



Consulting • Access • Resources • Equipment Support

# CDCI CARES Team Transition Guide



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# CDCI CARES Team Transition Guide

This transition guide is for deaf, hard of hearing, and deafblind students transitioning from high school to post-secondary education. This is already a very big change so the added factor of a hearing loss can sometimes be scary and a bit daunting! The purpose of this guide is to help ease some of that stress and prepare you for what's ahead!

\*Please keep in mind that every college/university has different policies and procedures so some aspects of the guide may not always be applicable. Also, remember that each student and their journey is unique, what works for one individual may not work for another and that is perfectly okay.

Having extensive knowledge of what the Disability Services (DS) office offers and how the accommodation services are implemented will be essential as you make key decisions in your college selection. Please note that different colleges/universities may have different names for their Disability Services office.

## Going to College with a Hearing Disability in 7 Steps:

1. Apply to colleges and universities.
2. Take campus tours.
  - a. Campus tours are a great time to set up a meeting with the DS office. Not only can they provide necessary accommodations for the tour, but they can also answer initial questions and explain how their specific university process and procedures work.



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- b. Even if you are not physically going to the university for a tour, it would be very beneficial to call the office and ask preliminary questions.
3. Choose which school you're going to!
4. Contact the DS office to ask about the next steps in their process and what specific information is required from you:
  - a. This usually consists of medical documentation of the disability (i.e., an audiogram or evaluation from your medical provider) as well as your 504 plan from high school outlining accommodations you have used in the past if applicable.
5. Send in medical information and other documents required by your college/university's DS Office.
6. Meet with your assigned disabilities advisor before the start of the semester to go over your accommodation plan and make sure you have everything you need to be supported in your classes and campus life. It may also be helpful to meet with your advisor after the first week or two of classes to discuss how your accommodations went during that time and if you need to adjust anything.
7. Continue to stay in contact with your disabilities advisor throughout the semester to utilize other accommodations and resources the office offers and to make sure all current accommodations are fitting your needs.

## Know Your Rights as a Student with a Disability

As a student now solely in charge of advocating for themselves, it is critical that you know your legal rights as a student and individual with a disability.

## What Qualifies as a Disability?

A disability is defined in the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973 as a mental or physical impairment which substantially limits one or more major life activities.

*Learning is an example of a major life activity.*

If you have a mental or physical condition, a history of such a condition, or a condition which may be considered by others as substantially limiting, you may have a legally defined disability.

## What is the Americans with Disabilities Act of 1990?

The Americans with Disabilities Act forbids discrimination against students with disabilities by public entities. This means that colleges and universities are required to provide students with access to accommodations and other resources on campus to ensure all education is equally accessible.

Legislation states that “The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in several areas. These include employment, transportation, public accommodations, communications and access to state and local government programs and services” (U.S. Department of Labor).

## What is Section 504 of the Rehabilitation Act?

Section 504 of the Rehabilitation Act protects people with disabilities from discrimination under federal programs. The purpose of Section 504 was to remove barriers and make public education accessible for everyone.



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Legislation states that “No otherwise qualified individual with a disability in the United States, as defined in section 705 (20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service” (U.S. Department of Labor).

## Your Rights as a Student

Students with disabilities have the right to equal access to courses, activities, services, programs, and facilities offered at their college/university.

Students have the right to reasonable accommodation. This means that accommodations may not alter the essential elements of the course or technical standards of the program.

Accommodations are implemented to provide equal educational access. It is the responsibility of the student to provide the required documentation of disability and register with the DS office if they want to receive accommodations.

Students have the responsibility of communicating with the DS office and their professors and the right to participate in discussions about how their needs can be met.

## Common Questions to Ask Disability Services Offices

- What documentation is required?
- How current does my documentation need to be? (i.e., audiogram)



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- How does the disabilities advisor role work? (For example: Am I assigned one disabilities advisor for my entire college career or assigned a new one each semester?)
- What hearing assistive technology services do you offer?
- What are the most common accommodations you provide for students with a hearing disability?
- How are my professors notified about my accommodations?
- If a professor is not in compliance regarding my accommodations, how is that situation handled?

## Take Advantage of the Disability Office Resources

Oftentimes, Disability Services offices offer resources and support services that may be helpful.

Some of these may include:

- Support groups
  - You are not alone! There are many other students on campus with disabilities experiencing some of the same changes and challenges as you. This is a great way to get extra support and meet new people!
- Counseling services
- Tutoring services
- Resources for academic skills and strategies
- Peer mentor programs
- Partnerships with other campus departments
- Quiet study spaces

## Things to Consider

Moving to college is a significant change from life in high school and this adjustment is different for everyone. Some students may live at home and commute to campus, while others may live in campus housing. Some may go to school in-state and others may go to school out of state. No matter the situation or living circumstances, your daily routine and responsibilities will be affected.

Here are some things to consider:

- **Self-advocacy**
  - It has always been important to advocate for yourself, but now you are the one in charge. Your disabilities advisor will not discuss accommodations with your parents or allow them to request accommodations for you, it becomes your responsibility.
  - The DS office is there to support you, but it is **your** responsibility to seek out the services and support each semester.
  - Understanding and effectively communicating your strengths, challenges, preferences and unique needs to the DS office is imperative.
- Living in a dorm and waking up to an alarm
  - If you move to campus and are living in a dorm either by yourself or with a roommate, you need to make sure you can hear and wake up to your alarm in the morning.
  - Bed shaker alarm clocks are a great accommodation to consider.
  - Also think about the fire alarms in the dorms. Do they have flashing lights? Will you be able to hear them? For your safety, this must be discussed with the DS office as part of your accommodations.
- Flexibility





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- You will be in a lot of new situations that you cannot plan for.
- Try many different things and allow yourself a grace period to adjust. This applies not only to DS accommodations, but also to college life as a whole.
- Time management
  - Some of your classes may be in large lecture halls and there is not typically formal assigned seating. Plan to arrive to class early/on-time to get a seat closer to the front of the lecture hall. Talk to your disabilities advisor and professors about this need as it is a reasonable accommodation. However, please note that at some colleges/universities, this is not a formal accommodation but is instead the responsibility of the student to arrive early/on-time.
- Establish rapport with professors early on
  - It is recommended to do this either before classes begin or on the first day of class, as they may not know you are the student the accommodations are for, and there may be other students receiving accommodations.
  - Professors won't be able to help and support you well unless they know who you are.
  - Establishing a relationship with your professor will help you both academically and with the implementation of your accommodations.
  - The accommodation notification process is different for each college/university. In most cases, the DS office sends the professors an accommodation memo notifying them what accommodations you need to receive in their classroom. Once again, the professor may not know who you are from just your name on the accommodation memo so it would be very beneficial for you to introduce yourself as soon as possible. Doing this also assists in building rapport and naturally opens a way to get general course help!



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## Common University Accommodations for Hearing Disabilities

Accommodations are extremely preference based. Experiment with many various types until you figure out what works best for you!

### Priority Registration for Classes

This is an extremely beneficial accommodation because it may allow you preference for class size, class location, professor, time of day, and the opportunity to reserve your seat for courses that are harder to get into or that fill up quickly.

### CART Captioning

Communication Access Realtime Translation (CART) Captioning is real-time, word-for-word captioning that is shown on a laptop, tablet, or mobile screen for the student to see during instruction. Oftentimes, the written transcripts are sent to the student afterwards. CART is word for word transcription and usually requires a microphone to effectively pick-up audio. However, this is dependent on many factors such as on-site vs. remote services, size of the room, professors voice, etc.

For more information, visit [www.hearingloss.org](http://www.hearingloss.org)

### C-Print Captioning

C-Print captioning is also real-time captioning, but it is content based. This means the transcription is not word for word but rather provides the important context of what's being said. Transcripts are usually provided to the student afterwards. C-print may or may not require a microphone. This will depend on whether the transcriber is on-site or remote.

For more information, visit <https://hearingspeechdeaf.org>

## Typewell Captioning

Typewell captioning is similar to C-Print in that it is content based and meaning-for-meaning transcription of what is being said. Typewell captioning picks up on body language and facial expressions to provide further context for the student. As with the other captioning services, a transcript may be provided after, and a microphone may or may not be required by the transcriber.

For more information, visit <https://typewell.com>

## Note Takers

Due to increased language complexity, higher-level concepts, more overall content, and the fast pace of lectures, the provision of notes is a very important accommodation for students in college. Having someone else take notes for you allows you to focus solely on what the professor is saying with the ability to watch him/her and without worrying about missing part of the lecture while you are writing or typing information. Note taking accommodations can be provided in many different forms as outlined below.

Note-taking is something each DS office does differently and can be in the form of:

- Guided notes
- Note taking technology
  - Different DS offices have different software available so be sure to ask.
- Instructor lecture notes/presentations
  - Recommended to be sent before class for prior understanding of material.
- Copies of notes from a designated student note taker in your class
  - This is typically organized by the DS office.



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Contact your college/university's DS office for more information on note-taking policies.

### Live Scribe Notebooks

This notebook combines written and typed notes with a special smart pen and paper. The pen records what is being said and can be played by highlighting a specific note. Notes can also be transferred from paper to your laptop or tablet through the LiveScribe app.

\*This accommodation can be tricky as it relies solely on hearing and listening while taking notes. It is recommended to use this accommodation in conjunction with captioning or another accommodation.

For more information, visit <https://us.livescribe.com>

### Sign Language Interpreters

Sign language interpreters can be utilized either in-person or remote and require prior communication and coordination with the DS office and your professors.

Contact your college/university's DS office for more information on the procedures for Sign Language Interpretation.

### Extended Time on Assignments and Tests

Assignment and testing accommodations vary for each college/university, professor, and DS office and are determined on a case-by-case basis.

Common testing accommodations include:

- Specific testing location for a quiet, distraction reduced environment



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- Use of Large print of CCTV
- Extended time for test
- Test Reader/Live Voice Reader
- Test Scribe

Contact your college/university's DS office for more information about testing and assignment accommodations.

### Hearing Assistive Technology (HAT) System

Hearing assistive technology can help address some of the challenges of hearing loss by increasing the primary speaker's voice (professor and/or peer(s) voices) above the level of background noise and reverberation and providing improvement in distance listening.

Some forms of HAT that can be used with hearing aids and cochlear implants include:

- Telecoils
- DM/FM System (ear-level and room speaker/classroom audio distribution system (CADS))
- Bluetooth and direct audio input (DAI) connectivity
- Audio Induction Loop Systems
- Infrared Systems
- Remote microphones (often available through hearing aid and cochlear implant manufacturers—ex. Partnermic, Connectclip and Mini Mic 2+)

For more information, visit [www.hearingloss.org](http://www.hearingloss.org) and [www.asha.org](http://www.asha.org)



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## Other Resources

Emerging advocates student group – <https://thinkcollege.net>

Getting ready to go to college with a disability – [www.going-to-college.org](http://www.going-to-college.org)

HireAbility Vermont – [www.hireabilityvt.com](http://www.hireabilityvt.com)

National Deaf Center Nuts and Bolts Transition Guide – [https://nationaldeafcenter.org \(.pdf\)](https://nationaldeafcenter.org (.pdf))

Hamilton Relay Scholarship – <https://hamiltonrelay.com/high-school-scholarships.html>

Scholarship opportunities – [www.collegescholarships.org](http://www.collegescholarships.org)

Section 504 of the Rehabilitation Act – [www.dol.gov](http://www.dol.gov)

The Americans with Disabilities Act – [www.ada.gov](http://www.ada.gov)