Analysis/Recommendation Team
Chairs: Dino Laury & Mary Pat Magde
Team members: Mitchell Bacot, Jessica Cuculick, Kathy Darroch & Sally Skyer
Date: April 1, 2011
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1. Introduction and Committee Charge

The vast spectrum of communication styles and/or needs here at NTID is a potential catalyst to create classroom communication mismatches. The issue is addressed by Strategic Decisions 2020 (SD2020) and the NTID Interim Administrative Council (IAC). IAC recommended access services be allowed in NTID direct instruction classes and established a temporary request process for the academic year 2010-11. Following the recommendations of SD2020, IAC established an Analysis/Recommendation Team to analyze and make recommendations regarding flexibility in the use of the NTID’s direct instruction model.

Strategic Decisions 2020 Statement

The SD2020 is an edited document that evolved from the work of the Strategic Vision 2020 committee. Statements from said document guide the Analysis/Recommendation Team in making recommendations for improved classroom communication.

“For all classes taught within NTID and for all designated sections of courses taught by NTID faculty in the other colleges of RIT, the NTID Direct Instruction Model will continue to be used. This model utilizes sign language, spoken language, written language, graphs and online materials in instruction, with the faculty member responsible for facilitating communication in the classroom” (SD2020, 2010, p. 20). Furthermore, “when a student in such a course is not benefiting educationally because of an apparent mismatch between that student’s communication needs and the direct-instruction model” (SD2020, 2010, p. 20) a process will be developed and utilized to improve classroom communication (p. 21).

Charge to Analysis/Recommendation Team

● Review cases addressed in AY 2010-2011
● Review decision-making process used in AY 2010-2011
● Make recommendations for decision-making process for AY 2011-2012 regarding flexibility in direct instruction model due to potential classroom communication mismatches.
● Review plans for SVP 2011 and make recommendations
2. Recommendations for Summer Vestibule Program (SVP) 2011

For new students, the SVP program currently has several procedures in place for identifying communication challenges. We support continued use of the following:

**Prior to SVP:**
- SVP/FYE Manager to **review admission records** of each student to screen for any potential communication issues. Upon acceptance to NTID, students are asked to complete the Language/Communication Background Questionnaire (L/CBQ).
- SVP/FYE Manager assigns someone to call/contact students to assure they complete their L/CBQ before arriving at SVP.
- SVP/FYE Manager, on the day of move in, approaches students who have not completed their L/CBQ form and have them complete it as part of the SVP move-in process.
- Students not directly accepted into a major will be placed by the SVP/FYE Manager into appropriate homogenous communication SVP groups based on their L/CBQ results. Note: Students directly accepted into an NTID major are assigned to groups by major regardless of communication mode.
- SVP Career Seminar Counselors review their student files PRIOR to the first day of class to look for and to note any communication issues; then counselors identify communication issues to SVP/FYE manager immediately.
- Feedback from student Orientation and Resident Advisor (OA/RA) would be helpful.

**During SVP:**
- SVP Career Seminar Counselors, on the first day of class, will inform the SVP/FYE Manager to move any students misplaced in their classroom due to communication needs to a group that is more appropriate, except for those students in direct admit groups.
- SVP Career Seminar counselors will **identify and report** students with potential communication challenges to the SVP/FYE manager immediately.
- **Communication Workshops** on the first days of SVP classes will be used to identify “at risk” students with communication needs (i.e. those who are likely to struggle in the classroom environment in the Fall) by using the following criteria:
  - Student has difficulty understanding information (poor receptive skills) whether presented in sign language,
speech or simultaneous communication. Student needs several repetitions.

- Student has difficulty expressing self using sign or speech (expressive skills). Student is extremely difficult to understand.
- Student has NO sign skills and has unintelligible speech.
- Student has no apparent language base and/or does not use English or ASL in home environment.
- Student does not know any sign language, and, is not interested in taking a sign language class.

- Following the communication workshops, ASLIE and Communication Studies and Services (CSS) faculty will identify and refer these “at risk” students for individual interviews during SVP for further evaluation of their communication needs. Interviews could result in placement into an ASL class, speech for English language, audiological services, or recommendations for other individualized follow-up (e.g. RIT Disability services, counseling, etc.).

We suggest these procedures be ADDED features to the current system:

**Prior to SVP:**
- The NTID Administrative Council will review and revise NTID’s communication policy (http://www.ntid.rit.edu/support-services) so parents, students and employees can understand what will be expected in the NTID direct instruction classroom. The current policy statement is misleading, as it states that instructors use sign language, spoken language, fingerspelling, etc. The statement makes it appear that all forms of communication are used simultaneously in all NTID classrooms.

- Admissions counselors are recommended to formalize the “TLC form” (or another method) to regularly identify communication issues (non signing students, predominately ASL users, and those with no strong communication modality) of all incoming students.

- The SVP/FYE Manager will review the L/CBQ and develop a list of students with potential communication needs and students who have limited or no sign language and students who depend on only ASL for communication, both ends of the sign language continuum. The SVP/FYE Manager will share those needs/concerns with the SVP Career Seminar counselor to whom the student is assigned and with the Communication Workshop Coordinators for ASLIE and CSS.
**During SVP:**

- SVP Career Seminar Counselors and ASLIE and CSS Communication Workshop Coordinators will develop a **comprehensive list** of students’ communication needs (those with limited or no sign language, those who depend solely on ASL and those who have no strong communication modality). SVP Career Counselors and their students will discuss and clarify individual communication needs by Monday of week two of SVP.

- SVP Career Seminar counselors, SVP sampling instructors, and Communication Workshop Coordinators can make additional notes about **students’ communication needs** on SVP’s electronic attendance sheets.

- Chairs and coordinators will use the database on the **SVP website** to look up students’ **communication profiles** to help with Fall quarter scheduling. The SVP/FYE Manager will input this information into the database that will have a new column to identify students by their communication needs (such as: O = limited or no sign language, place with a voice instructor, A = ASL student, place with ASL teacher, R = at risk, limited communication/language modality).

<table>
<thead>
<tr>
<th>Communication Profile for Student needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
</tr>
<tr>
<td>R</td>
</tr>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

NOTE: In the past, NTID did have a database with all students’ communication modes. Through SD1992 this practice was discontinued. We are recommending that, at the very least, students at the both ends of the spectrum- no sign language skills and full ASL signers- are noted on the SVP website to aid in the placement of students into their Fall classes in an attempt to group students and teachers having similar communication styles.

- Chairs will place students into classes as needed due to special communication needs or refer to FDI checklist procedure if student might need access services.

- If needed, prior to Fall quarter, NTID Counselors will assist schedulers with proper course placement based on communication needs.

- **NTID counselors** will note and follow-up on recommendations made as a result of “at risk” interviews.

- See “Recommendations for Decision Making Process for AY 2011-2012,” next section in this report, for suggestions if student cannot be “matched” with a teacher having a similar communication style.

- Add to SVP curriculum and reinforce again in Freshman Seminar, an educational segment teaching students to **advocate for themselves** regarding communication needs/concerns/ issues.
FYE might want to consider adding workshops or other extensive program on self advocacy during Fall Quarter.

- Instructors can view the **L/CBQ website**, http://www.ntid.rit.edu/fye/lcbqdata, to check student’s communication preferences before class begins.

Current academic programs have many systems in place for identifying communication challenges for new (first year or transfer) and current students. We support continued use of:

- Admissions records reviewed by department chairs for each already accepted student for any potential communication needs that may require accommodations. This process normally happens during the academic year prior to the annual Summer Vestibule Program (SVP).
- Technology Support Services (TSS), Client Services Department continue to provide technical expertise in classroom technologies as well as ongoing technical support to supplement/enhance communication access for classrooms.
### Comparison Due Process

<table>
<thead>
<tr>
<th>NAC AY 2010-2011 Process</th>
<th>Recommended AY 2011-12 Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Identify Communication Problem: Faculty and Student.</td>
<td><strong>1.</strong> Identify the communication mismatch: Student, Faculty, Counselor, chairperson.</td>
</tr>
<tr>
<td><strong>Concern:</strong> Others like SVP/FYE manager, chairs or counselors may be able to help with identifying potential communication problems.</td>
<td><strong>Time line:</strong> During the registration period before start of following quarter and through to the first day of classes:</td>
</tr>
<tr>
<td></td>
<td>A. Student and instructor will negotiate a plan of strategies with support from counselor and chairperson.</td>
</tr>
<tr>
<td></td>
<td>B. If communication mismatch is not resolved, the Flexibility in Direct Instruction (FDI) checklist (see pg. 13) is completed and sent to NTID’s Associate Dean of Student &amp; Academic Services.</td>
</tr>
<tr>
<td></td>
<td>C. NTID’s Associate Dean of Student &amp; Academic Services will consult Department of Access Services (DAS) and/or Disability Services when deemed appropriate.</td>
</tr>
<tr>
<td><strong>2.</strong> Explore Alternative Communication Strategies: Counselor and student will explore strategies.</td>
<td><strong>Time line:</strong> After the Add and Drop Period:</td>
</tr>
<tr>
<td><strong>Concern:</strong> Proximity and timing.</td>
<td>A. Communication mismatch should be addressed by student, instructor, counselor, and chairperson immediately.</td>
</tr>
<tr>
<td></td>
<td>B. Quickly complete the Flexibility in Direct Instruction (FDI) checklist and send to NTID’s Associate Dean of Student &amp; Academic Services.</td>
</tr>
<tr>
<td><strong>3.</strong> Access Services Consultation Team: Team contains student, instructor of course, counselor, and department chair.</td>
<td><strong>3.</strong> If approved, request for access services or other services will be made.</td>
</tr>
<tr>
<td>If student, counselor, and instructor cannot resolve this matter; they will call a meeting to develop access services recommendation.</td>
<td><strong>Concern:</strong> Proximity, timing, laborious.</td>
</tr>
<tr>
<td><strong>Concern:</strong> Proximity, timing, laborious.</td>
<td><strong>4.</strong> Recommendations and Approval:</td>
</tr>
<tr>
<td></td>
<td>A. Recommendation from Access Services Consultant Team will be sent to Associate VP for Academic Affairs.</td>
</tr>
<tr>
<td></td>
<td>B. Associate VP for Academic Affairs will consult Associate Dean for Student &amp; Academic Services and Director of Access Services.</td>
</tr>
<tr>
<td></td>
<td>C. Recommendation for provision of access services will be sent to the President of NTID for review and approval.</td>
</tr>
<tr>
<td></td>
<td><strong>Concern:</strong> timing and laborious.</td>
</tr>
</tbody>
</table>
IDENTIFICATION & TIMELINE:
The goal for the flexible direct-instruction (FDI) model is to provide an opportunity to address services beyond the original scope of the NTID’s Access Services and Communication Policy. Many of the current NTID faculty members are capable of and should be encouraged to accommodate extensive variations of communication needs in and outside of their classrooms.

An occasional communication mismatch might occur between faculty and students in a two-way communication setting. Students have the right to request services that are not covered by RIT Disability Services for their classroom accommodations.

Below is the recommended timeline to address student and/or faculty concerns in using the direct-instruction model for all courses beginning with 08 and/or 60-section courses or N-code courses beginning AY 2013.

1. **Eligibility of identification**: The student, counselor, faculty or chairperson can identify the potential student/faculty mismatch.

2. The **recommended timeline** and functionality of addressing the challenges are for 2011-1 Fall quarter; the timeline is from the start of the registration period (i.e. April 2011, Quarter 2010-3) through the end of add/drop period Fall Quarter 2011-1.

   - If a counselor and student identify a potential mismatch during the **registration period before the start of the next quarter**, the student will have an opportunity to meet with the faculty member during pre-registration time to discuss communication accommodation needs.

   - During registration, students should meet with the instructor ahead of time to discuss/address potential communication challenges. If desired, the student can also ask a counselor to join this initial meeting with the potential future instructor.

      a. The student should be provided with the opportunity to also experience the instructor’s communication mode by observing the instructor’s current classes; the instructor and student can then negotiate a plan of strategies for how they can communicate in the classroom. The communication strategy plan should be attached to the student’s plan of study (POS) and shared with the counselor/department chairperson.

      b. If instructor and student together (with the help of the counselor if needed) can’t resolve student’s communication need, they can then meet with chairperson offering that course to discuss other solutions.
or ideas. (Chairperson might need to adjust resources and class assignments, place a student into a closed course or assign a co-teacher, etc.)

NOTE: Feedback from students is that sometimes it is difficult to get an appointment with a chairperson. Can students experiencing a communication mismatch be considered a priority to be seen immediately by the chairperson?

c. If chairperson can’t resolve this communication mismatch, then the chairperson will complete Flexibility in Direct Instruction (FDI) checklist and refer to NTID’s Associate Dean of Students and Academic Services.

d. The NTID Associate Dean of Student & Academic Services will consult with Department of Access Service (DAS) Director and/or Director of Disability Services as needed. At times, some communication services might be covered by a Disability Services Agreement.

e. If request is approved by NTID’s Associate Dean of Student & Academic Services, then a request for access services or other services will be made.

NOTE: Feedback from students: Suggestion for Associate Dean of Student & Academic Services to meet with the student making the request through the FDI process to match the right service for them (for example requesting an ASL or SEE interpreter)

Communication mismatches are sometimes not recognized by instructors and/or students until the first day of classes (and/or during the Add /Drop period). Here it is imperative for instructors to announce the communication policy on the first day of class and print the policy in course syllabi. If a student identifies a “mismatch” and is unable to understand the teacher, the student and/or instructor can follow the steps of #2 above quickly (within 2-4 days).

If a student makes a request during the first week, ideally by Thursday of the first week of the quarter, and all steps under #2 are completed, then a recommendation/referral to the NTID Associate Dean of Student and Academic Services should be completed within 2 days from the request date.

After the Add and Drop period; the challenges should be addressed by the instructor, student, counselor and chairperson of the course immediately and then quickly referred to NTID Associate Dean of Student and Academic Services with completed FDI checklist.
The same cycle identified above (#2) is duplicated for every term. Note: if students are approved for one quarter in one course, it is not assumed they will be provided the same service the next quarter. Each case will be evaluated on a course-by-course and quarter-by-quarter basis.

3. **Prioritization**
   The FDI committee strongly recommends that all requests from matriculated students with Flexibility in Direct Instruction (FDI) Checklist Form be considered in this priority order:
   - First, provide access services to New Students – first year and transfer students
   - Second, to students in their last quarter – time to graduate issues
   - Third, to all other students
   - Review if course is:
     - Required or prerequisite
     - Sequential
     - Only offered the current quarter or on a limited basis
     - Graduation requirement

   **NOTE**: Feedback from Counselors: CES students may need an introductory course in their possible future major, the technical chair may consider the course to be “optional” but for CES students it may be “mandatory” so they can pick their major in a limited time frame.

   **NOTE**: Feedback from students: How will this new system prevent students from “abusing” this request process? An example of “abusing” the process would be if a student wanted to avoid a strict teacher, they might request a change in sections due to a communication mismatch, when that might not be the real issue. The Analysis/Recommendation Team has the same concern. Hopefully the technical chairs will know their own students well enough to identify a student’s communication style. The student focus group that provided feedback and the Analysis/Recommendation Team were unable to develop a plan that will prevent students from abusing the request process. A review of cases and the process at the end of 2011-12 year by a committee can discuss and evaluate if students might be abusing the system.
Flexibility in Use of Direct Instruction at NTID
Checklist and Recommendations
(Process ideally should be completed within 2 – 4 days)

Student Name: _____________________
Year Level: ____ Major: ______________
Communication Style: __________________
Special Needs: _______________________
Counselor Name: _____________________________________________________

Receives Accommodations from Disability Service Office: _______________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Course Name: ___________________________Instructor: ___________________
Dept Chair for this course: ____________________________________________

Date: ______________

Counselor & Student met. Student concerns are:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Does this student need this course this quarter?

☐ Elective course ☐ Sequential course
☐ Prerequisite course ☐ Required course
☐ Course offered on limited basis or only this quarter
☐ ‘Other’ in case it’s not listed here
☐ Course is a graduation requirement
☐ Anticipated Graduation date

____________________________________________________________________

Date: ______________

Student, teacher and counselor met. Strategies discussed were:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Outcome of the meeting:

__________________________________________________________________________________

__________________________________________________________________________________

Date: ________________

Department Chairperson contacted. Alternate solutions explored:

__________________________________________________________________________________

Date: ________________

Recommendation sent to Associate Dean for Student and Academic Services.

- Voice interpreter
- C print captionist (with voice interpreter)
- ASL interpreter
- Note taker
- Graphic note taker
- Student assistant
- Technology services needed ____________
- Other services needed ____________

Date: ________________

Consult with Director of Access Services.

Consult with RIT Disability Service Office Director (if needed)

Date: ________________

_____ Approved
_____ Denied

Rationale

Action plan: (How will the student be served?)

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
4. Conclusion

First and foremost, the Analysis Recommendation Team acknowledges there is no one-size-fits-all solution to an ever changing institute body. Many different factors play a role in establishing an appropriate means to successfully support the student learning environment by using the direct instruction method.

Faculty/Instructor, staff, chairs, counselors, administrators, and students, all play a vital role in ensuring the direct instruction model is a success. While none of the work put forth by the aforementioned group should go unnoticed, there is a clear need for further adjustments to be made.

In an effort to serve our students better and strive to offer them opportunities for success, the Analysis Recommendation Team has drawn upon and outlined several key areas to be addressed: SVP, the system for students to raise concerns regarding communication in the classroom, technology to support an effective classroom environment, the roles of chairpersons, faculty, counselor, and students to resolve communication concerns.

Secondly, the committee recommends a more streamlined approach (Recommendations for Decision Making Process for Academic Year 2011-2012, see page 8, and FDI checklist, see page 13) to be implemented for the Academic Year 2011-12 in an attempt to resolve communication mismatch challenges with due haste. We strongly encourage that NAC consider the recommendations outlined herein. After NAC reviews this recommended process and determines what will be established 2011—12, students want to know how they will be informed of this new FDI process.

We recommend NAC set up a committee with a chairperson, faculty/instructor, counselor, DAS and student representative to review the recommended process for SVP and academic year 2011-12 at the end of the academic year 2012, then biannually, to make any necessary changes to the process for the future.

Thirdly, the following charts will summarize the charges, discoveries, and recommendations.
The charge to our committee was to:

<table>
<thead>
<tr>
<th>Charges:</th>
<th>Comments &amp; Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review cases addressed in AY 2010-2011</td>
<td>8 Cases</td>
</tr>
<tr>
<td>Review decision-making process used in AY 2010-2011</td>
<td>Completed</td>
</tr>
<tr>
<td>Review plans for SVP 2011 and make recommendations</td>
<td>Supported aspects in current system &amp; added recommendations to support identification of students’ communication styles</td>
</tr>
<tr>
<td>Make recommendations for decision-making process for AY 2011-2012 regarding flexibility in direct instruction model due to potential classroom communication mismatches.</td>
<td>Supported many aspects in current system and made recommendations to streamline and support the process.</td>
</tr>
</tbody>
</table>

**Beyond Charge:**

System issues, technology, chairperson, faculty/instructors, counselors, students.

The identification, timeline, and prioritizations are:

<table>
<thead>
<tr>
<th>FAQ</th>
<th>Comments &amp; Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who can identify the problem?</td>
<td>Students, Instructors, Counselors, Chairperson</td>
</tr>
<tr>
<td>What is the timeline?</td>
<td>1. Registration period before the start of the next quarter through add/drop period follow process trying to resolve mismatch within 2 – 4 days. 2. After add/drop period, all parties involved referred to Associate Dean for Student &amp; Academic Services ASAP</td>
</tr>
<tr>
<td>What is the prioritization?</td>
<td>New students-First year and Transfer students; Graduating Students-7th quarter; Remaining Students</td>
</tr>
<tr>
<td>Depending on: if the course is required/pre-req, sequential, offered only this quarter, graduation requirement (FDI Checklist Form)</td>
<td>FDI Checklist Form submitted to Associate Dean for Student &amp; Academic Services (Robb) for approval and decision to get access services.</td>
</tr>
<tr>
<td>What happens if passed add/drop period or resolutions cannot be met?</td>
<td></td>
</tr>
</tbody>
</table>