

Including Deaf Students With Co-Occurring Disabilities in the Accommodations Discussion

RS
Research
Summarized

Summary of Leppo et al., "Including Deaf and Hard-of-Hearing Students
With Co-Occurring Disabilities in the Accommodations Discussion"¹

Why was this work done?

- Deaf individuals with a co-occurring disability (deafdisabled) are a diverse group that requires unique support to fully access educational instruction, course-work and assessments.
- Although 35% to 50% of the deaf population has a co-occurring disability, researchers still are unclear about the specific types of accommodations that deafdisabled students need in order to engage with school-related content.
- Most research looks at deaf and deafdisabled as a single group, which makes it difficult to understand accommodations needs that are specific to students with different disabilities.

The relationship between a deaf student's additional disability and their use of accommodations is complex and can depend on the student's academic context.

How was this work done?

- Researchers used data from the National Longitudinal Transition Study 2 (NLTS2), a national-level study of students in special education, including those with disabilities.
- Looking at data from 630 deaf and deafdisabled individuals, researchers compared the similarities and differences in accommodations use between these two groups.

What did researchers find?

- There was not a significant difference in accommodations use between deaf and deafdisabled, overall.
- Within co-occurring disability categories, accommodations use differed between specific disability groups:
 - Deafdisabled with a learning disability were more likely to use readers for tests, but less likely to use tutors.
 - Deafdisabled with ADD/ADHD were more likely to use extended time, but less likely to use technology or readers for tests.
- Overall, accommodations use by deafdisabled differs based on co-occurring disability category.

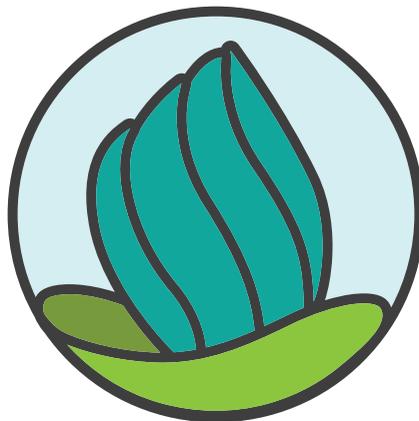
What do the results mean for future research and practice?

- Accommodations needs are not the same for everyone. One size does not fit all!
- In order to shed light on the unique accommodations needs of deafdisabled students, future research on this topic should consider deafdisabled and deaf as separate groups with diverse needs.

¹Leppo, R., Cawthon, S., & Bond, M. (2013). Including deaf and hard-of-hearing students with co-occurring disabilities in the accommodations discussion. *Journal of Deaf Studies and Deaf Education*.



NDC
National Deaf Center
on Postsecondary Outcomes



This document was developed under a grant from the U.S. Department of Education, OSEP #HD326D160001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

© 2019 National Deaf Center on Postsecondary Outcomes, licensed under Creative Commons BY-NC-ND 4.0 International

Additional resources can be found at www.nationaldeafcenter.org