

Accommodations Use and Quality for Deaf Students



Summary of Cawthon et al., "Accommodations Quality for Students Who Are d/Deaf or Hard-of-Hearing"¹

Why was this work done?

- Accommodations are a critical component to accessible learning environments for deaf students.
- Most research focuses on only the use or availability of accommodations. The quality of accommodations for deaf students has been largely unexplored.
- Professionals in the field have many questions about accommodations.

High school students may need practice accessing remote interpreter and speech-to-text services as part of their transition planning.

How was this work done?

- The data from this article were part of the large, national needs assessment survey conducted by pepnet2 in the spring of 2012 as well as a series of focus groups with professionals in a variety of related fields.
- The authors wanted to know about the perceptions of professionals on the accessibility, quality, and consistency of accommodations for students in both secondary and postsecondary settings.
- Participants also shared their thoughts on how the use of accommodations could be most effective.

What did researchers find?

- Professionals largely rated accommodations as “sometimes” of high quality.
- Technology was often an important aspect of conversations around accommodations.
- Professionals described individuals who often attempted to “get by” without accommodations until they struggled in school.
- Students in postsecondary settings are often unaware of the full range of accommodations available to them.

What are important next steps?

- Accommodations request systems in postsecondary settings need to be easy to use in order to promote accommodations use.
- Students may need specific training on ways to advocate for accommodations in their future workplace or academic settings.

¹Cawthon, S., Lepko, R., & RES team. (2013). Accommodations quality for students who are d/Deaf or hard-of-hearing. *American Annals of the Deaf*, 158(4), 438–452.



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