Why was this work done?

- Deaf individuals with a co-occurring disability (deafdisabled) are a diverse group that requires unique support to fully access educational instruction, course-work and assessments.
- Although 35% to 50% of the deaf population has a co-occurring disability, researchers still are unclear about the specific types of accommodations that deafdisabled students need in order to engage with school-related content.
- Most research looks at deaf and deafdisabled as a single group, which makes it difficult to understand accommodations needs that are specific to students with different disabilities.

How was this work done?

- Researchers used data from the National Longitudinal Transition Study 2 (NLTS2), a national-level study of students in special education, including those with disabilities.
- Looking at data from 630 deaf and deafdisabled individuals, researchers compared the similarities and differences in accommodations use between these two groups.

What did researchers find?

- There was not a significant difference in accommodations use between deaf and deafdisabled, overall.
- Within co-occurring disability categories, accommodations use differed between specific disability groups:
  - Deafdisabled with a learning disability were more likely to use readers for tests, but less likely to use tutors.
  - Deafdisabled with ADD/ADHD were more likely to use extended time, but less likely to use technology or readers for tests.
- Overall, accommodations use by deafdisabled differs based on co-occurring disability category.

What do the results mean for future research and practice?

- Accommodations needs are not the same for everyone. One size does not fit all!
- In order to shed light on the unique accommodations needs of deafdisabled students, future research on this topic should consider deafdisabled and deaf as separate groups with diverse needs.
