



## **MAKING THE MATCH**

### **Factors to Consider When Selecting a Service Option for your student**

#### **Characteristics of the Speaker**

- Facial hair or accents that may make the speaker difficult to speech read
- Speaker skill (fluency, few ums, etc.)
- Accent or other idiosyncratic speech patterns
- Idiosyncratic speech patterns
- Ability to use organizers such as outlines
- Use of PowerPoint/board/overheads
- Rate of speech
- Willingness to manage technology access (i.e. repeat questions, ensure microphone access for speakers)
- Ability to accommodate (may have to manipulate equipment e.g. not face class in lab)

#### **Course Format/Expectations**

- Delivery format (lecture, on line, etc)
- Pacing of class (fast paced requires additional considerations)
- Group work in the classroom
- Group work outside class time
- Expectations for participation during class
- Presentations expected
- Verbal content vs. numerical
- New vocabulary demands (e.g. highly technical course)
- Off site components



### **Physical Setting**

- Room acoustics
- Number of students in class (more bodies/more background noise)
- Size of classroom
- Availability of external phone/internet connections
- Stability of location (scheduled in more than one room)
- Lighting

### **Student Factors**

- Previous experience using accommodations (successful or not successful)
- Literacy level for text based services
- Reading speed
- Accurate self-knowledge of personal skill level in communication
- Ability to speech read
- Vision (must be good for speech reading)
- Flexibility or adaptability relates to willingness to try new option
- Familiarity with vocabulary of subject (needed to speech read)
- Ability to voice/ask questions
- Competitiveness, need/desire to obtain good marks
- Age factors: how experienced at managing the disability,
- Experience self advocating
- Learning to hear post cochlear implant



### **CASE STUDY: Selecting A Service**

A student, who has recently graduated from high school, requests accommodation for a hearing loss. The student used an FM system in high school, but just using the FM system is not sufficient for the larger college setting. The student has a high level of English, clear speech and good written English but is unsure what would be an appropriate accommodation. A deaf friend has suggested oral interpreting as an option. You are not certain of the competency of the student's speech reading skills as you've noticed that the student did not participate whenever meetings included more than one person.

1. What are the options around services for this student?

Discuss with the student communication preferences for different settings

- ❑ Small group – can be technology such as conference mike or a service such as speech reading
- ❑ Lecture format – English based strength lead to: print technology; note taking; online courses
- ❑ Presentations – given by the student with support such as PowerPoint or the content on an overhead

2. What role would the student play in preparing to use the new service(s)?

- ❑ Self-advocacy – communication and educational needs are met, if the hearing loss changes the student is aware of any possible different needs
- ❑ Self-analysis – career and educational counselling, appropriate services match the setting
- ❑ Self-responsibility – work with the service providers, take advantage of other supports such as tutoring or peer support groups

3. If the service provider is new to working in a college setting, what might be your role as supervisor?

- ❑ Explain reporting lines, classroom expectations and role, knowledge of disability issues and the impact these have, difference between the professional role and inappropriate advocacy (for example talking to the instructor about the students' needs, talking to the student about how to lobby for change).