Accessibility Considerations for Students with Hearing Loss
What Auxiliary Aids and Services are Needed to Ensure Effective Communication?

Communication access is a key component of 504, IDEA and Title II of the ADA. A November, 2014 policy guidance from the US Departments of Education and Justice clarified that, under Title II of the ADA, schools are required to ensure that communication access is as effective for children with hearing loss as it is for their typically hearing peers through the provision of appropriate auxiliary aids and services. Auxiliary aids and services make aurally or visually delivered information available so that students can receive information from, and convey information to, others as effectively as students without disabilities. This applies to all students with hearing loss, regardless of whether they have an IEP, 504 Plan or not. Each student with known hearing loss should be assessed and accommodations provided as soon as possible after a need is identified or after it is requested, regardless of the special education evaluation process.

Auxiliary Aids	Communication Type	Examples
Passing notes	Student asking a simple question	Student giving a note to the media specialist to request a book
Exchange of written materials	Simple 2-way exchange.	Student providing a note of absence to the office; staff member writes a note asking a simple yes/no question
Note takers	Standard class lecture.	Two class peers or a hired note taker take lecture notes on carbonized paper or via a computer and share the notes with the student at the end of class.
Assistive listening systems	Large group instruction and small group activities. Could be used during controlled class discussions.	Use of hearing assistance technology (i.e., FM) to overcome the negative effects of distance, noise, reverberation during all teacher instruction. Can also be used in small group learning as long as the microphone is effectively used by group members. If the teacher routinely does not allow classmates to contribute to class discussion until the FM microphone is passed to them then formal class discussions can be accessible.
Accessible electronic and information technology	Access to instruction or to all of media material.	Providing face-to-face instructions in a quiet area before computerized testing begins. Appropriate connective cabling to ensure high fidelity reception of speech generated by the media device through the student's hearing devices.
Open and closed captioning	Access to video presentations.	Ensuring that any video materials that are required or optional learning activities are captioned and that the captions are visible to the student.
Automated speech-to-text translation captioning	Access to large group instruction and 1:1 conversations.	Use of automated computer captioning (teacher uses microphone; computer/media tablet on student desk shows captions) during all teacher instruction. Microphone can be used for 1:1 conversations. Not effective for class discussions unless teacher repeats key information.
Real-time computer-aided transcription services (CART)	Access to large group, small group instruction and discussions.	Verbatim transcription of all classroom communication provided via an onsite or remote CART provider. Quality of captioning depends on the CART provider's ability to hear the communication within the classroom (i.e., noisy, active discussions are difficult to transcribe).
Interpreters/Cued Speech Transliterators	Access to large group, small group instruction and discussions.	Translation of all verbal classroom communication into sign language or cued speech provided via an onsite interpreter or transliterator. Quality of access depends on expertise of person.
Services		
Training for staff, student and/or parents		Inservice at beginning of each year for teachers by an educator specializing in hearing loss.
Consultation/collaboration among staff, parents, and/or other professionals		Classroom observation, assessment and resulting consultation by an educator specializing in hearing loss with school staff and parents to monitor effective communication concerns.