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Off To College - What Now?

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>>DONNA SORKIN: I think we're ready to begin. Hello, everyone. This is Donna Sorkin from Cochlear America's HOPE program, and I'd like to welcome you today to off to college, now what w Brandi Griffin and Terry Zwolan from the University of Michigan cochlear implant program. This is really a great example of cochlear's commitment to our recipients throughout their life span. We have heard from many parents and from professionals that a lot of the great information that they get from cochlear and others is really, really helpful for their younger children, but then when kids go off to college, everything changes. So we really wanted to explore that area further, and we're so glad to have with us today Brandi Griffin, who is a clinical audiologist at the University of Michigan cochlear implant program. And Terry Zwolan, who is the Director of that program. They both have tremendous experience in dealing with children and their families of all ages. And this is a topic that's near and dear to their hearts. So I'm very glad to have them back with us. They're both presenters with the HOPE on-line program in the past.

With that I'm going to turn it over to Terry and Brandi and thanks to them for being with us.

>>TERRY ZWOLAN: Can you hear me now? Good afternoon. Brandi and I are both thrilled to provide this seminar today regarding getting ready for college. This presentation was motivated by the students we work with who are getting ready for college. We found them asking questions of us, and we really didn't know some of the answers, so we set out to improve our knowledge of this important life experience.

Some of the information that we provide today was given to us by college students who utilize a cochlear implant and attend the University of Michigan. Some of the students come to our clinic for their cochlear implant needs during the school year, even though they received their cochlear implant elsewhere.

We found that they were very willing and rather excited to share their information and provide advice based on their personal experiences. Thus, we would like to thank them for contributing to the information we will share with you today.

As all of you know, the transition from high school to college can be very scary as there are many unknown factors. However, if the student and his or her family are well prepared, some of the road blocks can be avoided, which will make the transition to college go much more smoothly.

There are several items that we will cover in today's talk. We will begin by reviewing some of the federal laws and how they relate to accessibility for college students. As you will see, these laws differ from the laws that apply to high school students. These laws were reviewed previously and a HOPE presentation given by Donna Sorkin and as referenced at the end of this talk. We encourage you to log on and view that presentation if you have not very done so.

After review of the laws, we will provide information and recommendation regarding ways to identify resources at your child's college or university and we'll walk through some of the procedures used to request accommodations. If we review some accommodation that his may be available in college and we'll discuss some options for financial aid and scholarships that are aimed at students with hearing loss. We will discuss the importance of networking and self-advocacy skills and we'll conclude with some advice we have received from parents and students who have recently helped their children navigate the college maze. We have left some time at the end to address any questions you may have about this topic.

So we will begin by discussing federal laws and accessibility for college students. One important issue to note is that the individuals with disabilities education act or IDEA governs disability services for children in high school. Accommodations provided in high school are based on entitlement. Thus, high schools are required to provide for students with a hearing loss any reasonable services that they need and they're required to form a -- in the form of Section 504 plan earn IEP, an individual education plan. These services are guaranteed by the individuals with disabilities education act. SECURES the rights of disabled children to a free and appropriate education or FAPE in the least restrictive environment

In college, Section 504 of the rehabilitation act of 1973 and the Americans With Disabilities Act or ADA govern the disability services. Services are only provided if they are requested and if the student is eligible.

The important difference here is that it is the responsibility of the student to seek assistance. Thus, the student, not the school, is responsible for ensuring his or her own accommodations. Section 504 of the rehabilitation act and title two of ADA protect disabled college students from discrimination. Yet they do not force schools to provide free and appropriate public education. Thus, colleges and universities are legally bound only to supply those accommodations that are necessary to ensure that

you are not discriminated against because of your hearing loss.

Secondly, the college or university is not obligated to actively seek such students out. If a student wishes to be accommodated, they must make their hearing loss known to appropriate school administrators. If the student lives on campus, the school is required to provide accommodations for the dorm room, such as visual smoke detector and an all public on campus locations.

Section 504 of the rehab act applies to any federal agency or entity that receives federal funds. This includes public schools, colleges, employers, and human service organizations. Section 504 forbids organizations and employers from excluding or denying people with disabilities equal opportunity to receive program benefits. Some often think of this as a law for school settings, but it can also be applied to the workplace.

The Americans With Disabilities Act or ADA was passed in 1990, and it provides protection in all aspects of life for persons with a disability. There are four primary parts to ADA. These include employment, state and local government services, which would include education, public accommodations, which refers to anywhere the public goes. It covers stores, theaters, hotels, and healthcare. The last part is telecommunications relay services.

So the nice thing about ADA is that it extends Section 504 to include employment, educational institutions, and transportation providers, to name a few.

So as you can see, there are several differences between college and high school. And we will highlight some of those right now. In grades kindergarten through 12th grade, accommodations are primarily dictated by IDEA and ADA, which states the student's right to a free and appropriate mandatory education. This includes identification of the disability. Evaluations are provided and are used to develop the individualized educational plan for the student. In general, educators and parents serve as the primary advocates for students attending kindergarten through 12th grade. The IEP's that are written for the students are outcome orientated with a goal of successful learning.

In college, accommodations are determined by the rehabilitation act of 1973, Section 504, and the Americans With Disabilities Act. Instead of mandatory education, the education is now considered to be optional. There is greater dependence on input by the student, and this is a very large difference, including self-disclosure of needs related to the hearing loss. Documentation of the hearing loss is required and the evaluation is not usually provided by the school as it is in elementary, middle, or high school.

Appropriate accommodations are determined based on the documentation provided by the student and are also provided with student input and not by an IEP, as they are in grades K through 12. Advocacy is primarily done by the student and not by the parents and teachers. Importantly, success in the educational setting is dependent on the student rather than on the parents or on the teachers.

There are several procedures one must follow when requesting accommodation for his a hearing loss in a college or university setting. First the student should contact the approximate person in charge of accommodations and register as a

student with a disability. Next the student should set up an appointment to meet with this office so they can understand the procedures involved and requesting accommodations. The student should be prepared to provide documentation of the disability such as a recent copy of their audiogram from a licensed audiologist. IEP forms may not be sufficient, but may be helpful to bring if they include information about the previous types of accommodations that were provided for the student. The person in charge of accommodations will review the documentation and determine eligibility for services. Several of the students we have spoken with have indicated that students should meet with the education office as soon as they know they're going to be attending the college and not wait until their first week on campus.

So there's lots of steps to take in regards to documentation. First, the student must be prepared to complete all required documentation forms. Documentation regulations will vary from school to school. We recommend you contact your perspective college or university prior to the beginning of the school year to eliminate the possibility of any delays in receiving accommodations. Additionally, some students may change their mind and the type of accommodation that works best for them, so they should be ready to consider changing the accommodation if it does not work.

Some of the required documentation to receive accommodations may include a diagnosis of your current disability, the date of the diagnosis. There might be a time limit on how recent your audiogram needs to have been formed, how the diagnosis was reached, the credentials of the diagnosing professional, how the disability affects your daily life, and how the disability affects your academic performance.

If the student has a cochlear implant, it may be helpful to have his or her implanted audiologist write a letter that includes the above mentioned information. In many instances, we have met with students and reviewed the contents of your letter that we will write to their university. They usually include recommendations for accommodations that we know have been successful for that student in the past. We review this in depth with the student and include him in all aspects of the mapping and the counseling, particularly before he goes off to college. We will discuss a little bit more about meeting with your implant audiologist before going to college in a few slides later.

So as we continue on looking at procedures for requesting accommodations, once you provide the an appropriate documentation and complete the necessary forms, there is there's still quite a bit of work to do. The person in charge of accommodations will provide the student with a letter of accommodations informing professors of authorized accommodations. Please note that in many instances, the accommodations office does not inform the professors of the accommodations. Rather, they leave that up to the responsibility of the student. Give the accommodation letter to his or her professors. The student then works with the professor to educate him or her about the accommodations, determine how to receive the accommodations that will work in that professor's classroom. I think that's an important part of this entire process is that it puts it in the hand of the student and requires them to openly discuss the accommodations with the professor and make

certain that the accommodations that they're making will work in that professor's classroom setting.

On this next slide, we have provided the url for Foothill College, which provides a nice example of the eligibility requirements and the procedures that are used to determine eligibility at Foothill College in order for a student to receive accommodations. We use this as an example, because you can usually find information on-line about the perspective college and their eligibility requirements by visiting the college's website.

There are several different types of accommodations available in the college or university setting. We have found that many of our students have not utilized many of these accommodations before when they were in high school and some of them are somewhat hesitant to try accommodation that might bring attention to their hearing loss or they might be concerned will bring attention in the classroom. Some of these accommodations may include priority registration, preferential seating. And I'd like to highlight that one, because I think it's probably one of the ones most applicable to our students with hearing loss. Most everyone is aware the student should request a seat at the front of the room or close to where the teacher lectures he/she can utilize lip reading cues and where they can hear the best. Plus the professor will be reminded of their need for visual learning if he or she sees the student setting and listening attentively in the front row.

One of the students that we speak with recommended telling the student that you are a visual learner and that you need to be able to see in order to learn optimally. She said her professors provided more visual materials that really benefited everyone in the classroom. She indicated that all of the students appreciated the additional visual material. The student indicated that she dropped a hint to one of her professors and every time she complained about the chalk, that the teacher complained about the chalk, the students would joke about it and offer to find chalk for her in the other classrooms. So it became a supportive network of classroom students that would all work together to get this professor to be a little bit more visual for all of the students to benefit in the classroom. So it's important for the student to keep in mind that many of the accommodations that they're asking for will benefit more than just the student with the hearing loss.

Note-taking is also an important accommodation that children with hearing loss can benefit from. The same student also recommended that the students work with their professor to determine who might be a good note taker, particularly if the student is not familiar with other students in the class. The student pointed out the professors usually figure -- [audio skipping] note-taker who they recommend as a good note-taker for their class. The student we spoke with indicated, I had one professor who thought my original choice of note-taker wasn't great and told me so midway through the semester. The professor took it upon themselves to ask another student to be the note-taker, and that student was apparently making A's and that student ended up taking notes for me. The student remind that had note-takers are, again, the student's responsibility and not the professor's, so this was an unusual circumstance. So you need to make different arrangements if the note-taker is not

working out for you.

This student also indicated to us that students are usually willing to be note-takers to earn extra cash, but they often have a hard time getting over to the disabilities office in order to make copies of their notes for the students. She felt as though it was easier for her to work with her note-takers if she had the notes copied and turned in just once a week. She felt that the note-takers were more open to this and it made it easier for them to comply to her request. Other accommodations include tutoring, accommodations, which are particularly important. If the teacher elects to use taped materials, many of the students with cochlear implants will find it difficult to understand taped materials and the professors need to be made aware of this. So they might ask to have the exams administering live voice or have extended time.

Different forms of hearing assistive technology, oral interpreters or cued speech and academic waivers and substitution or sign long interpreters. Additional accommodations may include video relay, voice carry over, ANSED amplifiers, written captions via CapTel, TTY or TDD, speech to text, computer assisted real-time captioning. C-Print or Typewell, lecture transcripts, caption media, personal FM systems or soundfield FM systems.

I've tried to put together some information about some of the accommodations. You may request asking and that you may or may not be familiar with, and those we will discuss briefly next.

C-Print is a speech detect system that was developed at the national technological institute for the deaf. A College of RIT or Rochester Institute of Technology. It is a communication access service option for some deaf and hard of hearing students, and educational environment. The software is specially designed for providing C-Print speech detect services and allows the captionist to input text using a keyboard abbreviation system which allows it to keep up with the talker and/or voice. After class, one of the nicest things about C-Print is that the text can be provided in paper or electronic format for the student to use his notes. Additional information regarding C-Print can be obtained at the url listed at the bottom of that slide.

One of the more popular types of accommodations used in university and college settings is CART or communications access real-time. This is a system that provides access to spoken information for people with hearing loss and the CART system operator generally began as a court reporter. So if you envision the court reporters who type very quickly and get a lot of information out through their typewriter, faster than a normal typewriter. CART operators must be able to input spoken information as fast as a person speaks. The better ones are able to keep up with all, but the most rapid speakers. The output of the machine is fed to a computer, which produces a text document that corresponds very closely to the words used by the speaker.

I'm sure many of you will have seen at professional meetings that CART is usually the one of choice. It is used most often. And that's shown on the slide here. So you can see sort of the court stenographer on the left and a printout of what a CART screen appears to look like for the student on the right. You'll notice that students, all of the students in the classroom can benefit from this. A student with a hearing loss will likely be watching the speakers' face and watching the CART, and ideally they can

get a printout or have the note-taker provide them so they can relax a bit and absorb the material without having to try to multi task and take notes and listen and watch all at the same time.

We've also highlighted CapTel here. And I think this is important, because this is becoming more popular now in terms of telephone communication. And the cap tell phone works with a free captioning service that provides captions of everything that the callers say. When you make a call on CapTel, the person who has the CapTel phone simply dials the other person's number, complaint as they would with any other telephone. And when they dial, the cap tell phone automatically connects the cap tell captioning service. When the other party answers, the hearing impaired person hears everything that is said over the phone, just like a traditional call, but at the same time the captioning service transcribes everything they say into written text. So here you'll see the gentleman talking on the phone. So he's hearing through the telephone while at the same time displayed on his computer is the captioning service transcribed everything that has been said into written text, which appears on the cap tell display window. So in this regard, they hear what they can hear and they read what they need to.

With CapTel, your caller must dial the toll free captioning service first in order to get it connected in. Then they can enter the phone number. You answer your caller, same as you would with any traditional call, and at the same time the captioning service transcribes everything they say into captions for you to read on the CapTel display window.

The bottom of this slide is the url for additional information regarding the CapTel phone system. So there's lots more about accommodations in the school system. With all that in mind, I would like to hand the microphone over to Brandi, who will begin the next portion of our talk.

>>BRANDI GRIFFIN: Okay. Excuse me. So with so many classroom accommodations to think about, it might be easy to overlook certain accommodations needed outside of the classroom. For example, safety precautions for living in the dorm. While a strobe light for fire safety might be the norm for schools that Taylor to the hearing impaired, like NTIB or gala debt, it might not be a norm or might not be a known accommodation for other schools such as U of M, University of Michigan. So that's important to ask for. The buddy system, this is where one person in the dorm is designated to alert the hearing impaired person of an alarm or an emergency.

This is a great idea. However, we were just informed today, as a matter of fact, from one of our implant recipients of an experience she had. She had assigned or asked her roommate to be her buddy, and this was great when her buddy was there, but unfortunately, her buddy tended to be out until 3:00 a.m. or actually didn't come home at all. So she recommended that you have a backup buddy. And at the point, we really recommend the implant recipient, talk to the RA or the residential assistant to be that responsible person who should be in the dorm at all times.

Also, the shake awake alarm clocks, most of our high school seniors have an alarm clock by now and they're bringing their personal alarm clocks to the school. So they're not asking the schools to provide those. Captioning for the TV is also

important. This is another way that emergency signals can be broadcasted to the hearing impaired student.

Other dorm considerations that we actually just learned about today, one student told us about a school that put a doorbell on the outside of her dorm room. And for obvious reasons, she's recommending that you not ask for this accommodation. Again, for those students who come home at three A.M., they want to push the doorbell. So she recommends that you not ask for the doorbell.

Another point that she mentioned, also, was while the student is awake, you really want to have your door open so that you can socialize with the other people in the dorm and get to know people. She also really recommended that you talk to the roommate about your hearing loss and explain what the hearing loss means and also talk about your technology, whether it's hearing aides or the cochlear implant, so they really have a good understanding about the technology that the student has.

She also had a good point with the accommodations. Sometimes schools have the accommodations. The strobe lights or the buddy system set up in another dorm. And if the hearing impaired student is asked to move to another dorm, she recommended that you actually not change dorm rooms. This is about a quality of life issue, and if it's taking you, the student, off the beaten path away from their peers, to remember that the student is actually the customer here and that it's okay to ask to stay in that dorm room. So those are just other considerations for a dorm room.

Additional resources that shouldn't be forgotten and are actually already in place, established and developed to assist students are things like the writing center, the computer labs, counseling centers, career centers. Supplemental instruction is also a pretty neat idea for the cochlear implant recipient. These are peer-led study sessions where you'll work in small groups with your peers and you review the lecture material and you actually review exam strategies on how to take tests. These are also important and actually can be beneficial, because the teaching assistants or the professors will actually also come to these sessions. You'll get the added benefit of having more time from your professor. So those are very important ideas to provide your high school seniors.

Vocational rehabilitation services is also an excellent resource. Vocational rehab was designed to help people with disabilities get jobs and then keep them. They can help identify barriers interfering with this goal. We're actually lucky, because locally, one of our implant recipients is a counselor at our local voc rehab, so we don't hesitate in the little bit to send our high school seniors there. What they can do is provide some nice counseling and guidance to the high school senior and they help develop communication strategies and talk about different rehabilitation technologies. Again, to the high school senior, to feel comfortable with what they're looking for and looking at getting when they go to college.

What's been interesting is that instead of the IEP used in high school, now with voc rehab they're looking at using the IPE, so it's an individual plan for employment. And this is nice, because we can keep the acronyms that we're all used to. We just change them around. So voc rehab is actually a really nice resource. It's important to note that this isn't a financial aid office, but they can help find assistance for

college.

When you and your high school senior are actually thinking of the accommodations, of getting started, preparing for college, it's really important not to [audio skipping] students that we work with don't understand the differences that they're going to encounter in the learning environment. College compared to the high school classroom. Nor do these students recognize their needs really. Particularly those high school students coming from an oral hearing impaired program. We found that those students really are used to the services, so the hearing impaired, the accommodations in those schools are the norm for these students and the people there in those schools are familiar with how to deal with people with hearing loss. So those students in particular don't really recognize the needs they're going to have in college.

So what we recommend is that they consider all the possible services and select the ones that really are going to be best and then ask for all of them. Then once the classes begin, the student can make the modifications and replace the ones that aren't working or prove to be ineffective. For our cochlear implant recipients, we recommend that they ask for a plan with at least the following services. So we ask our students to consider C-print, personal FM system. Importantly that, they ask for a copy of the course materials and subject matter for each class session before the class so that they can familiarize themselves with the subject matter and the vocabulary. It's important to remind your high school senior that the pace is going to be so much different in college than it was in high school that they really need to be familiar with the subject matter and the new vocabulary they're going to be hearing.

We also recommend that they ask for closed captioning, testing accommodations, and then again, the preferential seating. And again, this is all just to start off with. They can make changes once the semester starts.

With regards to financial aid and scholarships, we've actually listed quite a few here. There are many options and many opportunities for scholarships. All of these listed here are geared for the hearing impaired student. I'm just going to go over a few of them.

You're all probably familiar with the Sertoma Foundation. They actually have scholarships available for students with severe to profound losses and also mild to moderate hearing losses. The Minnie Pearl scholarship has a requirement that the student has a 3.0 with a severe to profound hearing losses and mainstreamed for some of their academics. The Geoffrey Foundation also has a requirement of a severe to profound hearing loss and his mainstreamed. AG Bell, I'm sure you're all familiar with, has three scholarships that are available. You have to have a moderate to profound degree of hearing loss. Mode of communication should be oral. And again, the student must be mainstreamed. Cochlear corporation also offers a nice scholarship. That's based upon academic achievement and leadership for cochlear implant recipients. It's for high school seniors or a student already in their course ever study. And then also for an adult returning to school, this scholarship can also be provided to them as well. The last bullet point here has a nice website that you can go to that really lists out more information about each scholarship listed.

United Way also has quite a few scholarships that they offer. Gallaudet offers a doctorate fellowship fund for doctorate degrees. The tourism foundation yellow ribbon scholarship, the student must have a 3.0 and interest in tourism and travel. That's kind of neat. And final, there are endowment scholarships from NTID and Gallaudet, and it's important to know that the federal funding going to these schools, these schools can offer a lower tuition rate to any of the hearing impaired students attending there.

So again, there's many options and opportunities 230 scholarships for the high school seniors going to college. Many of our high school seniors will be going local colleges and universities where we'll likely be the only implant recipient. We really encourage them to seek out support from different avenues so they don't feel alone or left out in the dark. The hearing loss association of America has a really nice website, and they also have local chapters that the cochlear implant can look into and then attend. The manufacturer websites are also very good resources. The local advocates in their area can also provide some direction. Maybe if there's a local group that's meeting that can help the college student get involved a little bit more. And also, there's a lot of talk about work and accommodations here for the classroom. It's really important that the student be encouraged to seek out groups that involve their hobby or their sport, because we have to remind the college students that college is also about having fun, so they might find some support looking into getting involved with something with their hobby or their sport that they're involved with.

While we know that college is truly about independence, it's important to talk to your high school senior about sharing information about their hearing loss. We understand that this really is a personal choice. It's really important for the high school senior to understand that, as Terry mentioned, even if they register with the disability support services, no one is going to contact the professors or the residential personnel to share this information unless the student does so themselves. And we bring this up, because we actually have many implanted recipients here who would prefer not to share this information with anyone. They'll tell us about numerous meetings and group outings that they'll go into. They won't even let anybody know that they have an I believe plant. And this is fine. Again, it's a personal choice, but we do talk to them about considering sharing this information up front. The reason is that it may create a better understanding and build a stronger relationship between themselves [audio skipping].

(NO AUDIO.)

>>BRANDI GRIFFIN: Sorry. Experiencing technical difficulties. What we actually recommend is things like this website. We ask the parent and the high school senior to get on something, a website just like this to get ready for school, choose a college, let the high school students devise a plan for themselves. This website is not specific for the hearing impaired, but it helps give them an idea about how to get ready for college, choose a college, apply, the testing they'll need, and then what they would do to go off to college, the different things they would need.

Once they have a plan created and they're ready to make a visit to the college, then we have the specific questions that the high school students can go prepared to ask and prepared to get this information. Now, many of these questions are the things that Terry reviewed earlier, things like what's the school's policy for determining accommodations? How do they request accommodations? How can they establish eligibility? Documentation needed? What services can this school provide? And are there any support services for students with disabilities?

One thing they might want to ask is are there any in place already? How familiar is the school with students with hearing loss? Has the school been evaluated for ADA compliance? And then number seven I think is a really, really good idea to talk about. What is the school's grievance policy? We actually have quite a few students in college now where they're actually not getting the services that they need to complete the semester, so what we're finding is that a lot of colleges really are stuck in the past. They're thinking, these hearing impaired students with the implant need all services or no services. So all services meaning sign language interpreter, FM, you know, everything that Terry talked about earlier or they need nothing. And in fact, our cochlear implant recipients set right in the middle and the school doesn't understand how important those services that the students are asking for are. So really, we're actually having to go out to the schools and talk to the schools about why these services are so important. But I think this is important to understand if you need to make a complaint, that you can and you know how this policy is at your school.

Again, for the high school senior preparing for college, it's really important that the senior be aware of their strengths and weaknesses with regards to speech and language. This is actually so important. We've had numerous high school seniors in our office excited to go off to college and then, unfortunately, they don't even make it through the first semester and they end up having to come home. When they come in and we ask them, what happened? They report that the school didn't prepare them, that they had poor study skills, they missed [audio skipping] what was being said. This can equate to the student wasn't aware of their strengths and weaknesses with regards to speech and language. We really recommend that the student be evaluated and understand where their skills are compared to their peers with the typical hearing, normal hearing skills.

This is going off topic just a little bit, but this is a good time to really encourage and emphasize the need for speech and language nearly evaluations. Not only for those little baby's getting implanted at two years of age, but it's really important for your junior high kids and your high school student to come in nearly so we can monitor where those skills are. If these students that have been coming in actually, if these are come in for evaluations, I'm hopeful that we could have found these holes and provided intervention so they wouldn't face this when they went to college. I'm going to bring up this. I think this is especially important for students in a hearing impaired program where sometimes the school will say, yep, the student is doing fine. They're making progress. When they test their speech and language skills, they're still quite delayed. They're reading on an eighth grade level. Their listening

comprehension is at a fifth grade level. Their vocabulary is still extremely delayed. So really, if you're doing those yearly evaluations, you're able to work with the school better and make sure that the student is really truly prepared for school. So again, it's important for the student to come in and get a speech and language evaluation and understand where their strengths and weaknesses are.

We also recommend that the college student be aware of their strengths and weaknesses with regard to hearing. We've talked to many people and recommended that they have an appointment with their audiologist for mapping and troubleshooting of equipment before school starts. Ask the audiologist to evaluate speech perception for discrimination, in quiet and in noise so that the student understands where their skills are with the ability to understand speech in the classroom setting. Really, we recommend that the senior or the high school student understand what their hearing loss means on the audiogram, so they can explain it to other people. They also should really have a good understanding about what the implant is and how the implant works, so again, they can talk to their peers at school.

We want them to discuss assistive listening devices. Different options with the audiologist, and review the compatibility and the settings of the processor with different devices. For example, we have a lot of students using the freedom microlink FM system, a personal FM system, and what we found is that we recommended that the student increase sensitivity on their cochlear implant up to about 17. That way the environmental mics are still able to pick up the students setting around them, and yet when teacher talks, they'll still have that two-to-one or three to one ratio. So different things like that, to talk to their audiologist so they're aware of more accommodations that they can use when they're at college.

Again, discuss the strengths and weaknesses with regards to listening and noise. Listening in the classroom. How to assess poor acoustics in the different classroom. How to go into a classroom and understand that, oh, these are going to be some really bad visual cues. There's bad lighting and the professor is constantly turning their back. Different things like that. Just to be prepared so when they go to college, they know how to help themselves.

This is actually the easy part. The caution should be in the local [inaudible] center. You'll have to get in contact with the center. They also wanted to know how the phone numbers, the TTDY, you might want to contact the center and understand their policy for repairs and breakdowns. Obviously, having the phone number to their manufacturer is really important. Probably also wants to talk to the company and make sure you understand the warranty for your device so you know about what you'll need to do in case of a break down. The students also should possess a strong troubleshooting skills and have all of the equipment they need to take to school. Maybe even talk with someone at school who can help them troubleshoot if their equipment is broken.

There really are so many good resources available. Today we try to list some of our favorites that we seem to use often and refer others to often. The two that you'll see here, the HOPE on-line sessions, Terry talked about earlier, but these, we really pulled a lot of information from today. They're great resources. We hope that you'll

go look at them and then also refer people to these HOPE on-line sessions. Helping children with hearing loss build self-advocacy skills. John Anderson from the Clark School of the Deaf. That was a great HOPE on-line. And also again, Terry mentioned Donna Sorkin and her presentation, education and access laws. That's for children with hearing loss.

The other websites listed here have great information about assistive listening devices, advocacy laws. Finally, the resources about, again, the scholarships that we talked about earlier and a handbook preparing the college students, preparing the high school senior for college.

And finally, the last website you'll see there and a nice questionnaire that was on the flip side really, it was questions that the professor might ask the college student about their disability. This might be another way to prepare the college student for questions coming from professors asking about why they wanted accommodations, talking about their hearing loss. So that was actually another good resource to look at.

So as Terry mentioned today, success really in college is dependent on the students now. They have a vital role in their ability to succeed and to get the assistance that they need and they deserve. This transition can be a positive [audio skipping] and promoting long-lasting self-advocating skills for the student. It doesn't have to be a daunting task for students with a profound hearing loss.

We hope that today we've given you the new college student some information about their rights and about the process for obtaining these services at school and learning about new self-advocacy skills that will help them succeed in college. Thanks so much, and we'll hand it back over to Donna.

>>DONNA SORKIN: Thanks so much, Brandi, and Terry, that was really great. If everyone could just go ahead now and type your questions to our speakers, I'm going to hand the mic back to them just about two minutes. I really just want to will he mind you about upcoming HOPE on-line seminars. We have one on Building Better Behavior with Ashley Garber and that's on May 19th. And then another one from Ashley, Let's Take Outside. That's Part 2 of fun that she had before. And just to give you the contact information, I'm giving you Terry's e-mails address if you want to follow up with Brandi and at this following this, and my e-mail, if you have any comments about HOPE, and I would just encourage you to send that form back to us with your comments. And particularly because we're talking about the teen population, we wanted to just mention the newly relaunched HOPE products, which are average interactive computer software product, and possibly tweens who have language in place, and it has just some great tools that are really good for [inaudible]

Also a child with a progressive loss who has gotten an implanted. Perhaps when they're older it provides the ability to share results with the audiologist and therapist. So take a look at it if there's information on the website. And I'm going to turn it back to Terry and Brandi new for some questions. One of the questions asked, if accommodations included FM system, who was responsible for the cost and I'm guessing programming? That's a great question. With regard to the cost, many of our students that use an FM system, it is provided by the school, bit colleges here

locally. They are providing FM systems. That is a great question with regards to programming. My guess is that, well, you know what? My guess is that I'll have to look into that. I'll have to ask a quo that part. I'm wondering if the implant programs, there are six ever us here, I'm wondering if the implant program is helping the student understand how to work it and set it up. They do have media specialists that are probably quite familiar with FM systems, because many colleges I know have a field setup. But the program for minimizing the student [inaudible] I'll have to ask some more questions.

Another question talks about percentage of high school students are you talking about? Right now with regards to our population, we have probably close to 20 that for right now are going to college. It's been interesting to deal with them. So we're helping all of these students get ready for college. In college right now, I'm going to tell you we probably have about the same number that are currently in undergraduate or in graduate degrees. So that's where we're getting a lot of our information from.

Somebody made a really nice comment here that it is also important to include some social role playing to prepare high school students for college, dating, and the social scene. I think absolutely it's going to be an extremely different experience and that's one of the comments we've gotten back from students as they've returned from college. A lot of times they've gone to school with the same set of students for several years and they've had just minimal experience to children in different social scenes. And that's one of the nice aspects about college, isn't it? But certainly playing some role playing in order to overcome some of those difficult situations might be a very good thing to do.

We had another comment here that says I'm the audiologist at my university. It helps the students with F M. Check with the university to see if they have an audiology clinic that could help, even if they are not an implant center. So that's an absolutely good point. So possibly a nearby audiology clinic could help the student adjust their FM system. I think Brandi was referring to setting the mic mix with the implant program in there, and I think it's something that would be very nice if we can do an eval on a high school senior before they go to school so we can discuss the different mixing ratios that we can provide further. If M and what the differences are and which program has which mixing ratio so they know which one has the 2-1 versus 1-1 and what are the advantages of each.

Somebody else indicated that sometimes vocational rehabilitation will pay for FM's and for mapping if needed, depending on the financial eligibility. And this does vary for each state. I think that's a great recommendation. So if students are having a hard time getting [inaudible] paid for or the FM, they should definitely consider voc rehabilitation. And Donna indicated that ADA does require that the college provide the FM system for the student. So thank you, Donna, for that. I would assume that's one of the accommodations that the student recommend or request through the accommodations office, and I would think that that's, at least in our experience, one of the accommodations that they're very willing to recommend and they're probably most familiar with.

Somebody else asked how CapTel could be used in the classes room. I'm not

really familiar with a way that it could be used in the classroom. I think we were trying to give a broader aspect of college life. And maybe it would be if you're a parent, how to communicate with your child when they're away from school. We all know that even our normal hearing children text frequently and text is gone a great way to communicate with them as an audiologist with my students with implants, I really prefer for them to use their hearing and not to simply rely on text. And I think the degree of CapTel is that it can provide them with a sort of exercise of their hearing and gives them a backup with a written word as well.

I'm looking to see. Somebody indicated, this is interesting, that CapTel is now available on the Apple iPhone, too, which I did not realize. That's really an interesting point, and thank you for sharing that with us.

So we're going to conclude here by just finishing up saying we really love working with these high school seniors. We've learned a lot from them. We've learned a lot as they've come back as college students. We encourage to you meet with your students before they go to college and once they're at college so we can continue to provide advice to other students as they enter this life changing part of their education. So thank you for your attention today. We certainly appreciate it. Don't hesitate to contact us if you have any additional questions. Thank you.

>>DONNA SORKIN: Thank Terry and Brandi for being with us for a really great session. Thanks to you-all for being with us. We'll see you back soon at HOPE on-line. This is Donna Sorkin from Cochlear America's HOPE program. Thanks so much.

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