



Center for Accessible Resources

Faculty Newsletter Spring 2019

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Welcome to the Spring 2019 Term! We hope your break has been refreshing and restorative! CAR would like to thank you for helping make LCC accessible to all students, with or without disabilities, hidden or visible. This newsletter addresses common concerns and frequently asked questions. Contact CAR or visit our [website](https://www.lanecc.edu/disability) for more information: <https://www.lanecc.edu/disability>

In this issue we cover:

- **Feature:** Working with Interpreters in the Classroom
- Disability 101: Working with students with hearing impairments
- Alternative Testing Agreement vs. Consideration of Modified Attendance/Assignment Due Dates Agreement
- Reminders: Faculty Handbook, Technology Lab, CAR counseling for students, and more!

Feature: Working with Interpreters in the Classroom

Students that are hard of hearing, have hearing impairments, or are Deaf often use auxiliary aides, including in-person interpreters, in the classroom.

Interpreters are those who serve a specific function in a course for a student who is eligible. They provide the student communication access in the classroom. Below are some tips and tricks for faculty regarding how to work with interpreters.

Role of Interpreters:

- A sign language interpreter is a trained professional who facilitates communication and conveys all auditory and signed information so that both hearing and deaf individuals may fully interact.
- Interpreters are held to a professional code of conduct which emphasizes ethics, impartiality, and client confidentiality. Interpreters are not meant to be used as tutors, case workers, advisors, or accommodation specialists.

Working with the interpreter:

- Be friendly to the interpreter and utilize her/his professional services to speak with the student. However, always make sure to speak directly to the student, and make respectful eye contact.
- The interpreter may need to stand or sit beside you so that the student can quickly scan back and forth between you.
- It is important that only one person speak or sign at a time. The interpreting process only allows one person to communicate at a time. Therefore, encourage students to wait before speaking or signing until you recognize them.
- The student may be using Video Remote Interpreting (VRI). The remote interpreter will function in the same manner as an in-person interpreter, and the student will have access to the technology available to connect with them online. In this case, you will most likely need to wear a microphone on your lapel. Remember to repeat questions or answers that the microphone may not have picked up.
- Ask the person with a hearing impairment to explain something if you do not understand it or ask them how the interpreting process works. Try not to engage the interpreter or ask them to explain what the person means. Remember that when the interpreter speaks, s/he is voicing the words of the individual who is deaf. The interpreter is not a participant in the interaction.
- Provide lists of the subject-specific jargon and technical terms which students will need to acquire early in the course. If interpreters are being used, make this list available to the professionals providing the service as early as possible.
- Address any concerns regarding the student's access or interpreter directly with the student's primary Accommodation Specialist (listed on LOA email).

Disability 101: Working with students with hearing impairments

Students with hearing impairments may experience unique challenges in the classroom. It is important to find strategies that work for both the faculty member and the student when working together in the classroom.

Classroom Strategies:

- Make sure that your face is visible when speaking, and try to face the person with hearing loss as much as possible. The student with a hearing impairment might need preferential seating for this reason. The student should be seated near the front of the class so that s/he is in a position to get lip-reading cues or utilize hearing capability (if any). If an interpreter is present, make sure the student can see both you and the interpreter with clear sight lines.

- Don't talk with your back to the class (i.e. when writing on the whiteboard) as it hinders the student with a hearing impairment from getting facial or lip-reading cues.
- Provide context and repetition, which is helpful not only to students with hearing loss, but to other students as well. Announce what's about to happen and recap what's just taken place.
- When questions are asked from the class, it would be beneficial to the student with a hearing impairment to repeat the question before answering it.
- Keep instructions brief and uncomplicated as much as possible. When repeating instructions, repeat exactly without paraphrasing.
- Use more than one way to demonstrate or explain information.
- Allow several moments extra for oral responses in class discussions. In small group discussions, allow for participation by students with hearing impairments. Circular seating arrangements offer students who are deaf or hard of hearing the best advantage for seeing all class participants.
- If there is a break in the class, get the attention of the student who is deaf or hard of hearing before resuming class.
- People who are deaf or hard of hearing often use vision as a primary means of receiving information. Captioned videos, overheads, diagrams, and other visual aids are useful instructional tools for students with hearing impairments as well as students with various types of learning styles.
- Allow ample time for reading! The student cannot read and watch the interpreter at the same time. Avoid talking while students are focused on written work or overhead projections/multimedia presentations.
- Avoid lecturing or giving out procedural information while handing out papers. Losing eye contact with the student may also mean the loss of information for the student.

Communication one-on-one:

- Look at and speak directly to the person who is hearing impaired. They may need to look more at an interpreter but it is important to direct all communication to the individual with a hearing impairment.
- Be yourself! Speak clearly and at your natural pace. Be aware that an interpreter may wait to hear and understand a complete thought before beginning to interpret. They will let you know if you need to repeat or slow down.
- Try not to mumble, shout, or over-enunciate words.

Alternative Testing Agreement vs. Consideration of Modified Attendance/Assignment Due Dates Agreement

It's possible you've received multiple emails from CAR at the start of every term. These emails are important and often contain items requiring follow-up.

The most common email received from CAR is the Letter of Accommodation (LOA). The Letter of Accommodation details the specific accommodations a given student working with CAR should receive.

If the student has testing accommodations, the Letter of Accommodation will include a link (it's in the red box) to what is called the "Alternative Testing Agreement." Whether you will be proctoring your own exams for students with testing accommodations or CAR will, this link needs to be opened and filled out. Only one testing agreement need be filled out per class.

If the student has "Consideration of Modified Attendance/Assignment Dues" as an accommodation listed on their LOA, you will receive a separate email with instructions and a link for filling out the agreement detailing the parameters students with this accommodation will need to abide by.

If the student has both accommodations, you should fill out both agreements.

For additional help filling out these agreements, CAR will be holding drop-in information sessions in the **CAR tech lab (BLDG 19, RM 263B) Monday – Friday of week 1 from 11:00 am – 1:00 pm (starting 04/01/2019).**

Reminders!

Faculty Handbook:

Looking for information about CAR, accommodations, or working with CAR students? Want to learn more about Universal Design? Questions about confidentiality? CAR has updated our webpage with a brand new, comprehensive [Faculty Handbook](https://www.lanecc.edu/disability/faculty-information-index).

<https://www.lanecc.edu/disability/faculty-information-index>

CAR Technology Lab

During the Spring 2019 term, CAR students are welcome to come to CAR's Technology Center. No appointment necessary! The CAR Technology Lab provides assistance with accessible technology items such as audio recorders, SmartPens, text-to-speech software, screen readers, and more! Please spread the word about this resource for students and please feel free to contact us if you have any questions. **Drop-in hours are Monday – Friday from 11:00 AM – 2:00 PM in Building 19, Room 263B.**

Mary Spilde Downtown Center Outreach

Accommodation specialist Nick Monroe will be located at the information desk at the Mary Spilde Downtown Center on select days throughout spring term to answer questions about CAR and offer confidential consultations to students needing accommodations. **Days and times can be found below:**

4/15 - 2:00 pm - 4:00 pm

5/7 - 10:00 am - 12:00 pm

5/29 - 6:00 pm - 8:00 pm

Counseling for CAR Students

As a reminder, CAR has been offering students who utilize our services access to a counselor in our office. The CAR counselor assists our students with a wide variety of topics such as test anxiety, time management, organization, and anxiety from past situations. If you have any questions regarding counseling for CAR students, please feel free to contact Michele Barber at BarberM@lanecc.edu or call us at (541) 463-5150.

CAR Organization Workshops with Michele Barber

CAR will be hosting workshops on select **Tuesdays** from **2:00 – 3:00 pm** during spring term to help students with organization, time management, motivation, communication, and self-care in BLDG 19, RM 263C. **Days and topics can be found below:**

4/9 – Organizational and Time Management Skills

4/16 – Asking for Help and Communicating Clearly

5/7 – Keeping Motivated, Stopping Procrastination

5/21 – Learning to Say No and Practicing Self-care

How to Contact CAR Staff

Please do not hesitate to get in touch if you have questions or concerns. We are here to offer any support, coaching, or guidance that you may be seeking.

Phone: Voice, (541) 463-5150

TTY: 711

FAX: (541) 463-4739

Email: AccessibleResources@lanecc.edu

Building: 19, Room 263A

Terrie Minner, Associate Dean of Accessibility and Support

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5



To request this information in an alternate format, please contact the Center for Accessible Resources at (541) 463-5150 or AccessibleResources@lanecc.edu