

DOCUMENT RESUME

ED 393 252

EC 304 696

AUTHOR Spiers, Elizabeth; Hammett, Richelle
 TITLE Students Who Are Deaf-Blind on Campus.
 INSTITUTION American Council on Education, Washington, DC. HEATH Resource Center.
 SPONS AGENCY Department of Education, Washington, DC.
 PUB DATE 95
 CONTRACT H030C30002-95
 NOTE 11p.
 AVAILABLE FROM HEATH Resource Center, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193 (single copy free).
 PUB TYPE Information Analyses (070) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS *Accessibility (for Disabled); Access to Education; College Applicants; *College Students; *Deaf Blind; Definitions; Higher Education; Incidence; Postsecondary Education; Self Disclosure (Individuals); Student Adjustment; *Student Characteristics; Student Financial Aid; *Student Personnel Services; Student Responsibility; Student Rights; Symptoms (Individual Disorders)

ABSTRACT

This resource paper explains the rights, responsibilities, and supports for deaf-blind students in postsecondary education. It examines the etiologies and backgrounds of four distinct groups of deaf-blind individuals, the types of services and accommodations they require in postsecondary education, and how a college or university can provide these services or modifications. The first section defines relevant terms including "deaf-blindness," "hearing impairment," "blind," "visual impairment," and "legally blind." The available information on possible numbers of deaf-blind people in the United States and, more specifically, of those in postsecondary education is summarized. Characteristics of four groups are distinguished: (1) deaf-blind, (2) deaf and visually impaired, (3) hard of hearing and blind, and (4) hard of hearing and visually impaired. Estimates of the numbers in each of these groups are also offered. Rights and responsibilities of students regarding disclosure of the disability and special considerations during the application process are noted. Financial aid from vocational rehabilitation and other sources is discussed. Specific accommodations which may benefit deaf-blind students both before the semester begins and during the semester are identified. Practical tips are provided for college students, instructors, administrators, and staff. Twenty-six organizational resources are listed, with contact information and brief descriptions. (DB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED 393 252

STUDENTS WHO ARE DEAF-BLIND ON CAMPUS

When people hear the term "deaf-blind," they may think of Helen Keller. Most people who are deaf-blind, however, are very different from her. A person who is deaf-blind does not necessarily have total loss of hearing and vision. Many have some usable hearing and vision, but the combination of decreased hearing and vision have an effect on their ability to communicate and live independently. People who are deaf-blind are now pursuing higher education with the aid of communication devices and technology. Some people become deaf-blind later in life through illness or injury, so they need to enter postsecondary education to be retrained in new career fields. Also, many people who are deaf-blind have the same interest as others in learning new things, in preparing for careers, and living a productive life.

The important thing for any university administrator or staff to remember when working with deaf-blind students is to treat each student as a unique individual. It is essential to establish a comfortable working relationship with each student, and to remember that the student is most knowledgeable about what works for him or her.

The purpose of this paper is to educate deaf-blind students in postsecondary education, campus disability support service coordinators, teachers, faculty, and administrators about the rights, responsibilities, and supports for deaf-blind students in postsecondary education. This resource paper will explain the etiologies and backgrounds of four distinct groups of deaf-blind individuals, the types of services and accom-

modations they require in postsecondary education, explain how a college or university can provide these services or modifications, and list available resources.

Definition of Terms

The federal definition of *deaf-blindness*, most commonly used for children in educational settings, defines deaf-blindness as "... children and youth... with auditory and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot properly be accommodated in special education programs solely for the hearing impaired child or the visually impaired child."

The term *hearing impairment* defines a hearing loss ranging from mild to profound. However, this term is being used less and less as the deaf and hard of hearing communities prefer to use the terms *deaf* and *hard of hearing*. They feel these terms are more descriptive of their degree of hearing loss, and are less negative than the term *impairment*. In some cases, some people who are deaf prefer to be identified as *Deaf*, with a capital D, because they are involved in the Deaf community, have their own language (American Sign Language), and their own culture and norms. The term *Deaf* reflects this culture.

The *severity of the hearing loss* is measured in decibels—the loudness and intensity of a sound. A person with a mild or moderate hearing loss may have difficulty hearing conversational speech, but still can clearly

hear a door slamming or a car backfiring. A person with a severe or profound hearing loss may only hear the very loudest sounds, such as a jet taking off. In some situations, a person may hear nothing at all. Most deaf or hard of hearing persons have some residual hearing which can or cannot be amplified through hearing aids or other assistive devices.

Likewise, a person who is *blind* may see nothing at all or may only be able to see light or shadows. A person with a *visual impairment* may not be totally blind. Many have some usable, but not always, reliable, vision. For example, a person may have perfect central vision, but no peripheral vision, so that what he or she sees is comparable to looking through a tube or straw. A person may be legally blind, but still be able to see a great deal. Such a person might have no problem seeing large objects or things close up, but may have problems seeing small objects or things far away.

Perfect vision is measured as 20/20. People are considered *visually impaired* if their vision is no better than 20/70 with correction in the better eye. If a person's vision is no better than 20/200 in the best eye with correction, that person is considered *legally blind*. A person is also considered legally blind if he or she has lost enough peripheral vision so that central vision (what a person can see looking straight ahead) is no better than 20 degrees. Perfect peripheral vision measures 180 degrees.

An official census of people who are deaf-blind in the United States does not exist. It is difficult to

EC304696



obtain an accurate number of people who are deaf-blind since many people do not identify themselves as such. The University of Arkansas at Little Rock estimates that there are currently almost 6,750,000 people in the United States with combined hearing and visual impairments (1993). However, these figures are projections based on census figures from the late 1970s or early 1980s. These figures also include people who are unlikely to consider post-secondary education, such as people who are deaf-blind and have other disabilities such as mental retardation or mental illness, as well as people aged 65 and over.

According to the University of Arkansas at Little Rock, there are over 45,000 people who have little or no usable hearing or vision; over 26,000 people who are deaf and are visually impaired; over 366,000 people who are blind and hard of hearing; and over 312,000 people who are hard of hearing and visually impaired.

The percent of persons who are deaf-blind presently attending some type of postsecondary education is unknown. Some students may not identify themselves as deaf-blind, because they may be losing or have lost their vision and hearing gradually over time. Others may not be aware that they can benefit from support services, so they may not let on that they have an additional disability. For instance, a person who is blind or visually impaired may have trouble hearing, but may not want others to know; or a person who is deaf may not want to admit that he or she also has a visual impairment.

Students who are deaf-blind are unique people with unique needs. They cannot simply be served by combining services for deaf or hard of hearing and/or services for blind or visually impaired people together. They may need, in some cases, specialized services unique to their population, such as interpreters familiar with deaf-blind interpreting, or companions or support service providers who can accompany them to places on and off campus. While the college or university may not be directly responsible for providing such services as support service providers, campus Disability Support Service coordinators may be responsible for linking students with

needed services in the community (such as agencies providing needed orientation or mobility services). Thus, it is important for campus Disability Support Service coordinators to be aware of resources available in the community. In many cases, students and campus Disability Support Service coordinators can assist each other in getting resources the student may need. For example, the student may be aware of a local deaf-blind association unfamiliar to the coordinator, while the coordinator may know where to get books brailled or converted to large print.

Characteristics of People who are Deaf-Blind

Deaf-Blind

About 45,000 people in the United States are fully deaf-blind, having little or no hearing or vision. Some people in this group grew up deaf, were involved in the deaf community, and use American Sign Language for communication. Many became deaf-blind through Usher Syndrome, which is a combination of deafness and retinitis pigmentosa. Others may have become deaf-blind through illnesses, accidents, or injuries. Previously, they relied on their vision for communication; now they use their sense of touch. They also may be skilled in using braille for reading, and can use VersaBraille (computers with Braille readout) and TeleBraille (phones with braille output) for communication. Others may just be learning braille or tactile sign language, especially if they just lost their vision or experienced a sudden decrease in their vision. This group of students who are deaf-blind may identify themselves as culturally Deaf or Deafblind. Such individuals are part of a group with its own language and culture, in much the same way that people who are Asian or Hispanic belong to a cultural group.

If people in this group were blind but lost their hearing because of age, accident or illness, they already may be trained to use braille, and may already have received training in how to travel independently. They may have relied on their hearing to learn about the world. Now they need to learn some tactual form of communication, such as sign lan-

guage or fingerspelling. They may also have to deal with losing their hearing. They may prefer to communicate using fingerspelling or English-based signs rather than American Sign Language, a separate language unto itself.

Occasionally, people with "normal" hearing and vision may suddenly lose these senses, perhaps through accident or illnesses. They may have to use completely different methods of learning, functioning in daily life, and coping with the world. In addition, they may have to survive with first, the emotional impact of losing both hearing and vision; second, relying on fingerspelling, and third, requiring more time to do assignments or complete coursework.

Deaf and Visually Impaired

Approximately 26,000 people in the United States are deaf and have visual impairments. Some are involved in the Deaf community, identify themselves as culturally deaf, went to schools for the deaf, and use American Sign Language for communication. Others may prefer to use their residual hearing or to function as much as possible in the hearing world. Again, many people in this group experience decreasing hearing and vision because of Usher Syndrome, a combination of deafness and retinitis pigmentosa (RP). People with Usher Syndrome sometimes are born deaf or severely hard of hearing; their hearing may remain stable while they experience progressive vision loss. Others may be born hard of hearing or with normal vision, and lose both their hearing and vision as they become older. People with retinitis pigmentosa tend to lose their peripheral vision slowly and gradually, starting with night blindness in their teen years. This may or may not lead to total blindness. For some people, loss of vision may not occur until they reach their forties or fifties.

College students with Usher Syndrome are usually in their late teens or early twenties. They may still have some central vision, which can be very good, but have trouble with their peripheral vision. This means that they may have difficulty seeing people or objects on either side. They also may have difficulty seeing at night or in a room with

dim lighting. Their vision may also fluctuate; for example, they may have trouble seeing when they are tired or not feeling well. They may not yet want to admit that they have a visual impairment, and therefore, identifying themselves as deaf-blind may be difficult.

Hard of Hearing and Blind

Approximately 366,000 people in the United States are blind and have hearing impairments. Many grew up as persons who were blind, went to schools for the blind or received support services in a mainstream setting. They may have received training in travel or independent living skills. They may or may not know braille. Most importantly, especially if a blind or visually impaired person became deaf or hard of hearing later in life, they have used their hearing as a major way to receive information. They have to deal with not only the emotional impact of losing their hearing, but the loss or decrease of one of their major methods of receiving information.

This population may be new to learning braille (especially if they depended on audiocassettes before), and to sign language and/or fingerspelling. Some people in this group may prefer to fingerspell and to receive information through fingerspelling as this is easier to learn than sign language. If they use sign language, they may prefer Signed English (signs in English word order) rather than American Sign Language (which has its own grammar and syntax). Also, individuals who have some residual hearing may want to amplify their hearing through assistive listening devices.

Hard of Hearing and Visually Impaired

This group of people varies in their characteristics. Currently, there are approximately 312,000 people in the United States with some degree of combined hearing and visual impairments. Some may be part of the Deaf community, use sign language, and have a Deaf school education. Others may prefer to be a part of the hearing culture, and to use their residual hearing and vision as much as possible. This population group could benefit from supports such as individual or small

group interpreters, large print materials, and/or assistive listening devices or systems that enable them to use their residual hearing more effectively.

Many people who are visually impaired and hard of hearing sometimes will have difficulty reading regular materials, seeing the blackboard, or hearing what goes on in the classroom. For instance, a person who is hard of hearing may have trouble hearing the professor or the other students. Also a student in this situation may not want to admit that he or she has both hearing and visual problems, and/or may not be aware of their impact on his or her school performance. For example, a person may recognize that he or she is hard of hearing, but may be reluctant to admit to having low vision.

Rights and Responsibilities of Students

Services for students with disabilities in postsecondary education is provided under a different authority than in elementary or secondary education. At the elementary and secondary levels, school administrators and parents are responsible for making sure the students get an appropriate education through the Individualized Education Plan (IEP) process, determining their needs, and providing support services for them. These responsibilities are outlined under P.L. 101-476 of the Individuals with Disabilities Education Act of 1990 (IDEA), formerly the Education of the Handicapped Act (EHA).

In postsecondary education, however, the *student* is responsible for informing the college about his or her disabilities, and requesting accommodations and support services. Once the student provides documentation of the disability, and needed services are discussed, it is then the postsecondary institution's responsibility to provide reasonable accommodations.

Students are not *required* to inform the college or university about their disability **during the application process**. However, once a student is accepted into the college or university, it is then his or her responsibility to notify the institution of the need for support services.

Students with disabilities are guaranteed access to programs and services in postsecondary education through Section 504 of the Rehabilitation Act of 1973 (P.L. 43-112) and the Americans with Disabilities Act (ADA) of 1990 (P.L. 101-336). In addition, the ADA guarantees the prevention of discrimination at places of employment, public accommodations, transportation, state and local government services, and telecommunications.

Application Process

When students and families are investigating colleges or universities, they will want to make sure the college of their choice offers enough services to meet their needs. Students and/or their families can write or call for HEATH's booklet, **How to Choose a College: Guide for a Student with a Disability** (1995), and HEATH's newsletter reprint, **The Student Consumer Speaks Up**. Also, the student may want to visit the school before or during the application process, and talk to the Disability Support Services coordinator to find out what services are provided and what experience the college or university has in working with students who are deaf-blind. The student may find it helpful to talk to other students who are deaf-blind to find out their opinions about a particular school and its services.

Financial Aid for Postsecondary Education

Students who are deaf-blind can sometimes get financial assistance or aid from their federal/state vocational rehabilitation (VR) system. In many states, students can get assistance based on their primary disability. For example, deaf-blind students who identify themselves as deaf can usually get services from a VR agency specializing in deafness. Deaf-blind students who identify themselves as blind or visually impaired first can get services from a VR agency specializing in blindness or visual impairment, or from a commission for the blind. Some states such as Massachusetts or Virginia have specialized services for persons who are deaf-blind.

A person can become a VR con-

sumer if he or she has an impairment that results in a substantial impediment to employment, and the person requires VR services for employment. VR may assist in paying for a student's tuition, and in some cases, also for housing, food and/or transportation. VR may also assist in paying for assistive devices for *personal* use, such as brailers, closed circuit television (CCTVs), personal alert systems for a person's home (such as vibrating or flashing light signal alert systems), and computer technology.

The institution is responsible for providing and paying for services that all students who are deaf, deaf-blind or have visual impairments use to participate in the college program. Examples of these accommodations are oral or sign language interpreters, CCTVs or computers with large print or brailled output in campus computer labs, brailled and large print signs in elevators and major entrances or exits, and alerting devices for campus-sponsored housing.

Section 504 of the Rehabilitation Act of 1973 and the ADA require the college or university to be responsible for providing (hiring and paying for) interpreters. Each college or university, however, may also be able to obtain money to pay for interpreters from Vocational Rehabilitation (VR), or from other sources of funding. According to the National Disability Service Provider Databank (1994), 65 percent of all colleges and universities responding to its annual survey paid for interpreters out of their own funds and 29 percent used VR funds to pay for interpreters.

In all states, VR provides consumers with financial assistance that will facilitate training towards employment. However, determinations regarding the amount and type of aid vary with each state. VR seldom pays full tuition costs for consumers to attend college, but may still contribute money necessary to cover expenses if other sources of financial aid have been exhausted, and there is still a need for support.

As part of the vocational rehabilitation process, a VR counselor meets with a consumer to write together an Individual Written Rehabilitation Plan (IWRP), which describes the work that a student and a counselor will do together. A student must

make sure the necessary campus services are covered by the IWRP. The plan needs to state specifically the respective responsibilities of the student and the agency, and the student should request a copy. It is important to arrange this meeting in time for the student to apply for federal and state financial aid, and for VR to send authorization to the college or university business office and Office of Disability Support Services or the office or person responsible for providing services for students with disabilities so the student will not have a delay when enrolling for classes. Students can request HEATH's Resource Paper, **Financial Aid for Students with Disabilities**.

Types of Services

Students who are deaf-blind can often benefit from services available to other students who are blind or visually impaired, and to students who are deaf or hard of hearing. For example, they can benefit from readers, books on tape or computer disks, transportation services, interpreters, personal assistive listening devices, assistive listening systems in public places, closed circuit televisions (CCTVs) for reading, voice-activated software, or large print software for working with computers. In addition to those services, however, they also need other specialized services or accommodations. Again, students know what accommodations are best for them, and they can be valuable resources in what works for them and what services are available in the community. Deaf-blind students can benefit from the following accommodations or services:

Before the Semester Begins:

- Orientation to campus before classes begin
- Scheduling of college placement tests ahead of time (especially if the student needs to have the tests brailled or changed into large print in advance)
- Extended time on placement tests
- Preregistration
- Priority scheduling and registration
- Advance scheduling of classes so interpreters can be found
- Advance scheduling of classes so

books can be brailled or changed into large print (which usually requires at least three to six months in advance)

- Advance meeting with professors and interpreters if possible to discuss class assignments before classes begin
- Interpreters, assistive listening devices or other accommodations during test time if placement tests are taken
- Reduced credit hours if necessary (some deaf-blind students need extra time to read papers or do assignments because they may be new to braille, or their eyes may tire rapidly while reading)
- Brailled, tactile or large print maps of campus

During the Semester

- Adapted courses, course waivers or course substitutions (e.g., adaptive P.E., a French literature class instead of spoken French)
- Access to equipment such as closed circuit televisions (CCTV), VersaBraille (computers that translate material into braille), or computers with large print software
- Interpreters and notetakers for class (for students who use sign language communication)
- Assistive listening devices and notetakers for class (for students who use residual hearing and/or vision)
- Preferential seating for students and interpreters so both can better see and understand what is going on in class
- Preferential seating for students using assistive listening devices so they can hear instructor and students better
- Permission to use equipment such as braille notetakers or "talking computers" (especially for deaf-blind students who use their residual hearing)
- Advance notice of tests so students can arrange for extended time or to convert tests into large print or braille
- Advance notice of trips or outings so students can arrange for support services if needed
- Individual instruction when needed to replace group activities such as study groups, sign language courses
- Access to electronic mail system

TIPS FOR NEW COLLEGE STUDENTS

Before Classes Begin

If possible, begin investigating colleges and universities during your junior year in high school. If you are an older student returning to college, it would be helpful to investigate colleges and universities at least one year, if possible, before you plan to attend.

To get more information about available services, contact the Disability Support Services (DSS) office of each college and university you are investigating. Also, you may wish to talk with other deaf-blind students to get their opinions of the college or university and its services.

Arrange for special administrations of standardized admissions tests if needed. Some accommodations provided to students with documented disabilities include large print and brailled test editions, extended time, interpreters, use of a reader, or an assistive listening device. Contact the testing agency well in advance of the test date to find out what is necessary to arrange for a special test administration.

Advocate for your needs. Practice explaining your disability-related needs to teachers, friends, and families while in high school. While in college it will be important to work with administrators, DSS coordinators and faculty to make sure your needs are met.

If you need to take placement tests before registering for courses, try to arrange to take them the semester before you enter college so you can know what courses you need to take. Also, try to arrange, along with the DSS office, to preregister or register early for your classes so you can have your books and syllabi converted to large print or braille.

You may want to talk with the DSS office at least one semester before attending class about the interpreting services and/or assistive devices you may need.

During the Semester

Let the DSS office know if you need notetakers or readers for your classes, since the DSS office is responsible for providing readers or

notetakers for academic activities such as classes or when taking tests.

If you use readers for your own personal reading, you will need to hire these readers. A university career center or student employment office are usually good sources for readers, as are students in sign language classes.

If you can read thick, dark print more easily, sometimes it is helpful to let your notetakers know this. The DSS office can supply your notetakers with the pens for use in class only, but not for personal notetakers.

If you use interpreters, it is helpful to educate the interpreters on your language preference and style which best fits your needs, and to educate teachers and other students on how interpreters are needed and used.

If you use assistive listening devices, it also helps to educate teachers and other students on why they are needed and how they are used.

If you need a particular service or type of equipment that the college has not yet provided, you can request that the DSS office provide this (e.g., another CCTV). If the DSS office cannot provide this, consider contacting university administrators (the Dean of Student Affairs, the Vice President of Academic Affairs, or the President) to inform them of your needs. You may also use the campus grievance procedures. In most cases, it helps to consult with your Vocational Rehabilitation counselor as well, who can act as an advocate.

TIPS FOR INSTRUCTORS

Make your syllabus available before the first class meeting and announce at this meeting that students who have disabilities can meet with you privately to discuss accommodations.

Identify yourself to the student who is deaf-blind when meeting for the first time, as well as each time you encounter the student and intend to converse.

Ask the student how you can be of assistance.

If possible, give the student an orientation to your classroom.

Upon request, provide the student and/or the Disability Support

Services (DSS) office with a list of textbooks and syllabus ahead of time (preferably the semester before, but at least six weeks beforehand) so the student or the DSS can have the textbooks brailled or converted to large print.

When speaking to a student who is using an interpreter, talk directly to the student, not to the interpreter.

Ask other students to identify themselves when having a class discussion. Allow enough time for the interpreting process.

Give copies of handouts to the student before the class session. If possible, give them to the DSS office early enough to allow time to convert them to large print or braille format.

Allow preferential seating to the student and the interpreter, or for the student using an assistive listening device.

Sometimes the lighting in the classroom must be adjusted to a level that is comfortable for a student with limited vision. A person with limited vision may experience glare, so the light must be even and fairly bright. Consult the student to see what is comfortable.

Allow the student to use an assistive listening device, audiotape recorder, braille notetaker or other device in class.

Review audio-visual materials prior to using them in class. Use videos that are captioned or furnish the student with the script in an accessible format.

If you can, find out if the student is majoring in your field. It might be helpful to you and to the student to coordinate activities and accommodations between the department chair and other instructors in that field, or for the department chair to assign such a person. Also, it may help to check with former instructors to find out what worked for the student in the past.

Allow the student extended time to complete reading and/or writing assignments if needed. Some students need extra time to read brailled assignments, especially if they are new to braille. Others may tire rapidly when reading assignments because of eye strain or fatigue.

Allow the student extended time to complete exams or tests if needed for the reasons cited above. Also, some students with residual hearing

may wish to have the exams read to them.

Notify the student ahead of time about trips or outings so the student can arrange for support services such as a guide or interpreter.

Some students may find it hard to participate in group activities such as lab projects or study groups. If this is the case, allow the student to take individual instruction or independent study. Recognize these classes or sessions as having value equal to traditional instruction.

TIPS FOR ADMINISTRATORS AND STAFF

Disability Support Service Coordinators (DSS)

Meet with the student who is deaf-blind (with an interpreter, or provide the student with an assistive listening device if necessary) to assess the student's needs and to discuss how to work together.

Be ready in case students do not know what they need or want. For additional information contact resources listed at the end of the paper, such as HEATH, American Association of the Deaf-Blind (AADB), or the Association on Higher Education and Disability (AHEAD).

Designate one staff person (if there are several in your office) to work with students or to serve as a liaison between students and the college community. In some cases, students might benefit from a social worker or case worker in the community, or a social worker on campus to assist in coordinating services off campus.

Work with college course placement officials to make sure that students can take tests early if needed, and that they are in an accessible format such as braille or large print.

Coordinate efforts with orientation staff to make sure that the student's orientation activities are fully accessible. Make sure the student is aware of the Disability Support Services office or of the office or person responsible for working with students with disabilities, and the services that are available. Some students may enter college and not be aware that they can benefit from

services and are entitled to them.

Coordinate efforts with an association or group of deaf-blind students to train staff about their needs.

Train residence hall staff, teachers and other staff who work directly with students to recognize signs of visual and hearing impairments. Work out a way to refer these students to the DSS office for help if needed.

Determine the availability of financial support to provide for interpreters, braille and large print services, and equipment such as CCTVs and computers with large print software. If there is not enough financial support, make university administrators aware of the situation. Enlist the help of an association or group of deaf-blind students if necessary.

Inform students of social events as well as academic ones. Post information in various formats about parties, performances, and other university events in the DSS office or through the university electronic mail system, if there is one.

Work through an interpreter referral service or otherwise enlist a group of interpreters who can be available to interpret for classes. There is usually no central listing of interpreters who are skilled in working with students who are deaf-blind.

Identify a pool of interpreters who may be available to interpret for social or cultural events outside of class (e.g., a lecture).

Provide assistive listening devices for the same purpose, or work with college administrators to make sure that all main lecture halls, auditoriums, or other public meeting places are equipped with auditory loop systems.

Work with faculty to get books, syllabi or other materials brailled or converted to large print at least six weeks in advance, and preferably the semester before they are needed.

Campus Administrators

Work with Disability Support Service coordinators to make sure there are enough financial resources for interpreters, assistive listening devices, braille services and specialized equipment for students who are deaf-blind.

Make sure there is enough equip-

ment for students to use in computer labs or other public places on campus. Examples might be computers with large print software (computers can now be automatically adjusted to change to large print for users with visual impairments, or to regular print for users with normal vision); closed circuit televisions, or computers with braille output.

Provide equipment such as text telephones (TTYs), text telephones with braille output, text telephones with large visual displays, and telephones with amplifiers in public places on campus.

Work with Disability Support Service staff and students who are deaf-blind (through a student association or group if there is one) to make sure the campus is accessible to students who are deaf-blind.

Examples of campus access include:

- providing braille and large print menus for the college cafeteria
- making sure the cafeteria is evenly lighted with a minimum of glare
- making sure the libraries, student unions, or other public gathering places are evenly lighted without a lot of glare
- making sure the doorways and steps in each campus building are highlighted in a contrasting color (such as highlighting stair runners with yellow tape or paint; painting doors a darker color than the surrounding walls)
- providing deaf-blind students in dorms with vibrating or flashing light signal systems to alert them to fire alarms, phones and/or visitors

Recognize that some students who are deaf-blind may need special adaptations such as independent study, or a separate section or courses that other students may take. Make sure these adapted courses carry the same validity as more traditional courses.

RESOURCES

Note: TTY stands for Text Telephone, a device which allows persons who are deaf, hard of hearing or deaf-blind to communicate over phone lines by reading messages on a machine resembling a typewriter.

Association on Higher Education and Disability (AHEAD)

P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972 (Voice/TTY)

AHEAD is the professional and advocacy organization for Disability Support Service coordinators. The organization provides advice and technical assistance, publishes the *Journal of Postsecondary Education and Disability*, a newsletter (*Alert*) and various other publications. AHEAD also holds an annual conference, and sponsors special interest groups, including groups on deafness and blindness. AHEAD also has available a number of publications on legal issues.

HEATH Resource Center

American Council on Education
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(202) 939-9320 or (800) 544-3284
(both Voice/TTY)

HEATH is the national clearinghouse on postsecondary education for individuals with disabilities. Support from the U.S. Department of Education enables the Center, a program of the American Council on Education, to collect and disseminate information about education after high school for individuals with disabilities. Staff are available from 9-5 Eastern Time to respond to telephone inquiries. Contact HEATH for a publications list or to subscribe to **Information from HEATH**, the newsletter of the Center.

Organizations Specific to Persons who are Deaf-Blind

American Association of the Deaf-Blind (AADB)

814 Thayer Avenue, Suite 300
Silver Spring, MD 20910
(301) 588-6545 (TTY only)
(If you do not have a TTY, use a relay service to contact the TTY number.)
(301) 588-8705 (Fax)

This is a consumer-oriented organiza-

nization run by and for individuals who are deaf-blind; it holds a biannual convention.

D-B Link

Teaching Research
Western Oregon State College
345 N. Monmouth Avenue
Monmouth, OR 97361
(800) 438-9376 (Voice)
(800) 854-7013 (TTY)
(503) 838-8150 (Fax)

D-B Link, the national information clearinghouse on children who are deaf-blind, addresses a wide range of topics (including transition) pertinent to families, educators, and service providers who work with deaf-blind children.

Helen Keller National Center (HKNC)

111 Middle Neck Road
Sands Point, NY 11050
(516) 944-8900 (Voice)
(516) 944-8637 (TTY)

HKNC provides diagnostic evaluation, short-term comprehensive rehabilitation and personal adjustment training, and job preparation and placement for Americans who are deaf-blind or have significant vision and hearing impairments. Contact HKNC for the contact person and location of the regional office nearest you.

Organizations Specific to Persons who are Deaf and Hard of Hearing

Alexander Graham Bell Association (AGB)

3417 Volta Place
Washington, DC 20007
(202) 337-5220 (Voice/TTY)

The Alexander Graham Bell Association is a consumer organization for people who are deaf and rely on speech rather than sign language for communication. People who belong to AGB prefer to use their residual hearing, to use speech, and to be as much a part of the hearing society as possible.

National Association of the Deaf, Inc. (NAD)

814 Thayer Avenue
Silver Spring, MD 20910
(301) 587-1788 (Voice)
(301) 587-1789 (TTY)

NAD is a consumer-run organization for people who are deaf. Most NAD members are culturally deaf,

attend or have attended schools for the deaf, and prefer to use American Sign Language as their primary method of communication. The NAD has state chapters all over the country, and offers a biannual convention. The NAD also publishes a newsletter, *The Broadcaster*.

Note: Some states have state-funded agencies or commissions for people who are deaf or hard of hearing, or for people who are blind and have visual impairments. These agencies can be a good source of information and assistance. Contact the NAD or another organization, the National Information Center on Deafness, listed below, for a list of these agencies.

National Information Center on Deafness (NICD)

Gallaudet University
Merrill Learning Center
800 Florida Avenue
Washington, DC 20002
(202) 651-5096 (Voice, TTY, Fax)
NICD@GALLUA.GALLAUDET.EDU
NICD@GALLUA.BITNET
(Electronic Mail Address)

NICD is a centralized source of accurate and up-to-date information on topics pertaining to deafness and hearing loss.

Rehabilitation Services Administration

Communication Disorders Branch
Mary E. Switzer Building
400 Maryland Avenue, SW
Washington, DC 20202-2575
(202) 205-8352 TTY

The Rehabilitation Services Administration is the federal program in charge of the federal/state vocational rehabilitation program, which provides assistance and training to people with disabilities looking for employment. The Communication Disorders Branch focuses on people who are deaf, hard of hearing, deaf-blind, or have speech disabilities.

Registry of Interpreters for the Deaf (RID)

8719 Colesville Road
Silver Spring, MD 20910
(301) 608-0050 (Voice/TTY)

The Registry of Interpreters for the Deaf is a national organization which certifies interpreters who work with hard of hearing, deaf or deaf-blind people.

Self-Help for Hard of Hearing People, Inc. (SHHH)

7910 Woodmont Avenue, Suite 1200
Bethesda, MD 20814
(301) 657-2248 (Voice)
(301) 657-2249 (TTY)

This is a consumer-run organization for people who are hard of hearing. SHHH has local chapters, and offers information, and technical assistance to people who are hard of hearing, educators, and service providers. SHHH also provides publications for a fee on topics such as hearing loss, assistive devices, and hearing aids.

Organizations Specific to Persons who are Blind or Visually Impaired

American Council for the Blind (ACB)

1155 15th Street NW, Suite 720
Washington, DC 20005
(202) 467-5081 (Voice)
(800) 424-8666 (Voice)

ACB is an information, referral and advocacy organization with 52 state/regional affiliates. The goals of ACB are to improve the well-being of people who are blind and visually impaired through legislative advocacy, to encourage persons who are blind or have visual impairments to develop their abilities, and to promote a greater understanding of people who are blind or have visual impairments. ACB has a student chapter; National Alliance of Blind Students (NABS).

American Foundation for the Blind (AFB)

15 West 16th Street
New York, NY 10011
(202) 620-2000 (Voice)
(202) 232-5463 (Voice)

AFB provides information and consultation in the areas of education, rehabilitation, employment, and special products. It also publishes **The Journal of Visual Impairment and Blindness**, which is available on a subscription basis. Six regional centers around the country provide advice, technical assistance, and referral to local services and agencies.

National Federation of the Blind (NFB)

1800 Johnson Street
Baltimore, MD 21230
(410) 659-9314 (Voice)
(410) 685-5653 (Fax)

NFB is a consumer group that can answer questions about blindness, refer people to appropriate resources or adapted equipment, and send a publications list. NFB publishes a monthly newsletter for members, offers scholarships and sponsors JOB — a job listing and referral service.

Student Chapters

National Alliance of Blind Students (NABS)

1155 15th Street NW, Suite 720
Washington, DC 20005
(202) 467-5081 (Voice)
(800) 424-8666 (Voice)

NABS provides a national voice for students with visual impairments. It has an annual convention, a newsletter, *The Student Advocate* (\$3 a year), and a program to assist with employment. The staff also does scholarship searches and is constantly updating their findings. NABS is an affiliate of the American Council for the Blind; membership is \$5 a year.

National Federation of the Blind (NFB)

Student Chapter
31548 Large Vista Road
Valley Center, CA 92082
(619) 749-0103 (Voice)

The Student Division of the National Federation of the Blind is an organization devoted to considering and acting upon issues concerning students who are blind. The Student Division is a self-support group for students who are blind and a mechanism for political action. It serves as the voice of organized students who are blind in America.

Note: Many states have state rehabilitation agencies or commissions for people who are blind or visually impaired. Contact the NFB or AFB for information about these agencies.

Recordings, Books and Tapes

American Printing House for the Blind (APH)

1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206-0085
(502) 895-2405 (Voice)

APH, established in 1858, manufactures materials for people who are blind. Reading materials include textbooks and magazines in Braille and large print. APH also records books, and produces educational tools such as braille writing and embossing equipment, computer software and hardware, educational games, low vision aids, braille and large type paper, binders and notebooks. APH also sells tape recorders designed to record taped publications.

National Alliance for the Visually Handicapped (NAVH)

22 West 21st Street
New York, NY 10010
(212) 889-3141 (Voice)

NAVH offers services for persons with low vision. Large print publications are available for persons with low vision, professionals, para-professionals and families. Some free large print publications are offered on loan through NAVH's library.

National Library Service for the Blind and Physically Handicapped (NLS)

Library of Congress
1291 Taylor Street, NW
Washington, DC 20542
(202) 707-5100 (Voice)

The Library Service provides, free of charge, recorded and brailled recreational materials to persons with documented visual impairments which prevent them from reading regular print materials. The NLS can also produce a list of regional libraries upon request.

Recording for the Blind & Dyslexic (RFB&D)

20 Roszel Road
Princeton, NJ 08540
(609) 452-0606 (Voice)
(800) 221-4972 (Voice) (book orders only)

RFB&D is a non-profit service organization providing recorded textbooks, library services, and other educational services to individuals

who cannot read regular print because of a visual, perceptual or physical disability. Registering as a RFB&D member requires documentation of disability and a one-time only registration fee. RFB&D also has the E-Text program whereby members may purchase books on computer disk which are available in IBM-compatible and Macintosh formats.

Voice Indexing for the Blind (VIB)
7420 Westlake Terrace, #203
Bethesda, MD 20817
(301) 469-9470 (Voice)

VIB specializes in voice indexing, which allows users to highlight and scan taped materials. It also provides voice-indexed recordings and lectures on how people with blindness or low vision can access printed materials.

Technology

The following organizations can provide information about available computers and other related technology for people who are deaf-blind, and can assist with obtaining them.

American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Frankfort, KY 40206-0085
(502) 895-2405 (Voice)

E-mail Listserv: Deaf-Blind Mailing List

To subscribe, send a "please subscribe deafblind" message to: LISTSERV2UKCC.UKKY.EDU or LISTSERV@UKCC.BITNET.

Humanware
6245 King Road
Loomis, CA 95650
(800) 722-3393 (Voice)
(916) 652-7253 (Voice)
(916) 652-7296 (Fax)

IBM National Support Center for Persons with Disabilities
P.O. Box 2150
Atlanta, GA 30301-2150
(800) 426-2133 (Voice)
(800) 284-9482 (TTY)

National Technology Center
National Foundation for the Blind
15 West 16th Street
New York, NY 10011
(212) 620-2080 (Voice)

Fall, 1995
Elizabeth Spiers, Deaf-REACH,
Washington, D.C.
Richelle Hammett, Wisconsin Office for
the Deaf and Hard of Hearing

The authors and staff of the HEATH Resource Center are pleased to acknowledge the assistance of the Ad Hoc Editorial Committee for this paper. They are Paige Berry, Robert Burns, Norm Coombs, Jill Brooks Hodge, John Reiman, and Virginia Stern.

Students who are Deaf-Blind on Campus has been prepared under Cooperative Agreement No. H030C30002-95, awarded to the American Council on Education by the U.S. Department of Education. The contents do not necessarily reflect the views of the U.S. government, nor does mention of products imply endorsement by the U.S. government.

HEATH Publications List

The HEATH Resource Center operates the national clearinghouse on postsecondary education for individuals with disabilities. Support from the United States Department of Education enables the Center, a program of the American Council on Education, to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, adult education programs, independent living centers, and other training entities after high school. The Center collects and disseminates this information so that people with disabilities can develop their full potential through postsecondary education and training if they choose.

**Single copies of HEATH materials are free to those who request them.
Duplication of HEATH materials is encouraged; no permission to duplicate is necessary.**

Resource Papers

- (ASL) Access to the Science and Engineering Lab and Classroom
- (AHI) Head Injury Survivor on Campus: Issues and Resources
- (BVI) Students Who Are Blind or Visually Impaired in Postsecondary Education
- (CPP) Career Planning and Employment Strategies
- (DB) Students Who Are Deaf/Blind on Campus
- (DHH) Students Who Are Deaf or Hard of Hearing in Postsecondary Education
- (DL) Adults with Disabilities and Distance Learning
- (ESLD) Educational Software for Students with Learning Disabilities
- (FA) Financial Aid for Students with Disabilities
- (GR) Getting Ready for College: Advising Students with Learning Disabilities
- (LD) Learning Disabled Adults in Postsecondary Education
- (MSP) Measuring Student Progress in the Classroom
- (MTM) Make the Most of Your Opportunities
- (OSN) Young Adults with Learning Disabilities and Other Special Needs
- (PD) Adults with Pyschiatric Disabilities on Campus
- (PVR) Vocational Rehabilitation Services - A Postsecondary Student Consumer's Guide
- (SAS) Strategies for Advising Students with Disabilities

Newsletter

- (ML) Annual Subscription (fall, winter, and spring issues)
- (NL) Current Issue of HEATH Newsletter

Newsletter Article Reprints

- (ADD) Attention Deficit Disorder
- (AHS) After High School, What's Next?
- (CC) Community Colleges and Students with Disabilities
- (CL) Current Language
- (CTD) Computers, Technology, and Disability
- (DD) Data on Deaf and Hard of Hearing Students
- (DSS) Disability Status by Sector
- (EC) Electronic Communication
- (EI) \$\$ for Employing People with Disabilities
- (FAC) Facts You Can Use
- (FOC) Focus on Faculty
- (FL) Foreign Language for Students with I.D
- (HSDA) High School Diploma Alternatives
- (LDHA) LD Among High Achieving Students
- (LS) Students with Disabilities and Law School
- (RSH) Resources for Students with Severe Disabilities on Campus

- (SCS) Student Consumer Speaks Up
- (SPC) Summer Pre-College Programs for Students with LD
- (SSWI) Social Security Work Incentives
- (VA) Vocational Assessment

Other Publications

- (504) Section 504-The Law and Its Impact on Postsecondary Institutions
- (ADAB) The ADA-The Law and Its Impact on Postsecondary Institutions
- (BRO) HEATH Brochure
- (CAC) How to Choose a College: Guide for the Student with a Disability
- (DIR) National Resources for Adults with Learning Disabilities
- (EASI) EASI Brochure on Technology
- (RD) HEATH Resource Directory
- (TRG) Transition Resource Guide

*Single copies of these other publications are free. Multiple copies may be ordered on a cost-recovery basis. For details, call HEATH at (800) 544-3284 or (202) 939-9320. Both numbers are Voice or TT. Fax: (202) 833-4760
Internet: HEATH@ACE.NCHE.EDU*

Alternate Media

- Please send materials on audiocassette.
- I have enclosed a blank 3 1/2" HD/DS diskette, so please transfer to computer media:
- MS-DOS
- Macintosh

Name _____
 Title _____
 Address _____

 City _____
 State _____ Zip _____
 email _____

CHECK THE LINE BELOW THAT BEST DESCRIBES YOU:

- | | |
|---|--|
| <input type="checkbox"/> Consumer/Family Member | <input type="checkbox"/> Government Agency |
| <input type="checkbox"/> Organization/Association | <input type="checkbox"/> Other (Specify) _____ |
| <input type="checkbox"/> Secondary Education | _____ |
| <input type="checkbox"/> Postsecondary Education | _____ |

Please mail back to: **HEATH, One Dupont Circle
Suite 800, Washington, DC 20036-1193.**