Accommodations Use and Quality for Deaf Students

Summary of Cawthon et al., "Accommodations Quality for Students Who Are d/Deaf or Hard-of-Hearing"

Why was this work done?
- Accommodations are a critical component to accessible learning environments for deaf students.
- Most research focuses on only the use or availability of accommodations. The quality of accommodations for deaf students has been largely unexplored.
- Professionals in the field have many questions about accommodations.

How was this work done?
- The data from this article were part of the large, national needs assessment survey conducted by pepnet2 in the spring of 2012 as well as a series of focus groups with professionals in a variety of related fields.
- The authors wanted to know about the perceptions of professionals on the accessibility, quality, and consistency of accommodations for students in both secondary and postsecondary settings.
- Participants also shared their thoughts on how the use of accommodations could be most effective.

What did researchers find?
- Professionals largely rated accommodations as “sometimes” of high quality.
- Technology was often an important aspect of conversations around accommodations.
- Professionals described individuals who often attempted to “get by” without accommodations until they struggled in school.
- Students in postsecondary settings are often unaware of the full range of accommodations available to them.

What are important next steps?
- Accommodations request systems in postsecondary settings need to be easy to use in order to promote accommodations use.
- Students may need specific training on ways to advocate for accommodations in their future workplace or academic settings.
