...

An estimated 310,000 Canadians are profoundly deaf and 2.8 million Canadians have varying levels of hearing loss.

Hearing loss is an invisible disability that often isolates students from their peers and faculty.

Students requiring special accommodations need to let you know how best to communicate with them.

Methods of communicating can vary and may include one or more of the following:

- lip or speech reading
- assistive listening devices
- writing
- gesturing
- email, messaging, TTY relay
- sign language

Students with hearing loss need to simplify communication so their speech and written work may be grammatically simple and direct. This is not indicative of level of education or understanding of material.

Because hearing loss can be very gradual, many people may not be aware of their own hearing challenges.

Speech Reading

Speech reading is more than just lip reading. Because it involves the entire face and neck, such things as facial hair and gum chewing present additional challenges. Speech reading is a difficult skill to master and is never a substitute for hearing. Even with the best viewing conditions, only 25-30% of speech sounds are visible on the lips and face. The remaining sounds are made in the back of the mouth and cannot be seen. Many sounds also look alike as they are formed on the mouth. (Eg. p-b-m - pack, back, mat; f-v - fold, vote; island view' - looks like 'I love you')

Because a student cannot speech read and take notes at the same time, the Centre for Students with Disabilities will provide a note taker at the request of the student.



Assistive Technologies

Technology solutions such as hearing aids and other Assistive Listening Devices (ALDs) *do not* restore hearing in the way glasses can restore eyesight to 20/20. They make everything louder with no differentiation between wanted and unwanted sounds. Deciphering sounds and eliminating those that are not important is very tiring.

Assistive technologies for students include:

- hearing aid (works best within 2-3 meter radius)
- infrared system
- FM system (student may ask you to wear a mic)
- cochlear implant
- closed captioning
- messaging
- email
- communication device or board
- Bell TTY Relay Service

Best practices

...in Your Classroom

Use either the wireless mic, or the microphone wired to the teaching station. Remember to turn off the mic that you are not using as it causes interference.

Assistive Listening Devices (ALD / Gentners) will only transmit sound from the microphones or the VHS/DVD player when the wired or wireless microphone is on.

Turn OFF audiovisual equipment when not in use to reduce background noise.

Consider case study or circular seating layouts to enable the student to see as many faces as possible.

Permit only one person to speak at a time and point to that person.

Repeat into the microphone all relevant Q&A from other students.

Summarize discussion or group work visually (chalkboard, projected image, etc.)

Incorporate visual aids, handouts, etc.

Provide information in electronic format.

Plan a 10 minute break every 1 1/2 hours.

...in Your Lab

Take the student on a tour of your lab.

Discuss safety concerns.

Assign a lab partner to ensure that the student is alerted in case of emergency.

Provide written lab instruction prior to each lab, and written summaries of all demonstrations.

...when Communicating

Find a quiet location free from hallway traffic, fans, air conditioners, shuffling papers, etc.

Include the student when you are chatting with others.

Get the student's attention before speaking by gently touching their arm or providing some visual clue.

Maintain eye contact.

Speak clearly and concisely.

Ask if one ear hears better than the other and position yourself accordingly.

Rephrase what you are saying if you are asked to repeat.

Use gestures - they help with understanding.

Confirm that the student understands - ask them to review key points.

Use email and keep a writing pad handy.

Avoid...

- situations where the student cannot clearly see your face - e.g.- talking to the chalkboard, screen or overhead/document camera; or positioning yourself with mirrors or windows behind you, or shadows on your face
- pacing or excessive movement - this interferes with voice transmission
- talking during a film or video
- using a film or video that cannot be close captioned
- drawing attention to the student
- yelling, exaggerating, or speaking unnaturally slowly
- changing topics without letting the student know
- chewing gum