

# A STUDY OF ACCOMMODATIONS THAT CAN BE IMPLEMENTED WITHIN CLASSROOMS TO IMPROVE THE LEARNING FOR MIDDLE SCHOOL STUDENTS

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WHO ARE DEAF OR HARD OF HEARING

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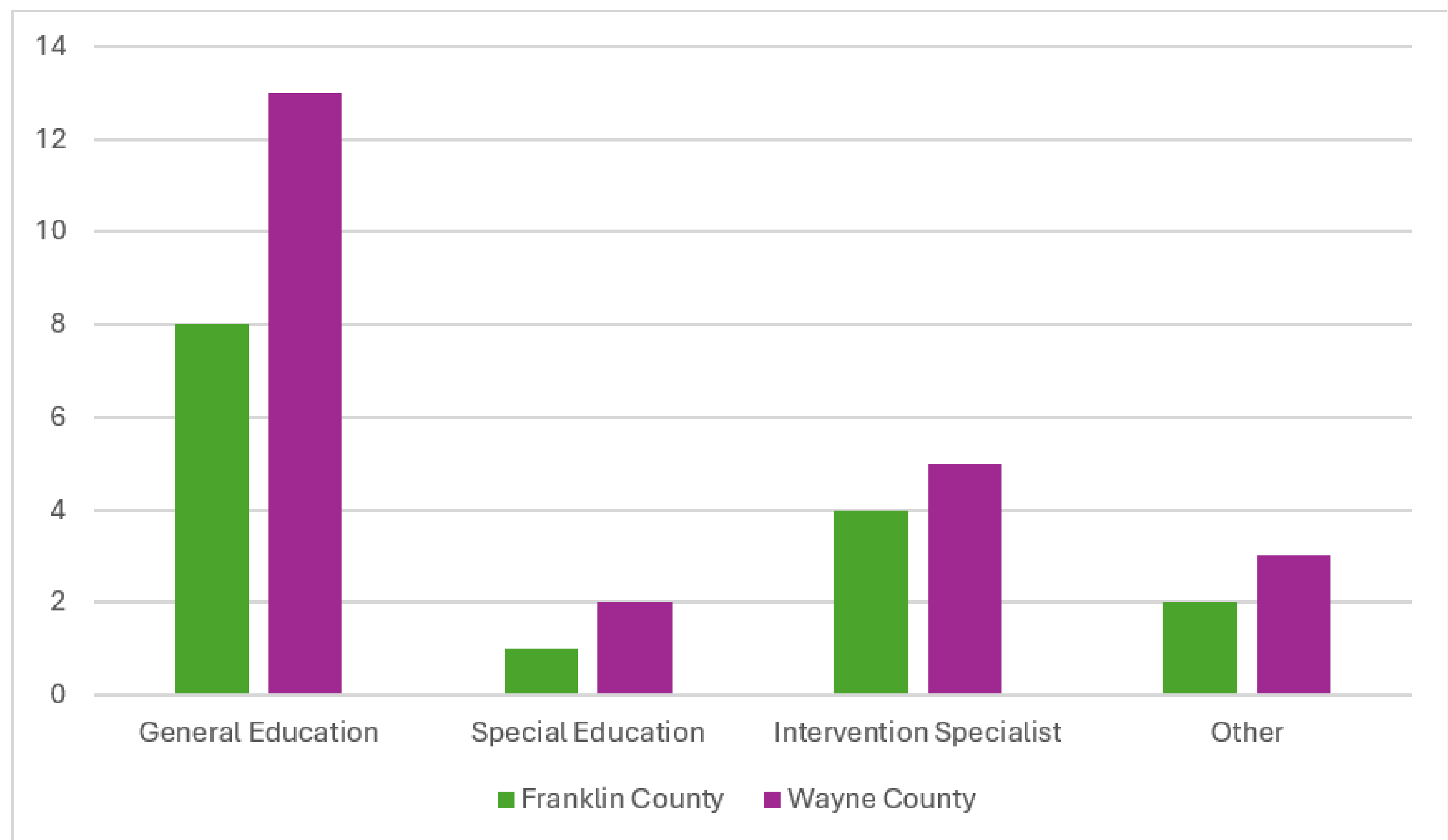
## Purpose Statement:

The purpose of this study was to investigate general education and special education professionals, from two Ohio counties, regarding their understanding & comfort level with accommodations considered necessary for students who are deaf or hard of hearing (HOH). This investigation examined these professionals’ understanding & comfort level with accommodations for students who are deaf or HOH in the areas of acoustics, hearing sensory technology, & teaching accommodations. These professionals worked with students in sixth, seventh, & eighth grades.

## Method:

- Data for this study were collected through an electronic survey link, distributed to the potential participants’ emails facilitated by building principals and special education/student services coordinators.
- All participants were recruited from either Franklin or Wayne County, Ohio.

Participants’ Current School Position (n=38)



Comfortability Implementing Teacher/Teaching Accommodations for Students Who are Deaf or HOH T-test

Accommodation	Experience	M	SD	t	df	Two-sided p
Maintaining eye contact	Without	4.7	.68	-2.7	28.6	.01*
	With	4.7	.54			
Recording a Lesson	Without	4.4	.70	.11	15.8	.91
	With	3.5	1.24			
Specific Seating Arrangements	Without	4.9	.32	-.25	24.1	.80
Vocal Intensity	With	4.9	.30			
	Without	4.6	.52			
	With	4.6	.67			

Note. \*Indicates a statistically significant difference (p<.05)

Understanding of Benefits of Implementing Technological Accommodations for Students Who are Deaf or HOH T-test

Accommodations	Experience	M	SD	t	df	Two-sided p
Speech-To-Text	Without	4.2	1.03	-1.0	24.6	.32
	With	3.5	1.50			
Text-To-Speech	Without	4.1	.99	2.3	28	.03*
	With	3.7	1.42			
CART <sup>a</sup>	Without	1.5	.85	3	17.7	.01*
	With	2.6	1.73			
Remote Microphone/Roger/“FM” <sup>b</sup>	Without	2.8	1.23			
	With	4.2	1.20			

Note. \*Indicates a statistically significant difference (p<.05)

Note. CART= Computer-Aided Real-Time Transcription

## Major Conclusions:

- Teachers without experience working with students who are deaf or HOH overall rated themselves higher in regards to understanding the benefits of & comfortability with implementing accommodations into classrooms for middle school students who are deaf or HOH than did teachers with experience working with this population of students.
- Teachers with experience were more aware of technological accommodations that have been developed specifically for students who are deaf or HOH.
- Teachers expressed the need for more guidance & training on how to implement the range of accommodations.
- There appears to be the need for more hands-on training.
- The need exists for more training & opportunities for teachers to learn about accommodations & how to use them.
- All teachers would benefit from the exposure to & teaching about the range of accommodations that can be implemented within classrooms.