



Deaf and Hard of Hearing

Reasonable Adjustments: Deaf and Hard of Hearing

Reasonable adjustments refer to a “measure or action taken to assist a student with disability to participate in education and training on the same basis as other students”. They are designed to place students with disability on a more equal footing, and not to give them any kind of advantage.

Reasonable adjustments made for a student with disability must maintain the academic integrity of the qualification and not cause a health or safety risk for another student(s) or negatively impact upon the learning experience of another student(s).

Adjustments are negotiated to meet the needs of the individual student; this is predominantly done through a Student Support Advisor - AccessAbility. Student will register for support with AccessAbility and be provided with a Reasonable Adjustment Plan which will outline the recommended adjustments.

To accommodate individual students:

Students who are Deaf or hard of hearing may benefit from a range of inclusive teaching and assessment strategies. Some adjustments that are frequently specifically for students who are Deaf or hard of hearing include:

- Access to peer lecture notes.
- Provision of Auslan interpreters for lectures, tutorials, practicals, practicums and meetings with staff as required.
- Provision of a combination of Auslan interpreters and/or note-taking services for classes.
- Arrangement of appropriate seating in lectures, tutorials, practicals and examinations.
- Provision of a real-time laptop typist note-taker for lectures, tutorials and practicals.
- Access to real-time captioning in lectures.
- Transcription of required audio resources into accessible formats including narrated PowerPoints, multi-media clips and so on.



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- Negotiation of assessment methodologies and appropriate technology and equipment.
- Provision of assistive technology or equipment in examinations as required.
- Arrangement for student to meet with faculty prior to starting to identify strategies for accommodating the implications of the disability in relation to the inherent requirements of any required practicums.
- Provision of appropriate seating to facilitate engagement including front of class, eye line to lecturer, space for Auslan interpreter(s).
- Lecturers wearing microphones to accommodate students using hearing aids and induction loops.
- Use of venues with minimal background noise such as moving rooms away from busy corridor areas such as adjacent to elevators.
- Lecturers' notes, PowerPoint presentations and other materials provided as a handout or download.
- Provision of written confirmation of any changes or announcements, particularly related to a change in routine.
- Provision of subject-specific jargon and definitions at the beginning of the course so that Auslan interpreters can work with students on how to spell and sign the new language.
- Provision of captioned videos.
- Alternative arrangements made for presentation of tutorial materials for students with associated speech loss.
- Emailing of transcripts of live-captioned sessions.

(ADCET, 2017)

References

Adapted from ADCET (2017, June 15). Mental Health. Retrieved from Reasonable Adjustments Disability Specific: <http://www.adcet.edu.au/students-with-disability/reasonable-adjustments-disability-specific/mental-health/>

