

# Accommodations Use Patterns in High School and Postsecondary Settings for Deaf Students

**RS**  
Research  
Summarized

Summary of Cawthon et al., "Accommodations Use Patterns in High School and Postsecondary Settings for Students Who Are d/Deaf and Hard of Hearing"<sup>1</sup>

## Why was this work done?

- The transition from secondary to postsecondary educational settings may lead to differing patterns of accommodations use for deaf students with and without additional disabilities.
- Assess whether there was a relationship between accommodations use during high school and accommodations use in postsecondary education settings.
- The authors wanted to know if accommodations use in college had an impact on student retention and postsecondary degree completion.

"Access to accommodations varies not only by student but also by educational setting."

## How was this work done?

- Authors analyzed data from the National Longitudinal Transition Study–2 (NLTS2), which gathered information about secondary and postsecondary school experiences from students with disabilities over a 10-year period.
- The analysis included a sample of 210 deaf individuals who attended at least one postsecondary institution and reported using accommodations.
- Authors examined the use of accommodations for testing, instruction, and participation in extracurricular activities.

## What did researchers find?

- Accommodations related to language and communication (LC) were used less frequently in postsecondary settings than in secondary settings. The largest drop was in LC accommodations related to standardized assessment, with a 70% usage rate in high school versus 10% in postsecondary settings.
- There was a small but significant relationship between an individual's use of non-LC accommodations in high school and postsecondary settings.
- Deaf students with additional disabilities were more likely than other deaf students to use non-LC accommodations in postsecondary settings.
- Deaf students who used accommodations did not have higher postsecondary retention or completion rates than deaf students who did not use accommodations. This may indicate that students are using accommodations as needed.

<sup>1</sup>Cawthon, S. W., Leppo, R., Ge, J. J., & Bond, M. (2015). Accommodations use patterns in high school and postsecondary settings for students who are d/Deaf and hard of hearing. *American Annals of the Deaf*, 160(1), 9–23. doi:10.1353/aad.2015.0012



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## What do these results mean?

- Professionals who are involved in transition planning for deaf students can support students on the process of securing accommodations in postsecondary settings.
- Professionals might consider the unique characteristics of deaf students when determining appropriate accommodations “packages,” including the use of LC and non-LC related services.
- Future research could explore how deaf students with and without additional disabilities use their prior experience with accommodations in high school to inform their use in a variety of postsecondary environments.



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.

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