Bring Your Own Device (BYOD)



Assistive Technology (AT)
Playground for Individuals who are
Deaf/Hard of Hearing (DHH)

Disclaimers

- Salary from the Resource Materials and Technology Center for the Deaf/Hard of Hearing
- Specific applications are discussed, but RMTC-DHH does not endorse any one specific application.

RMTC-DHH

Resource Materials and Technology Center for the Deaf/Hard of Hearing

Mission Statement

RMTC-DHH works collaboratively with all Florida stakeholders to positively influence outcomes of students who are deaf or hard of hearing (DHH) in preparation for college, career, and life.

Services Include

- Instructional Materials
- Technical Assistance
- Professional Learning
- Media & Materials Loan Library
- Information and Resources

Services and materials from RMTC-DHH are provided by request and at no charge to Florida districts.

Objectives

Upon completion of this training, participants will be able to:

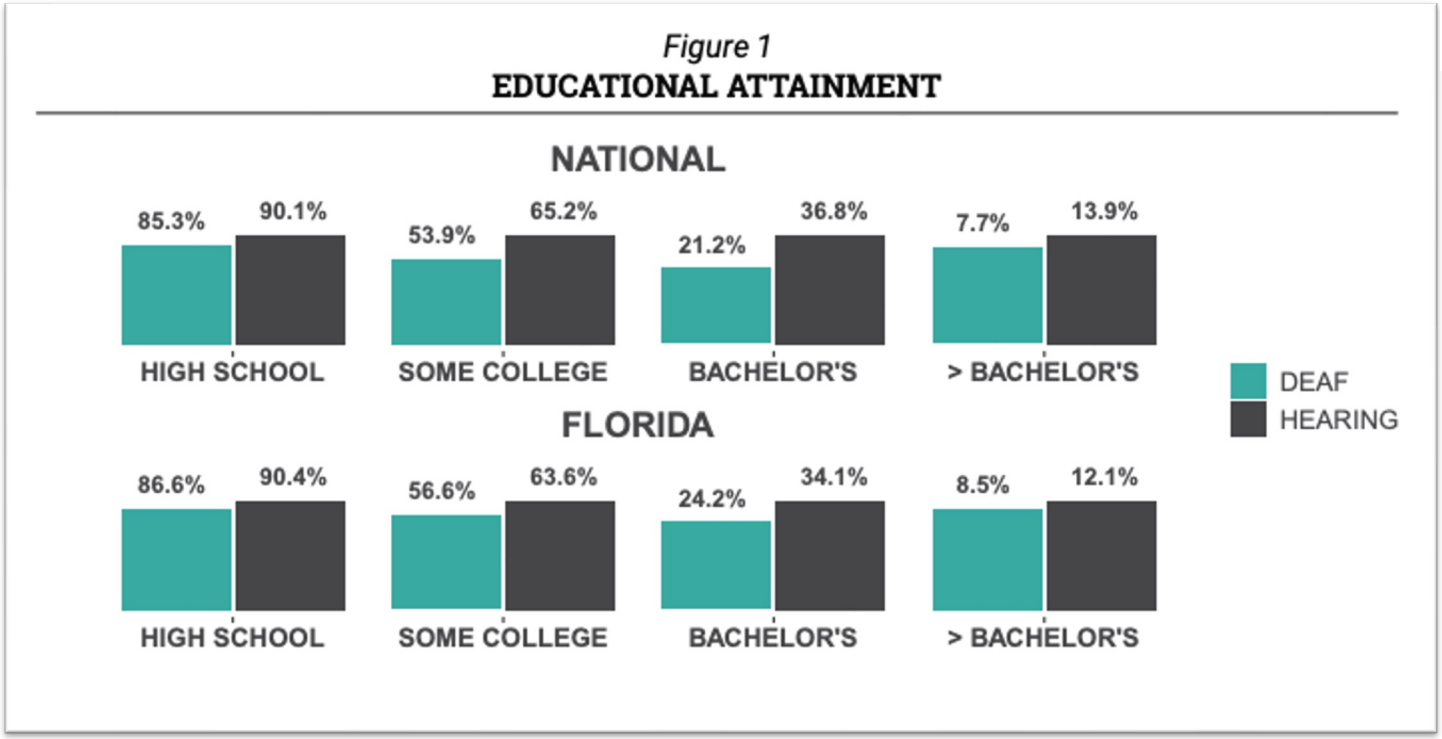
1. Discuss one assistive technology (AT) tool that can be used in the workplace to support improved postsecondary outcomes of students who are deaf/hard of hearing (DHH).
2. Identify one AT tool that can be used for captioning live conversations.
3. Identify one AT tool that enables live interpretation of various items such as documents, monuments, books, and more.

Starting with the End in Mind

Postsecondary Data for DHH

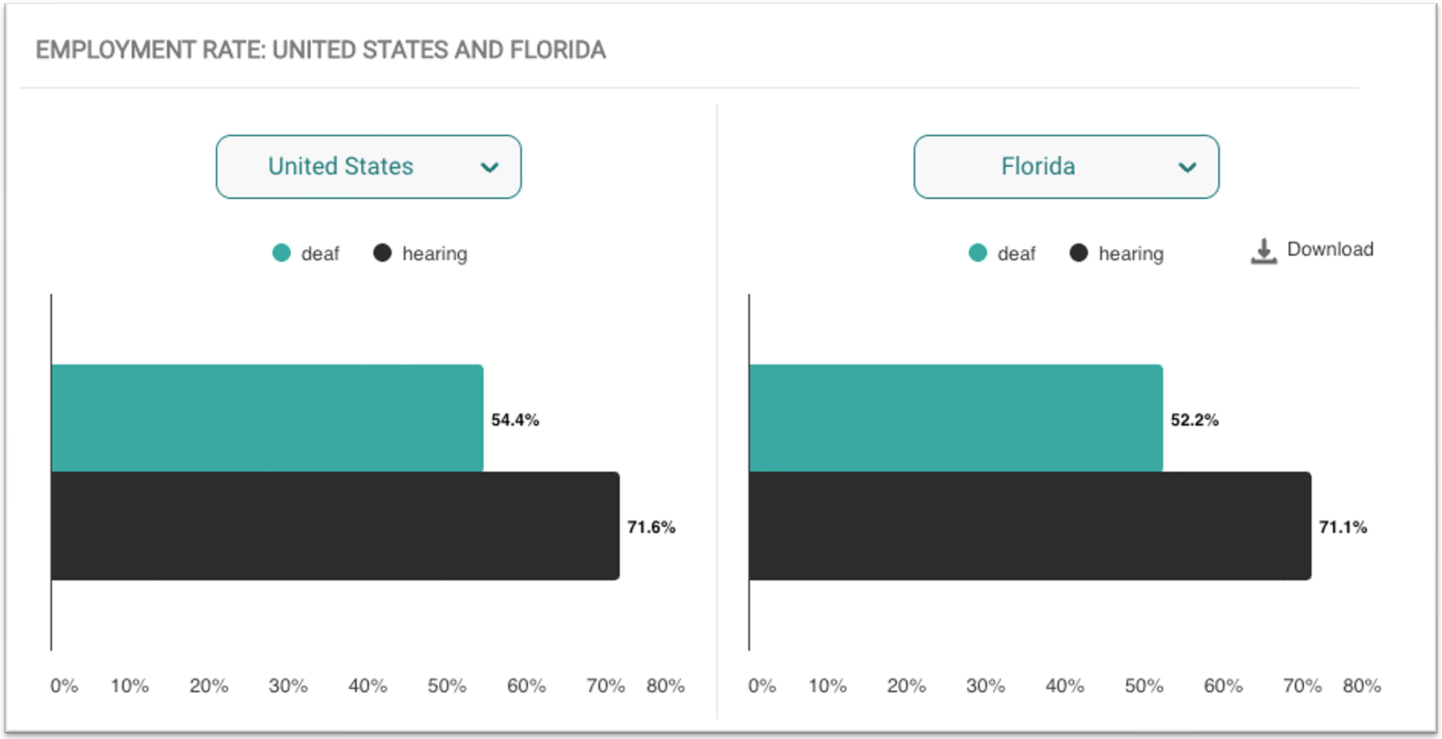


Florida Data – Education Attainment



(Bloom et al., 2025)

Florida Data – Employment Rate



(Bloom et al., 2025)

Root Causes for Gaps

1. Limited Access to Language and Communication
2. Reduced Social Opportunities
3. Negative Attitudes and Biases
4. Lack of Qualified and Experienced Professionals



(National Deaf Center on Postsecondary Outcomes (NDC), 2018)

What Can We Do?



This Photo by Unknown Author is licensed under CC BY-NC-ND

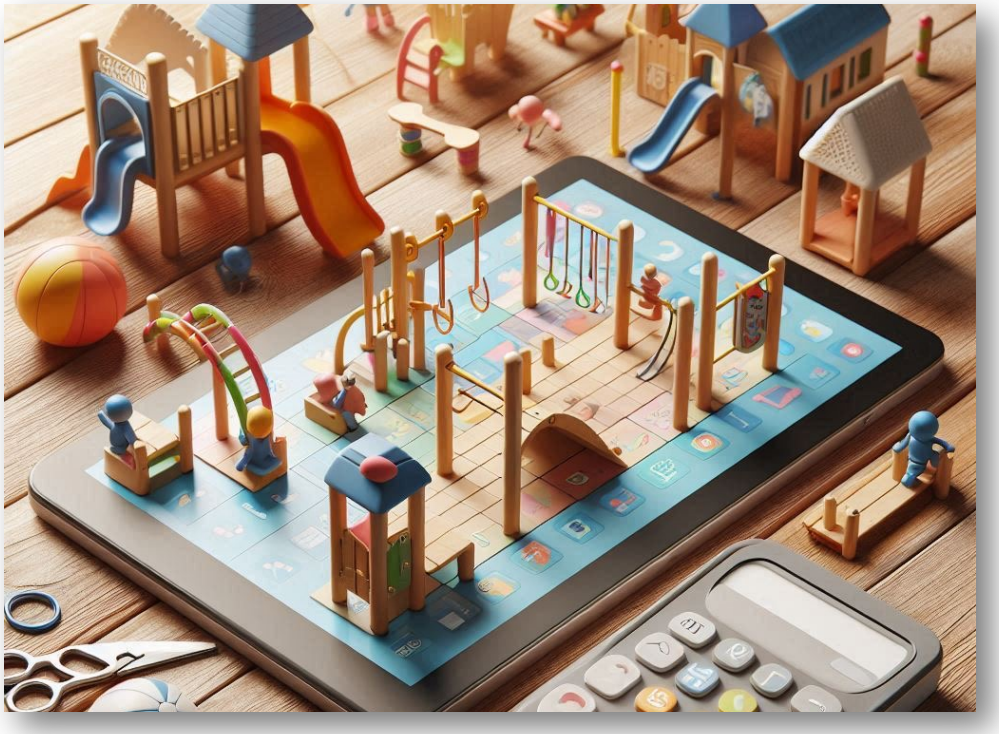
Key Impact Areas for Attainment

1. Designing Accessible Environments
2. Promoting High Expectations for Success
3. Collecting and Using Data for Decision-Making
4. Leveraging Community Resources
5. Developing Collaborative and Integrated Systems



(National Deaf Center on Postsecondary Outcomes (NDC), 2019)

Technology



What is Assistive Technology (AT)?

Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

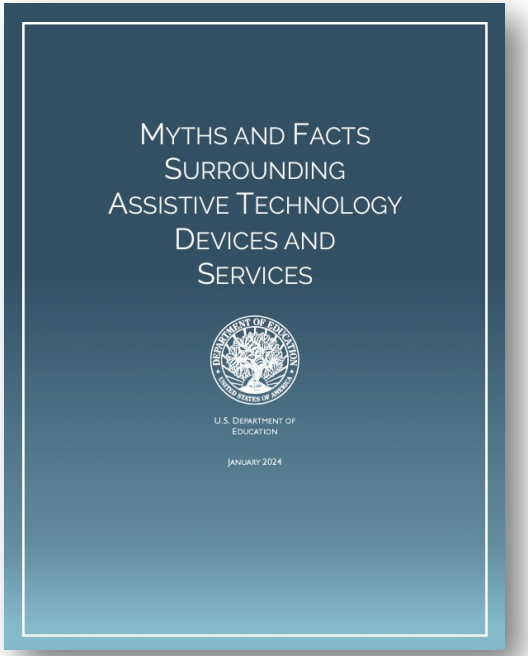
(Rule 6A-6.03411, F.A.C.; 34 C.F.R. §§ 300.5 and 303.13(b)(1)(i))

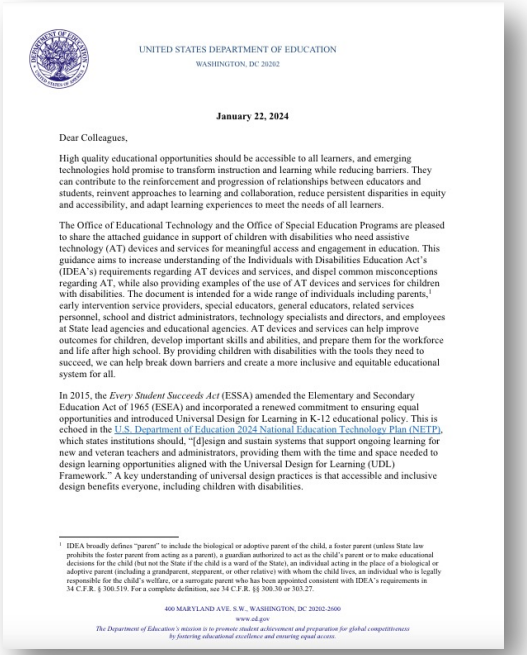
What is an AT Service?

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

(Rule 6A-6.03411, F.A.C.; 34 C.F.R. §§ 300.6 and 303.13(b)(1)(ii))

U.S. Department of Education Guidance on AT





UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

January 22, 2024

Dear Colleagues,

High quality educational opportunities should be accessible to all learners, and emerging technologies hold promise to transform instruction and learning while reducing barriers. They can contribute to the reinforcement and progression of relationships between educators and students, reinvent approaches to learning and collaboration, reduce persistent disparities in equity and accessibility, and adapt learning experiences to meet the needs of all learners.

The Office of Educational Technology and the Office of Special Education Programs are pleased to share the attached guidance in support of children with disabilities who need assistive technology (AT) devices and services for meaningful access and engagement in education. This guidance aims to increase understanding of the Individuals with Disabilities Education Act's (IDEA's) requirements regarding AT devices and services, and dispel common misconceptions regarding AT, while also providing examples of the use of AT devices and services for children with disabilities. The document is intended for a wide range of individuals including parents,[1] early intervention service providers, special educators, general educators, related services personnel, school and district administrators, technology specialists and directors, and employees at State lead agencies and educational agencies. AT devices and services can help improve outcomes for children, develop important skills and abilities, and prepare them for the workforce and life after high school. By providing children with disabilities with the tools they need to succeed, we can help break down barriers and create a more inclusive and equitable educational system for all.

In 2015, the *Every Student Succeeds Act* (ESSA) amended the Elementary and Secondary Education Act of 1965 (ESEA) and incorporated a renewed commitment to ensuring equal opportunities and introduced Universal Design for Learning in K-12 educational policy. This is echoed in the U.S. Department of Education 2024 National Education Technology Plan (NETP), which states institutions should, "[d]esign and sustain systems that support ongoing learning for new and veteran teachers and administrators, providing them with the time and space needed to design learning opportunities aligned with the Universal Design for Learning (UDL) Framework." A key understanding of universal design practices is that accessible and inclusive design benefits everyone, including children with disabilities.

[1] IDEA broadly defines "parent" to include the biological or adoptive parent of the child, a foster parent (unless State law prohibits the foster parent from acting as a parent), a guardian authorized to act as the child's parent or to make educational decisions for the child (but not the State if the child is a ward of the State), an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, an individual who is legally responsible for the child's welfare, or a surrogate parent who has been appointed consistent with IDEA's requirements in 34 C.F.R. § 300.519. For a complete definition, see 34 C.F.R. §§ 300.30 or 303.27.

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-2600
www.ed.gov
The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

(U.S. Department of Education, 2024)

Myths and Facts from U.S. DOE AT Guidance

- **MYTH 1:** Assistive Technology (AT) should only be considered at some individualized education program (IEP) Team meetings.
- **FACT:** Each time an IEP Team develops, reviews, or revises a child's IEP, the IEP Team must consider whether the child requires AT devices and services.
- **MYTH 7:** AT does not need to be considered as part of the secondary transition process (i.e., transitioning out of high school to post-secondary education, employment opportunities or adult services).
- **FACT:** AT should be considered for inclusion in a child's transition plan, as AT devices and services create more opportunities for that child to be successful in their post-secondary plans.

(U.S. Department of Education, 2024)

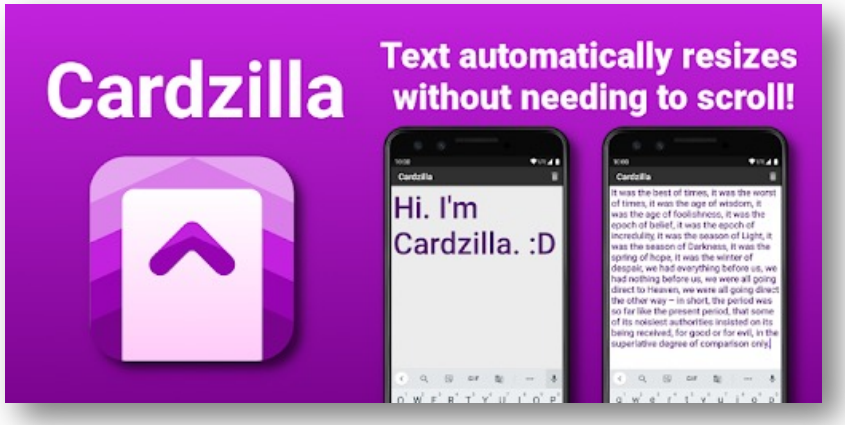
Let's Play!



- Communication Card
- Captions
- Augmented Reality

Communication Card

Cardzilla



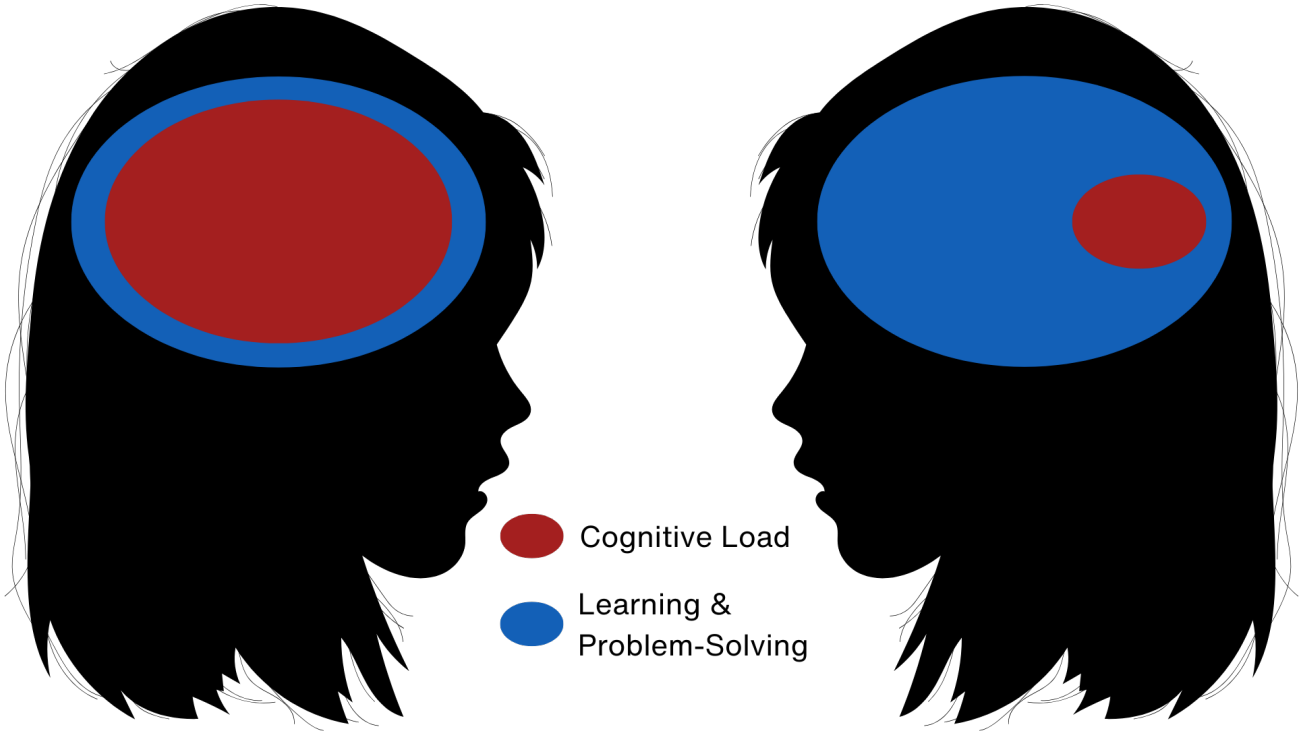
Subtitles and Captions

80% of people use captions.



(Enthoven, 2024)

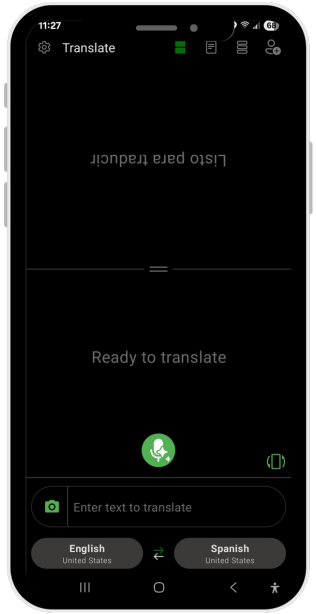
Cognitive Load Theory

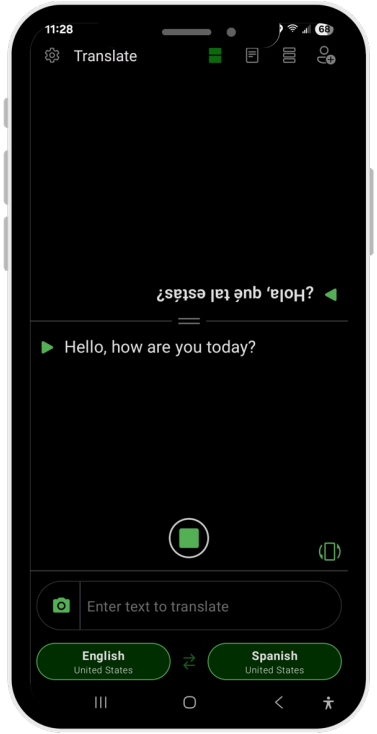


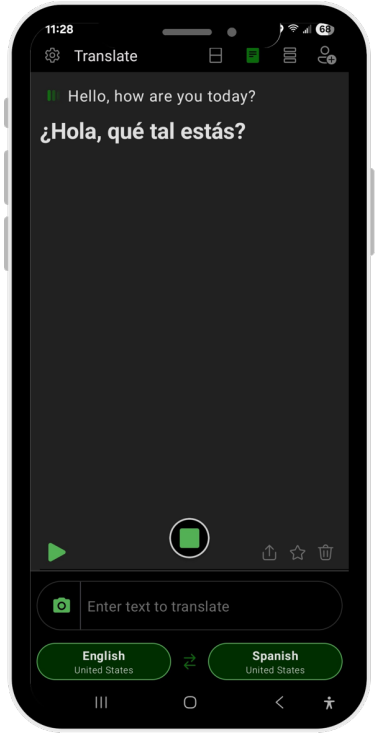
(Practical Psychology, 2023; Kalyuga, 2011)

Captions – Microsoft Translator

Microsoft Translator

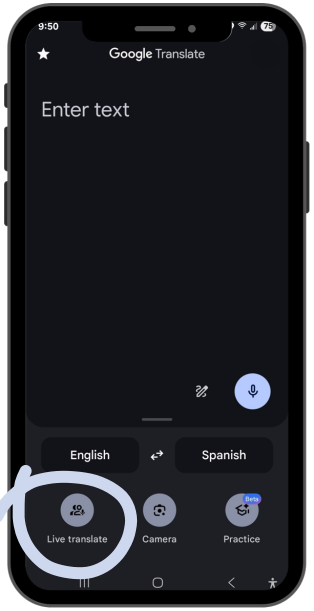




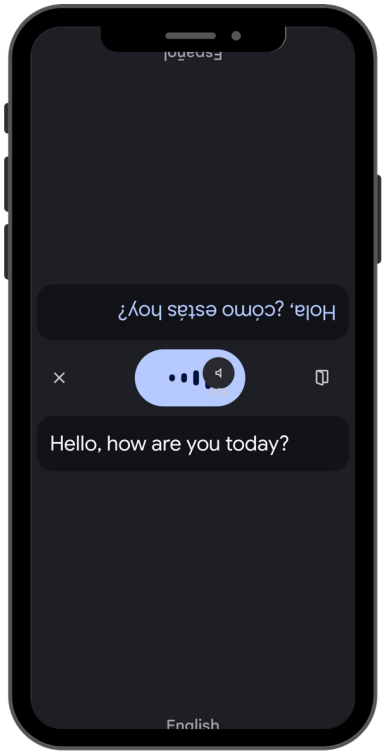


Captions – Google Translate

Google Translate







Your turn! – Captioning apps



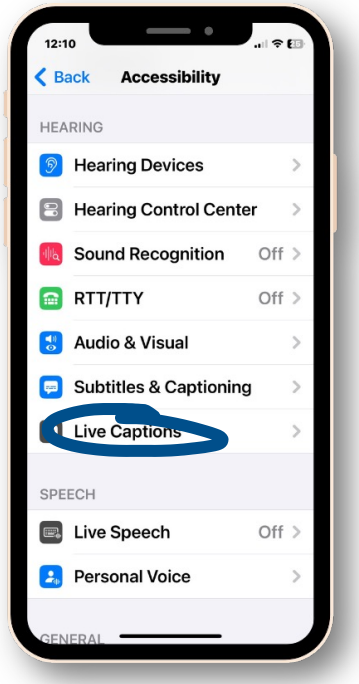
Download the app



Try a feature with a friend

Captions – Apple Products

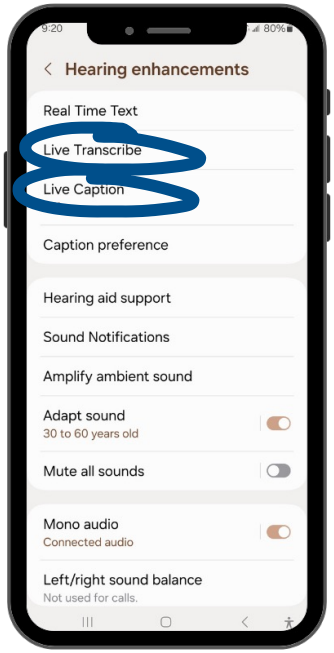
Settings > Accessibility > Live Captions

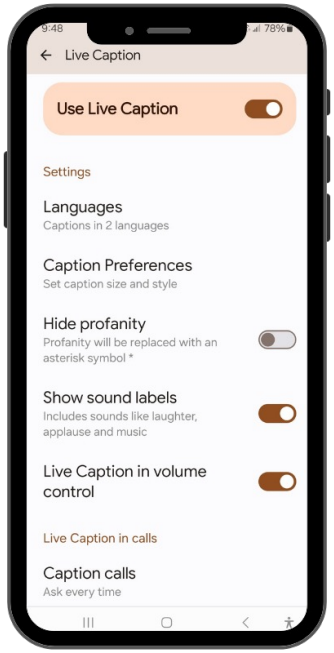


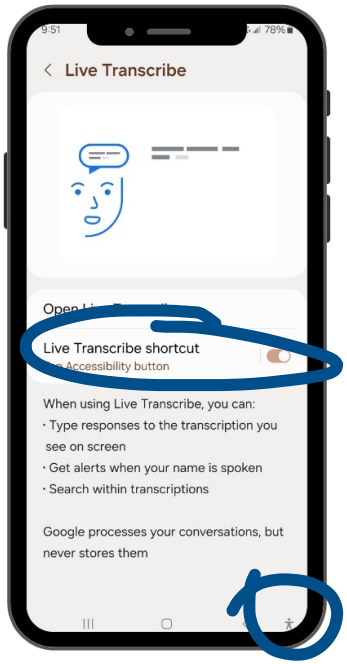


Captions – Android Products

Settings > Accessibility > Hearing Enhancements







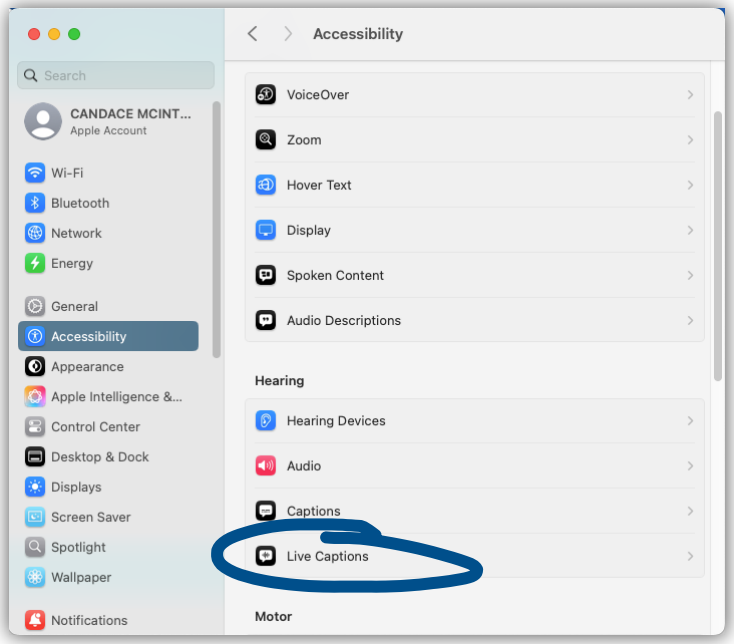


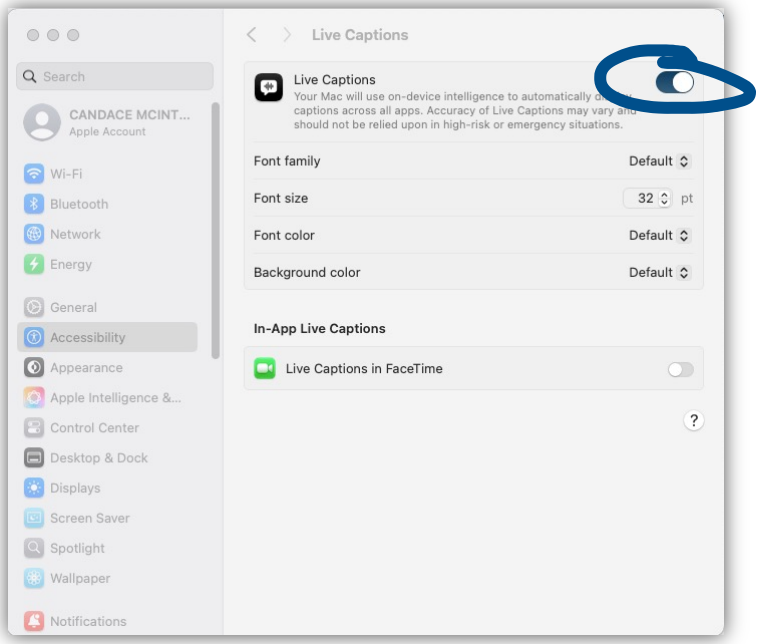
Your Turn! – Captions on phone

- Open your phone
- Go to the settings
- Turn on the captions or transcribe feature and try it

Captions - Apple

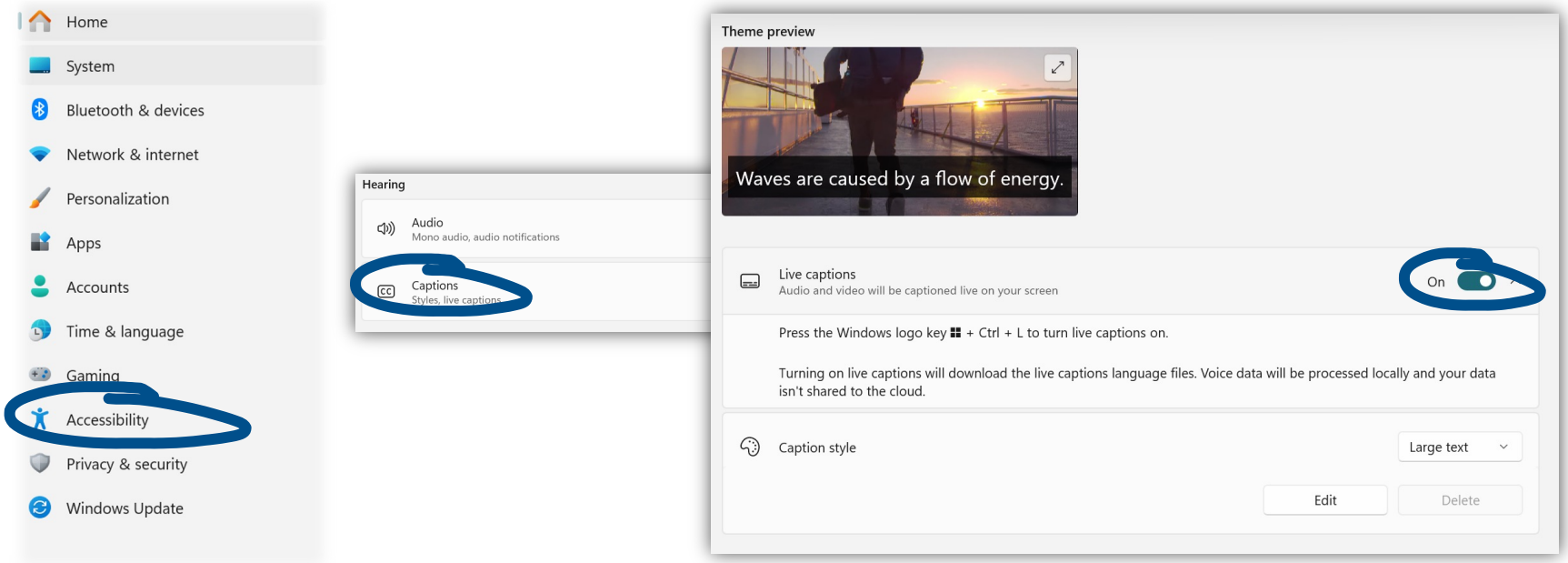
Settings > Accessibility > Hearing Enhancements



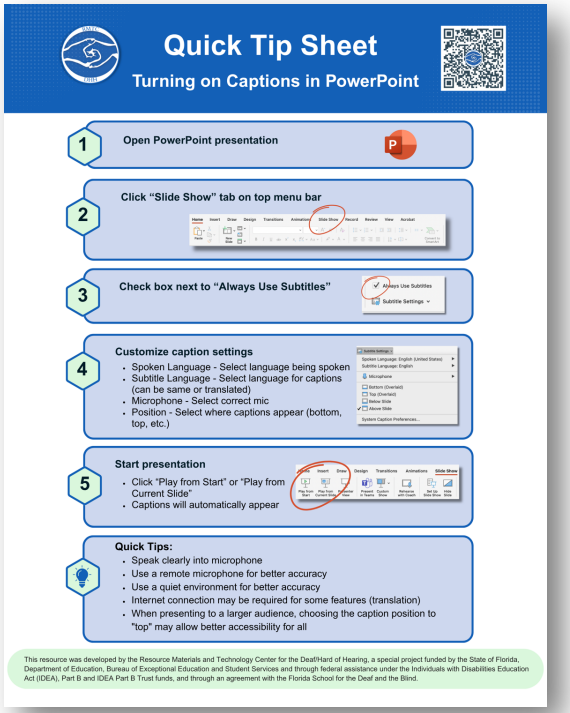


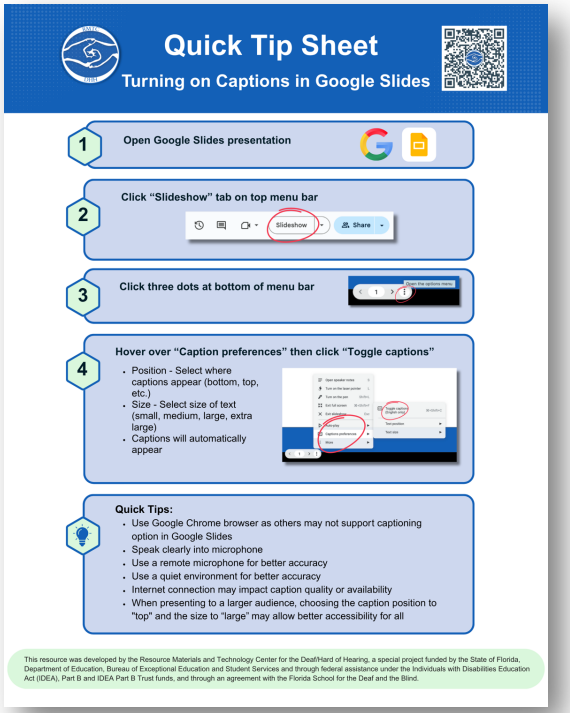
Captions - PC

Settings > Accessibility > Captions



Captions in PowerPoint and Google Slides





CC
Captions

Your turn! – Slide Presentations



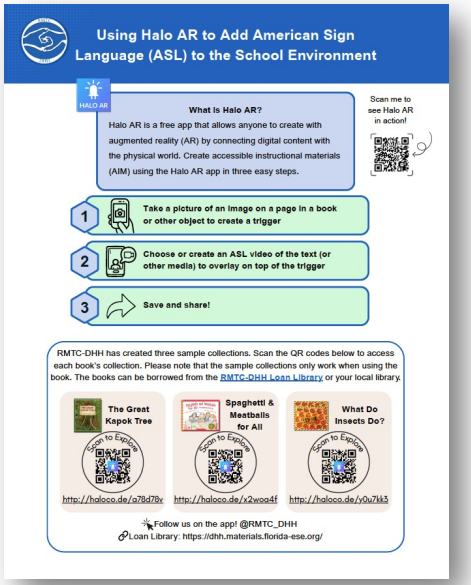
Open a slide presentation



Turn on the captions

Augmented Reality (AR)

Halo AR



Your turn! – Halo AR



Download the app



Scan a document you have with you



Record yourself explaining that document

3, 2, 1

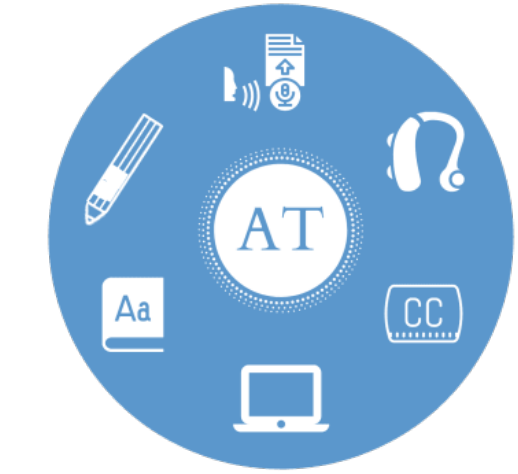
3 things you learned

2 things you want to learn more about

1 thing you will implement in your practice



More AT Resources



Assistive Technology

Sign Up for Our Newsletters



Questions, Comments, and Concerns

Candace McIntire

Sherry Conrad

Deaf Education & Training Specialists

info@rmtcdhh.org



Handouts Included

- Top Apps for DHH
- Captioning Quick Guide
- Captions in PPT
- Captions in Google Slides
- Halo AR for DHH
- Including Students Who Are Deaf/Hard of Hearing
- Professional Learning for SLPs Working with Students who are DHH

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