PEPNet

Perspectives

Fall 2010

Hearing Loss Association of America

Resources Available for Veterans with Hearing Loss

Submitted by Nancy Macklin, HLAA Director of Events and Marketing

When an initial report from the Department of Veterans Affairs estimated that more than 59,000 military members are on disability for hearing loss from Operation Iraqi Freedom (OIF) and Operation Enduring Freedom (OEF), the Hearing Loss Association of America (HLAA) was called into action to show support to veterans and their families.

Hearing Loss Association of America

HLAA created the following opportunities for veterans:

- New *Welcome Vets of OIF and OEF* page on HLAA's website **www.hearingloss.org** that provides information about how to deal with hearing loss and offers resources for additional support. Articles on topics such as tinnitus, communication tips, captioned phones, and assistive devices also are posted on the page.

- Complimentary membership for veterans. Membership includes the bi-monthly *Hearing Loss Magazine,* an award-winning publication that contains the latest information on products, services, research, and technology in the hearing health care field, as well as encouraging and inspirational personal stories of people who are hard of hearing. The magazine is a "lifeline" that encourages readers to live well with hearing loss.

- Complimentary registration to HLAA's annual convention; *Convention 2011* will be held in Washington, DC, June 16 – 19.

- Ongoing support to veterans enrolled at Rochester Institute of Technology/National Technical Institute for the Deaf (RIT/NTID). HLAA works with RIT/NTID to enable vets to gain access to support (real-time captioning and notetaking) and audiological services at the school.

In addition, Dr. Gene Bratt, chief of the Audiology and Speech Pathology Service at the VA Tennessee Valley Healthcare System, was guest speaker at the Opening Session

Contents

www.pepnet.org

TechSpectives

Webcast Surveys Online Media Accessibility Tools

Submitted by Michael Milcznski, PEPNet-South Outreach Specialist

Institutions are increasingly using distance education technologies to expand educational opportunities for students in a variety of settings. Over a two-day period, this webcast included nine separate presentations by professionals experienced in utilizing a variety of popular online media. The presentations focused on innovative ways to ensure access for a diverse group of students, especially those students with hearing loss.

On March 23-24, 2010, PEPNet hosted a webcast on online media to share information about technologies that promote accessibility for those who are deaf or hard of hearing with co-occurring disabilities. Some of the tools discussed include Elluminate, Mediasite, Evaluation, Blackboard, Polycom, Adobe, Moodle, and Go-ToMeeting.

Saba Centra

Saba Centra has many features useful for deaf or hard of hearing participants. It allows the moderator as well as participants to view the participant list; it has microphone controls to mute or adjust the loudness of a person's voice; it has an agenda window where participants can freely see what will be talked about during class or a meeting they are attending; and it supports text writing for discussion or for participants to ask questions. Saba Centra supports closed captioning, CART, or Typewell, which in turn allows participants to request a transcript. Saba Centra also makes online video available for all participants to see and interact with each other and encourages audience involvement. Participants can do a quick polling, ask yes or no questions, step out of a meeting or classroom if they need to, and use a whiteboard to add text or drawing objects with mark-up tools. They also are able to share documents like Word or PowerPoint.

Elluminate

Elluminate is a communication application that can enhance online classroom or meeting accessibility for individuals who are deaf or hard of hearing. It is capable of displaying the remote or local real-time captioning you provide, and the option to view the captioning (and save the captioning transcript) is available to all participants. Closed captioning is also supported. The Elluminate window can be configured to include a chat window, a participant list and a whiteboard for visual content such as graphics, PowerPoints, and videos. Elluminate is accessible to JAWS and other screenreaders.

Mediasite

Mediasite supports videoconferencing and was the technology PEPNet used to host this media accessibility webcast in three communication modes: audio, visual, and kinesthetic. Components of Mediasite include high-resolution video, zoom in/ out switching, slide thumbnails, video controls such as picture-in-picture, and high-resolution images. Participants can access online trainings, classes and lectures delivered via Mediasite anywhere and anytime. Mediasite runs on both Macs and PCs, and can publish presentations on CDs or DVDs. There is no processing or transcoding delay, and users can access custom options such as question/answer forums, polling, and closed captioning.

The webcast provides useful information for individuals working with individuals who are deaf, hard of hearing or with co-occurring disabilities. View the entire two-day event to learn more, and find links to the tools discussed at:

http://www.pepnet.org/training/train100323/
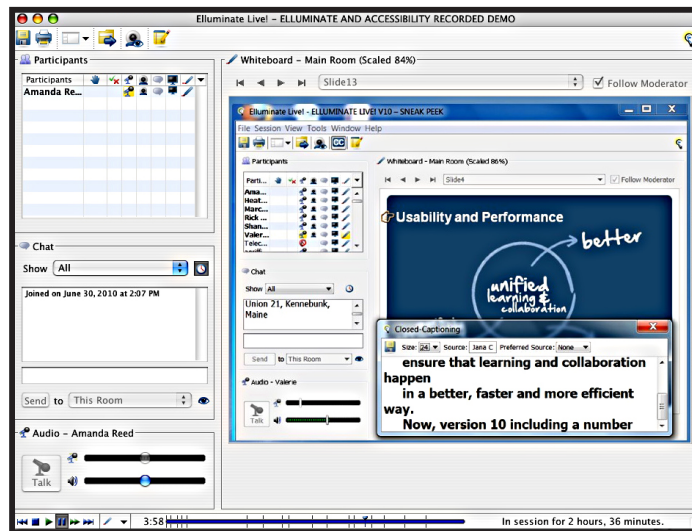
The details are in the data

DAS Holds Answers to Stakeholder Questions

Submitted by Jerry Walter, PEPNet-Northeast Project Consultant

Disability services personnel often are asked by college administrators, faculty members, and parents about the numbers and characteristics of students with disabilities attending colleges and universities in the United States. Until recently, it has been difficult to answer such questions with any certainty. Now, a number of federal studies and databases are accessible through the Internet that can provide answers to many such questions.

The National Center for Education Statistics' (NCES) Data Analysis System (DAS) is a software application that allows a user to produce tables and to estimate covariance analyses from NCES datasets. Datasets address Early Childhood Education, Elementary/Secondary Education, Postsecondary Education, and Household Studies. While there is a separate DAS for each dataset, all have a consistent interface and command structure. Using the DAS Online, one can create instructions to run tables and regressions, and view output using a web browser or download a table to an Excel spreadsheet. In the Tables mode, the DAS will create a table that takes into account the complex sampling designs used in NCES surveys. In the Covariance Analysis mode, the DAS will generate output for a weighted least square regression, logistic regression, and correlations.

Three datasets are especially germane to postsecondary education:

National Postsecondary Student Aid Study (NPSAS) 2008 includes all postsecondary students enrolled in the 2007-2008 school year. Issues that can be addressed include general demographics and characteristics of these students, types of postsecondary schools attended, amount of aid received, costs of attending college, and enrollment patterns. Data are available separately for undergraduates and graduate and first-professional students.

Beginning Postsecondary Students (BPS) Survey 2003 includes students who enrolled in postsecondary education for the first time in 2003 and have been interviewed in 2004 and 2006 regardless of when they graduated from high school. Issues that can be addressed include students' persistence, progress, and attainment of a degree, transfer from two-year to four-year institutions, and early labor force experiences.
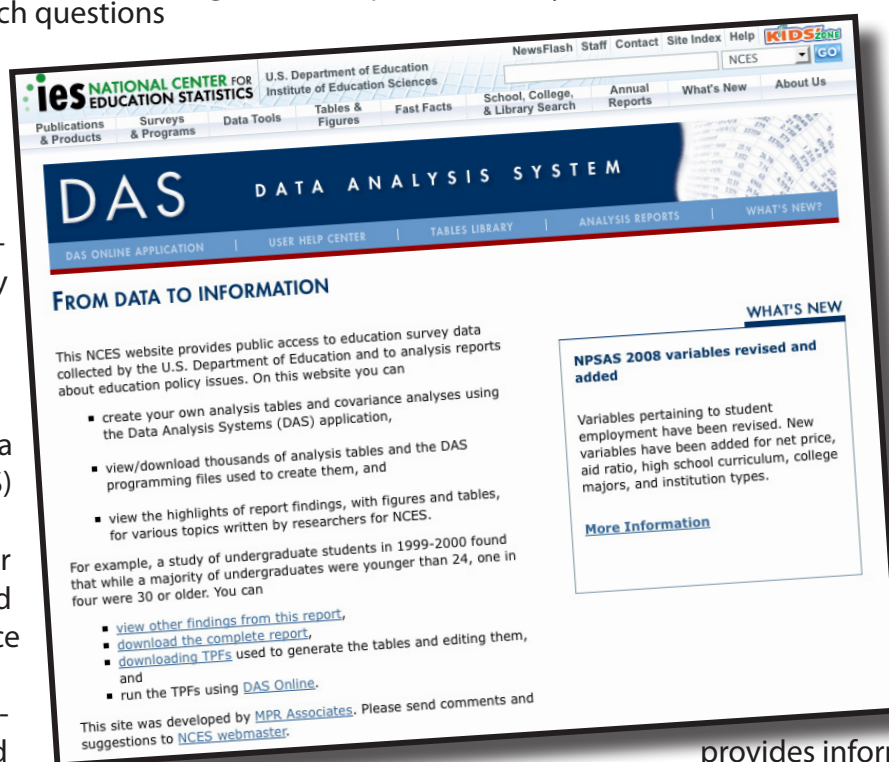
Baccalaureate and Beyond (B&B) Survey includes students who received their bachelor's degrees in 1992-93 or 1999-2000. The survey provides information such as college graduates' experiences in the areas of further education and degree completion, employment, public service, family formation, and other adult decisions. Issues that can be addressed include outcomes of postsecondary education, graduate and professional program access, labor market experiences, and rates of return on investment in education.

To use the Data Analysis System, visit **http://nces.ed.gov/das/**

New Resource for Teaching English to Students Who are D/HH

Submitted by Joel Skelton, PEPNet-Northeast Intern

Imagine, if you will, a bold drop of water that contains a wealth of information. As this drop hurls toward a pool of water, it accumulates more information, growing in size. When it hits the water's surface, it sends a ripple that disperses information. The body of water gains information from that drop of water and spreads it further and further.

This, folks, is *English Splash!* - a new resource developed by PEPNet for English teachers of students who are deaf or hard of hearing. Its usability isn't limited to instructors alone; it also can be helpful to paraprofessionals, interpreters, and others who work with students who are deaf or hard of hearing.

English Splash! contains several areas of interest, separated into categories for ease of use:

Teaching Tools are resources that are immediately applicable to a classroom setting. Within this section are the subcategories of Reading, Writing, Vocabulary, Grammar, and Combination.

Approaches are interactive models and contain both ASL and English approaches to aid in

understanding material better. Also included is the subcategory Written Communication, which discusses research pertaining to instant messaging usage in the classroom, as well as blogging and social networking.

Unique Issues contains tips for teaching students who are deaf or hard of hearing, language acquisition information, and high school-to-college English transition resources.

Resources provides information on various research methods pertaining to teaching English to students who are deaf or hard of hearing. Included within this category are links to the latest research in the field, suggested literature to peruse, and other resources to supplement teaching.

View *English Splash!* at:
http://www.pepnet.org/englishsplash.asp
Your feedback is welcome. We are hoping to expand *English Splash!* further with more exciting additions such as future webcasts, featured teachers, and new links. Watch **pepnet.org** for more information!

of the HLAA *Convention 2009* in Nashville, and for HLAA's monthly webinar in January 2010. Dr. Bratt emphasized that the VA

audiology program goes beyond the evaluation of hearing loss and issuance of hearing aids; it also evaluates and manages

tinnitus and balance problems; some locations also provide aural rehabilitation.

HLAA-related information and resources:

Hearing Loss Association of America: **www.hearingloss.org**

National Technical Institute for the Deaf: **www.rit.edu/ntid/veterans**

Veterans with Hearing Loss Project PDF document:
 http://www.hearingloss.org/veterans/docs/fall_winter2009_7_RIT-NTID.pdf

Dr. Gene Bratt's Webinar: **http://bit.ly/7N63h7**

PDF transcript of the webinar:

http://www.hearingloss.org/Community/docs/01-20-2010_Webinar_DrBratt.pdf

AHEAD/PEPNet Conference Tidbits

L to R: AHEAD Program Co-Chair Chris Primus; AHEAD Executive Director Stephan Hamlin Smith; PEPNet-West Director and Conference Co-Chairperson Cathy McLeod; and AHEAD Director of Professional Development Richard Allegra . Cathy says, "Stephan's, Richard's, and Chris', efforts made this first-ever coconference a success. PEPNet and I thank you."

This summer, the Association on Higher Education and Disability (AHEAD) and the Postsecondary Education Programs Network (PEPNet) co-convened for the first time in Denver July 12 – 17, 2010. Combining AHEAD's annual meeting with PEPNet's biennial gathering, the event enabled attendees from across the disability and education communities to come together for an unparalleled professional conference. Here, we share photos and informal summaries of some of the many excellent presentations and workshops that conference participants attended. We also have provided web links for further information on these presentations.

Cathy McLeod, Director, PEPNet-West, AHEAD-PEPNet Co-Chairperson

Pulse Pen

Presented by Jayme Johnson, California Community Colleges
Submitted by Carol Wiegle, James Madison University

This session demonstrated the Pulse Pen, a new technology that can record audio—as well as write on specially designed paper—to assist students with notetaking. Other features and "apps" enable sharing information in online learning communities. The Pulse Pen can be used by students who can access auditory information (i.e. students with cochlear implants or those with mild-severe hearing loss).

Learn more at the website:

www.livescribe.com

Tracking, Analyzing and Projecting Interpreting and Real-Time Captioning Expenses

Presented by Benjamin Cornwell, Louisiana State University and Jennie Bourgeois, PEPNet-South Outreach Specialist,
Submitted by Jennie Bourgeois

This session detailed the significance of fiscal accountability for disability service providers, related to interpreting and captioning services. Innovative strategies and ideas for implementing data tracking systems, and resources to help ease data management were shared. Visit **www.AHEAD.org** and click the "Conference Handouts" link, or email **jennifer.bourgeois@pepnet.org**

Guide to Access Planning: Developing Self-Advocacy Skills in Teens for Communication Access

Presented by Cheryl Johnson, The ADVantage; and Carrie Spangler, Stark County Education Service Center
Submitted by Michael Milcznski, PEPNet-South Outreach Specialist

This session described a free resource for deaf teens, their

Left: A student panel, led by Syracuse University's Wendy Harbour, shed light on issues dear to students who are deaf or hard of hearing. (Inset), L to R: Wendy Harbour; Jason Anderson, University of Wisconsin-Milwaukee; Mequila Russell, Converse College, Spartanburg, SC; and Joel Skelton, Rochester Institute of Technology.

Above: PEPNet's project and regional directors. Top row, from left, Denise Kavin, AD, Northeast; Marcia Kolvitz, Director, South; Louise Tripoli, Project Officer; Dianne Brooks, Director, Northeast. Front row, from left Mary Morrison, AD, West; Ginny Chiaverina, AD, Midwest; Elise Knopf, Director, Midwest; Cathy McLeod, Director, West.

Photos by Van Nguyen, PEPNet-West Technology Specialist.

parents, and disability support professionals seeking information about self-advocacy skills. An interactive CD-ROM teaches students how to develop an individual "portfolio." It's great for students who are deaf or hard of hearing transitioning to college or work, and for professionals working with students in transition. Get a pdf of the PowerPoint presentation:
http://ahead.org/uploads/ conference/2010/Concurrent%20 Session%203/3.13_Guide%20 to%20Access%20Planning%20 Powerpoint.pdf
Phonak's site:
www.phonak.com/us/B2C/en/ support/support/gap.html

Reframing Learning Styles: Engaging Traditional & Nontraditional Learners
Presented by Myra Lerch, Butte College
Submitted by Desiree Duda, PEPNet-Northeast Outreach Specialist

This presentation addressed the four learning styles— visual graphic, visual text, auditory, and kinesthetic— and described how students retain material better if teaching offers a variety of input modalities, students participate actively, teachers avoid cognitive overload, and material is meaningful. The presenter created a Learning Style Profile adapted from Jeffrey Barsch's Learning Style Inventory and Catherine Jester's Learning Styles Survey. For handouts go to:
http://www.ahead.org/ conferences/2010/handouts/ block5 then Scroll to session 5.12.

Putting It Together: Accommodations for the Student with Deafblindness
Presented by Larry Rhodes and Timothy Chevalier, PEPNet-West Outreach Specialists
Submitted by Larry Rhodes, PEPNet-West Outreach Specialist

This presentation discussed identification of appropriate supports and accommodations for students who are deafblind. Factors to consider are the student's hearing, vision, communication and language preferences, as well as their experience with supports and accommodations.

Technical training, resources and products are available from:

PEPNet: **www.pepnet.org**

Helen Keller National Center for Deaf-Blind Youths and Adults **www.hknc.org**

DB-LINK/National Consortium on Deaf-Blindness is the national clearinghouse on information on deafblindness. Their website also provides a list of the federally funded state and multi-state deafblind projects.

www.nationaldb.org

Delivering Captioned Media: In iTunes U, YouTube, and Web Pages
Presented by Sean Keegan, Stanford University
Submitted by Jennie Bourgeois, PEPNet-South Outreach Specialist

This presentation offered methods for captioning a variety of video media formats. It's online at:
www.stanford.edu/~skeegan and
http://captioning.stanford.edu/ resources.php

*Photo Captions
Top of page: PEPNet-West Outreach Specialists Timothy Chevalier, center, and Larry Rhodes, right, presenting on deafblindness.*

Above, PEPNet-West Project Assistant Adria Rhyne shows off the PEPNet Resources web page.

NCIEC Program Teaches Self-Advocacy Skills

Submitted by Pauline Annarino, M.S., NAD V, GPC, director of the Western Region Interpreter Education Center (WRIEC) and team leader of the Deaf Self-Advocacy initiative

One of the most challenging and exciting projects undertaken by the National Consortium of Interpreter Education Centers (NCIEC) has been the development of a specialized curriculum devoted to Deaf Self-Advocacy. This is the first time in the 30-year history of the federal Interpreter Training Program that the Rehabilitation Services Administration has designated consumer education a priority. The initiative is now in its fifth and final year.

The curriculum was developed with an eye to detail and a commitment that the curriculum would be based on best practices and responsive to consumers and counselors in vocational and community rehabilitation settings. To this end, the team conducted its work in three independent phases.

Phase 1:
Determine effective strategies for teaching deaf self-advocacy

This phase was a collaborative effort of Communication Service for the Deaf, vocational rehabilitation, and deaf consumers. Literature reviews, surveys, focus groups and expert interviews were used to determine training need, content, and delivery. The results of these investigations are published in "The Case for Deaf Self-Advocacy Training: The Need for a National Curriculum on Communication Access." Download a free pdf at: **http://nciec.org/projects/docs/TheCaseforDeafSelf-AdvocacyTraining.pdf**

Phase 2:
Develop deaf self-advocacy curriculum

Utilizing the findings from Phase 1, the NCIEC work team called upon TS Writing, a deaf firm with curriculum expertise. The curriculum is designed as a multi-use, flexible advocacy training "tool kit" that can be adapted for a variety of audiences (e.g. people of color, low-functioning deaf people, deaf-blind, etc.). It is divided into eight stand-alone modules that include topic content, video vignettes, role play opportunities, and worksheets. The curriculum is appropriate for high school seniors, vocational rehabilitation consumers, students, and individuals wanting to learn more about deaf self-advocacy. The modules include the following topics:

- The meaning of advocacy
- The meaning of self-advocacy
- The role self-esteem and self-determination play in successful advocacy
- Working with interpreters
- The ethics of working with interpreters
- Preparing for self-advocacy
- Utilizing the resources around you
- Applying what you have learned

Phase 3:
Deliver the curriculum through widespread consumer training

The curriculum was unveiled in 2010 to 30 deaf advocacy specialists from commissions on deafness, vocational rehabilitation, advocacy agencies, and postsecondary education. During a two-day workshop, they learned how to use the curriculum and became "D-SAT Master Trainers." They have since gone back into their communities and provided training to more than 400 deaf consumers as part of the curriculum's field testing. The information gleaned from these trainings will be used to modify and/or expand the curriculum. More Master Trainer workshops and consumer trainings will be conducted in 2011 (pending RSA funding).

To obtain a free copy of the Curriculum, packaged as a CD/DVD set, please contact Pauline Annarino at: **pgannarino@aol.com.**

The National Consortium of Interpreter Education Centers
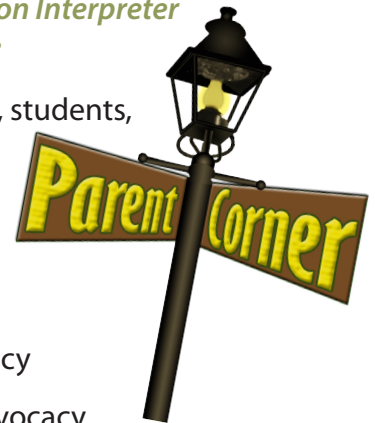
New FAQs from PEPNet's Website

PEPNet has been developing signed (ASL) versions of our FAQs. Several, including the ones below, are already posted in the FAQ section of our website and more are coming soon.

An incoming student majoring in a health sciences program needs a stethoscope. Who is responsible for purchasing an amplified stethoscope, and how will the instructor know that the student is accurately reporting information and describing sounds?

Purchasing a Stethoscope

If the health sciences program makes stethoscopes available for students during class, then accessible technology should also be available for students with hearing loss. It may be difficult, however, to purchase an amplified stethoscope without student involvement because it is difficult to speculate on how effective a particular device may be for potential students. Consulting with deaf or hard of hearing professionals who use amplified stethoscopes may help if the student cannot participate in the selection process.

A student in a health sciences program who continually uses a stethoscope should consider purchasing his/her own device. Several amplified models may be a good fit for a student with residual hearing and use of personal amplification; this might involve the use of either telecoils or direct audio input. Students with cochlear implants (CIs) may be able to use a patch cord to plug their CI processor into a stethoscope. Some stethoscopes can be connected with an output jack to a PDA equipped with specialized software to create a visual display. The Association of Medical Professionals with Hearing Losses (AMPHL) provides an overview of this topic on its website; note the references below for contact information.

Using a Stethoscope

The classroom instructor may use a "teaching stethoscope" when working with students to identify heart and lung sounds, or to give an accurate blood pressure reading. A teaching stethoscope generally has more than one headset so simultaneous listening can occur; some models offer the option of filtering or amplifying the sounds. Other models can be connected with/to a PDA to create a sound recording for classroom use.

Students should practice using the stethoscope so that they can better understand the sounds they hear. They also can use audio materials available online or on CD to distinguish normal and abnormal heart and lung sounds. Several of these are described on the AMPHL website. In addition, graphic auscultation systems may be used to see instead of hear heartbeats.

Resources

Association of Medical Professionals with Hearing Losses
www.amphl.org

PAH-MD (Promoting Awareness in Health Care, Medical and Deaf)
www.urmc.rochester.edu/smd/stdnt/pahmd/

Exceptional Nurse
www.exceptionalnurse.com/

Accommodation and Compliance Series: Nurses with Disabilities (Job Accommodation Network)
www.jan.wvu.edu/media/nurses.html

A student is complaining about an FM system. I don't wear hearing aids. How do I test the system?

In general, you can plug a headset into the receiver and listen, just as you would with a CD player or iPod. Have someone speak into the microphone on the transmitter and make sure all the components are turned on and you have adjusted the volume. This will tell you the quality of the sound being provided by the transmission system. If the sound quality is not good, you might change the batteries and also test in multiple locations to see if there is interference. If the sound quality still is not good, contact the manufacturer to find out about maintenance for the device.

If the student is using telecoils (an option on

New Videos Deliver What You Need to Know, "Just In Time"

Submitted by Van Nguyen, PEPNet-West Technology Specialist, and PEPNet-West Outreach Specialists Timothy Chevalier and Larry Rhodes

Have you ever been in a time crunch and needed deafness-related information in a hurry? Have you ever needed to quickly brush up on a topic before a client or consumer arrived in your office? Have you ever wished there was a site you could feel comfortable referring people to visit knowing that the information would be both accurate and timely?

We have great news for you! PEPNet has launched a series of online informational modules called *Just In Time.* These modules are accessible, concise trainings that provide brief overviews on issues relevant to individuals who are deaf or hard of hearing as well as interested stakeholders. Each module is generally between 8-15 minutes long and reflects principles of Universal Design, with many of the presentations in American Sign Language with English voiceovers; others are in English. All presentations are captioned and all PowerPoint slides are downloadable.
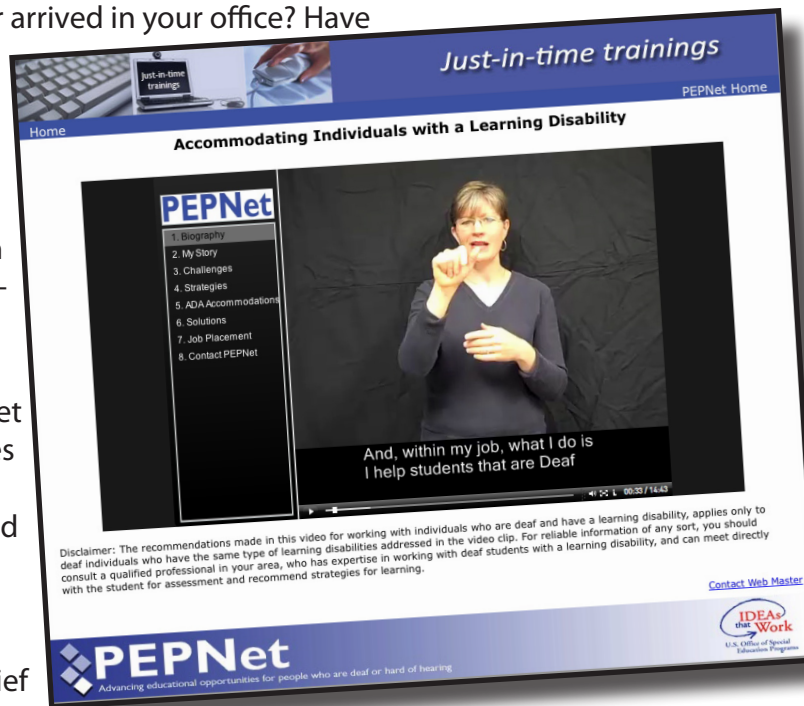
Deafness with Co-occurring Disabilities offers a set of modules, each of which focuses on a specific co-occurring disability. Those discussed include learning disabilities, blindness, low vision, and autism spectrum disorders.

Communication Technology for Accessible Collaboration is an eight-minute module describing how PEPNet uses a variety of communication tools to foster collaboration among staff and stakeholders regardless of communication preferences and geographic distance.

More topics and modules are under development.

The *Just In Time* modules can be found at:
www.pepnet.org/justintime

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some hearing aids and cochlear implants) and a neckloop instead of headphones, you would need a separate induction receiver, sometimes referred to as a "neckloop tester." Induction receivers look similar to FM receivers. They have a jack for headphones and an on/off volume control.

After you have listened with headphones plugged into the FM receiver and you know the transmission part of the system is working, you can test the neckloop. Plug the neckloop into the FM receiver and move the headphones to the induction receiver. Now place the induction receiver next to the neckloop, and have someone speak into the microphone connected to the FM transmitter. You'll hear what is being broadcast through the FM system. If all the elements seem to be working, the student should have his or her telecoil checked out. If it is not working, there may be some problem with the neckloop (wires are easily bent or broken in neckloops).

Of course, you need to be sure the induction receiver is functioning, too. You can try this out by holding it up to the telephone speaker when it is off the hook. You should be able to hear the dial tone through the headphone. Most landline telephones should give off a magnetic field that will be picked up by the induction receiver.

With cochlear implants, it may be necessary to either try the

PEPNet 2009 Postsecondary Interpreting and Speech-to-Text Survey

Learn How Schools Provide, Pay For, and Staff D/HH Services

Submitted by Bambi Riehl, PEPNet-Midwest Outreach Specialist

If you ever wonder how other colleges and universities handle their interpreting and speech-to-text policies, practices, and procedures, a click of your mouse can get you the most up-to-date information from more than 100 institutions.

PEPNet's 2009 Postsecondary Interpreting and Speech-to-Text Survey results include details about salaries and wages for staff positions, hourly rates for agencies and private practice individuals, information about whether campus accommodation budgets are centralized or decentralized, emerging issues and trends, and other details you can use to establish new policies, seek changes on your campus, or raise your hiring standards.

This data and individual comments can be found in the 2009 Survey Summary document at:

http://resources.pepnet.org/ workgroup/file.aspx?fid=223

The summary contains a link to the full survey results, including names and contact information, so you can ask colleagues about their replies or how they handle things on their campuses. In addition, you can view data for campuses in the same size range or geographic area.

Some sample results from the survey:

• Fifteen campuses said they have between 1-5 dual service providers – those who both interpret and caption.

• Seventeen campuses said they are able to cover all interpreting needs with staff, using no agencies or freelance individuals.

• Five campuses use video remote interpreting services.

• The average hourly rates for remote speech-to-text services range from $40 to $80/hour.

• Seventy-seven percent of the respondents have ten or fewer deaf or hard of hearing faculty/staff working on their campuses.

How respondents will use the information:

"We would like to compare what regional and remote campuses of similar size are offering and how they budget."

PEPNet-Midwest Outreach Specialist Bambi Riehl responds to a question about the Interpreting and Speech-to-Text Survey at the 2010 AHEAD/PEPNet joint conference.

"We'd like to compare our standards for service with other colleges in the Northeast region and hopefully, improve those for our staff."
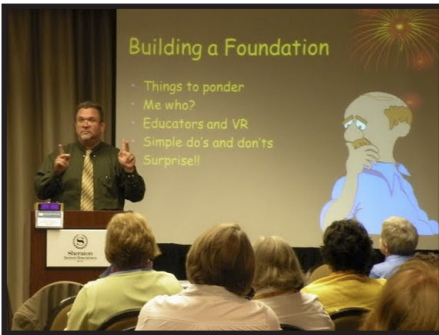
"It could help our institution see if we are in line with national standards/practices and make adjustments accordingly."

"We can compare our rates and practices with other similar institutions as support for our funding requests to University administration."

Based on discussions with those who used past survey results, we know that this information can help raise hiring standards, compare salaries/wages, create/review new and existing accessibility policies, determine best practices, link programs of similar sizes or locations, and generally improve services for students.
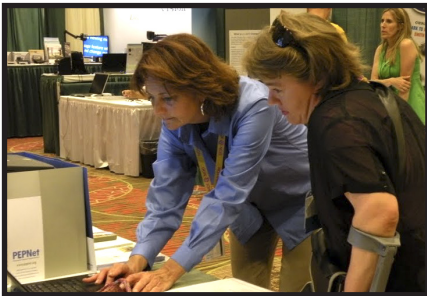
If you find the survey helpful, we would appreciate hearing your story or questions. Contact Bambi Riehl at bambi.riehl@pepnet.org

More photos from the AHEAD/PEPNet Conference

*PEPNet-Northeast Associate Director Denise Kavin demonstrates PEPNet's **Achieving Goals!** program while Midwest staffer Beth Keller looks on. It's on the PEPNet website.*
http://projects.pepnet.org/goals/

PEPNet sponsored a very well-attended meeting of the AHEAD Deaf and Hard of Hearing Special Interest Group. Guest presenter—Kevin W. Earp, State Coordinator for the Deaf—reviewed a number of resources available on **pepnet.org**

PEPNet-Northeast staffer Desiree Duda shows a visitor PEPNet's R-Kit at
http://www.pepnet.org/ resitinkit.asp

PEPNet

The PEPNet Test Equity website explores the problems, challenges, and issues that academic and pyschoeducational tests can pose for individuals who are deaf or hard of hearing.

Go to www.pepnet.org/test-equity to review the test equity video clips and downloadable publications.

*Advancing educational opportunities for people who are deaf or hard of hearing*

"FAQs" from p. 9

same equipment out on a different cochlear implant user or bring in a specialist who can evaluate the CI and how it is interacting with the equipment.

Caution: you should check the equipment in the room where it is malfunctioning and involve the users (both speaker and listener). If the speaker is not using the microphone correctly, that can be a simple problem to fix that you won't realize if you don't observe it. Sometimes the equipment will pick up interference in a particular environment or when other equipment is turned on in an environment; thus, testing the equipment in your office may not produce the same results.

For more information on these topics, visit:

www.beyondhearingaids.com

www.hearingloss.org

www.hearinglossweb.com

www.wou.edu/~davisc

IDEAs that Work
U.S. Office of Special Education Programs
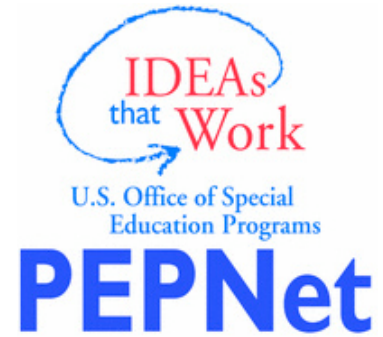
PEPNet

Suggestions? Feedback? Write us!
newsletter@pepnet.org

PEPNet *Perspectives* welcomes your articles and comments. Share your "best practice," work experience, technique, or insight with others in our field.

Submitted articles must:

- be no more than 500 words
- be original work or from a non-profit organization
- suggest only resources that are free (or nearly free) and readily available in accessible, electronic formats.

Midwest

West

Northeast

South

PEPNet's *Regional Outreach Centers*

PEPNet-Midwest
Saint Paul College
A Community & Technical College
235 Marshall Avenue
St. Paul, MN 55102
651-846-1337 (Voice)   651-846-1537 (TTY)
pepnetmidwest@pepnet.org

PEPNet-Northeast
National Technical Institute for the Deaf
Rochester Institute of Technology
52 Lomb Memorial Drive
Rochester, NY 14623
585-475-6433 (Voice/TTY)
pepnetnortheast@pepnet.org

PEPNet-South
Center on Deafness
University of Tennessee
1122 Volunteer Boulevard
Knoxville, TN 37996-3442
865-974-0607 (Voice/TTY)
pepnetsouth@pepnet.org

PEPNet-West
National Center on Deafness
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8267
818-677-2611 (Voice/TTY)
pepnetwest@pepnet.org

PEPNet's mission is to improve transition services and educational access for students who are deaf or hard of hearing, including those with co-occurring disabilities, thus enhancing educational opportunities.