

# **Towards Success in Tertiary Study Logo with Deafness**

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The **Towards Success in Tertiary Study** series web address is at:  
<http://www.services.unimelb.edu.au/towardssuccess/>

Contact your Disability Liaison Officer at your institution for information on alternative formats.

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## WHY READ THIS BOOKLET?

This booklet has been written for students who are studying or intend studying at tertiary level and who are deaf or hard of hearing. The strategies included here bring together the experiences of many students, staff and support organisations. The booklet also builds on existing resources, both print and electronic media.

### Studying with Deafness

Tertiary education opportunities are rapidly increasing for students who are deaf or hard of hearing, with some universities having Deaf Education Services for interpreting and assisting with tertiary language requirements.

Studying at university can indeed be challenging and rewarding because it requires developing skills of independent learning which means that **you** are responsible for learning material, submitting assignments on time and approaching lecturers and tutors if you do not understand a topic.

By adopting a range of independent study strategies, and by using the various services available at universities, students who are deaf or hard of hearing can maximise their chances of success.

## IMPACT OF DEAFNESS ON STUDY

You might find it helpful to explain about the impact of deafness on study to lecturers and fellow students. By the time you reach tertiary level, your preferred mode of communication will generally be established. Most important is the need to have access to clear and effective communication.

Some students may be part of the Deaf community and communicate mainly in AUSLAN (Australian Sign Language, the native visual language of the Australian Deaf community), some may use signed English (a manual system of signs for the English Language), and others may lip-read and use a combination of communication systems. It is most important for students to explain **their** individual needs and preferences to university staff.

**“It was great to go to uni and have interpreters and notetakers. It opened up a whole new world for me and I made a lot of hearing friends too who later learnt AUSLAN.”**

Some of the possible impacts of deafness on study may include:

- enhanced visual modality and observation
- use of visual or written communication formats to access lectures/tutorials
- use of communication facilitators such as interpreters, notetakers and clarifiers in exams
- use of adaptive technology such as audio loops or FM transmitters in lectures/tutorials
- possible literacy issues and difficulty with vocabulary and English language
- possible need for English as a Second Language (ESL) support services
- diminished tutorial participation
- the need to develop new signs with interpreters for some subjects which can be time consuming and may vary across institutions
- the need for extra time to complete assignments and exams
- low confidence
- feelings of isolation and loneliness due to communication differences
- difficulties in doing collaborative group work and assessments.

You might also find it useful to refer lecturers to information on **Reasonable Accommodations: Strategies for Teaching University Students with Disabilities** at:  
<http://www.anu.edu.au/secretary/disabilities/book4.html>

## STRATEGIES FOR SUCCESSFUL STUDY

Employing study strategies that suit you, as well as developing your own study strengths, can reduce the effects of deafness or being hard of hearing on your learning. In addition, knowing your preferred learning style, and therefore what works is an excellent start to successful study.

Ask your DLO (Disability Liaison Officer) for the booklet: **Discovering Your Learning Style in the Towards Success in Tertiary Study** series to learn more about adapting study techniques to your particular learning style.

Here are some strategies that have worked for other students who are deaf or hard of hearing.

## Explore Your Options

- Investigate the range of courses you're interested in early.
- Explore any deaf support facilities at tertiary institutions.
- Talk to other students who have completed or are studying tertiary courses. Contact the alumni **Association for Graduate Students who have a Disability** (see **Resources**).
- Arrange to see the Disability Liaison Officer at the campuses for the courses you're interested in before the course starts.
- Investigate any orientation courses and English language courses that may be offered by institutions or peak support organisations, if you need literacy support.
- Investigate any scholarships that exist at tertiary institutions or peak organisations for study and adaptive technology equipment.
- Explore student exchange options if you want to study at an overseas university where there may be more advanced equipment or specialised courses that interest you, such as Gallaudet university in the USA.

## Ideas for Getting Started and Keeping Going

### Getting organised

- Establish a study routine early so that you really get a head start!
- Be realistic about your time schedules and workload and start organising as early as possible. You need to achieve a balance in the workload you select as you **may** need additional time to prepare and edit assignments.
- Arrange for interpreters and notetakers through your Disability Liaison Officer (DLO).
- Establish meeting times with your notetakers and decide on the way you will interact with them and discuss your needs.
- Utilise the acronym '**SMART**' goals to plan your course, study and career.  
Specific– complete an essay introduction rather than do the whole assignment.  
Measurable– have a checklist of tasks that you can tick off.  
Assignable– determine how much you can do and delegate if possible.  
Realistic– focus on a section rather than revising all of Physics 101.  
Time frame–set a realistic time frame within the hour, end of the day/week.
- Prioritise! Avoid just reacting to things as they occur by prioritising.

### Getting started

- Organise a quiet, interruption-free study zone.
- Don't forget the 10 minute con job - tell yourself you will work for 10 minutes, more often than not, getting started is the hard part and you'll be able to continue.

## Keeping going

**“I just loved the intellectual stimulation of the course. Even when the workload got really chaotic, I'd try to remind myself of my career objective of becoming a medical scientist.”**

There will be times when you may feel frustrated because of communication and language issues, but remember it's important you provide feedback to staff if things aren't working.

**“I was really nervous about asking questions in lectures, I'd be pretending that things were ok and that I was understanding everything. I realised that I was the one missing out on opportunities for explanations.”**

- Maintain motivation by utilising symbols like these, to show progress and celebrate partial completion of tasks.

<b>'To Do List'</b>	<b>Progress</b>	<b>Symbol</b>
1. Maths Assignment	• Fully completed	✓
2. A Geography Report	• Nearly there	/
3. Editing Notes	• Urgent	*
4. Returning library books	• Delegated	<b>D</b>

- Use small blocks of free time between lectures to summarise notes or prepare for lectures.
- Have long term, short term and daily goals and don't forget that it's OK to spend a few minutes day dreaming about those long term goals – for example, your graduation.
- Focus on what you have achieved, not what you have been unable to do.
- **REWARD** yourself for completed goals (watch your favourite TV show, arrange to meet a friend for dinner, surf the net, splurge on your favourite food).
- Develop a sense of your own identity and self-worth; you are a person with talent and creativity independent of your uni assignments.
- Keep balance in your life between body, mind and spirit. E-mail friends, go to that tennis game or story-telling night.

## Dealing with Stress

There will probably be times when you may feel frustrated by your workload. Remember that you are not alone; many students may feel this way especially as assignment deadlines and exams approach. A little stress will help you to perform at your optimal level. The key is to feel in **control**.

- Pace yourself – some tasks may take longer but there is no prize for finishing first.  
Take time out if necessary (consider deferral, part-time study, online delivery courses, open learning, distance education).  
**“I lost my hearing in my teens and so had to adapt to studying with deafness without growing up in the Deaf community. I felt very isolated as I neither belonged to the deaf world nor the hearing world. I sought some counselling through my studies and managed to deal with my identity issues positively and get through my course.”**
- Focus on the strengths you have (remind yourself of your successes and achievements). You’ve already made it to uni successfully.  
**“I never let my signing interfere with my communication! I always found a way to communicate and travel around the world with my deafness. I also pursued an exchange program which was a great experience.”**
- Do not accept stereotypes and limitations which others may impose on you.  
**“It’s important that deaf people excel in new fields and have access to courses that lead to exciting opportunities and careers.”**

Here are some suggestions for building resilience to stress:

1. Recognise what you feel.
2. Soothe and calm yourself with your own resources, or find some supportive people or environment.
3. Try to pinpoint what is triggering your feelings.
4. Work out how to prevent or minimise that trigger, and control your reaction. It is a good idea to do this with another person, like a counsellor or therapist.
5. Practise a positive attitude every day, even if only for 5 minutes in the morning. Then use it at the first sign of something potentially stressful.

Here are some suggested strategies to avoid stress:

- Find out ways that calm you best, and practise often.
- Ask for a quiet retreat or safe space .
- Take time off when feeling especially vulnerable.
- Know when to turn to others for support.
- Try to rearrange your situation to minimise stress.

## **Where to Look for Help and Advice**

There are many staff in tertiary institutions who provide support for students with disabilities:

- The Disability Liaison Officer (DLO) can act on your behalf and arrange accommodations and equipment to suit your needs.
- The Learning/Study Skills Advisers offer support in skills such as reading, writing and exam preparation.
- The Library Staff offer introductory sessions on using the library efficiently and assistance in accessing information and using library adaptive technology.
- University health personnel are familiar with university procedures, and may be able to provide supporting documentation for your condition or arrange hearing assessments.
- The Counsellors can help you with personal problems and other difficulties such as exam anxiety and motivation.
- The Chaplains offer pastoral care and other personal and spiritual support.
- The Student Union Welfare/Education Officers can answer questions about a range of academic rights and campus matters.
- The Career and Employment Advisers can tell you about the career outcomes of various courses, give information and advice on job seeking and can help link you to part-time jobs. They also assist new graduates find employment.

**Other suggestions:**

- Network early and outline your needs to staff, family and friends.
- Cultivate friendships - virtual and real (on discussion lists and in support groups - see if your university has one for students with disabilities). Most people find that, supportive friends are valuable in maintaining momentum. Invite a student in your class for a coffee, go to the pub with your lab partner, go bungee jumping with the sport centre. Link up with other deaf students on your campus and other campuses.

**Check out e-mail discussion lists/groups resources at**  
**<http://www.webcom.com/impulse/list.html>**  
**and**  
**<http://tile.net/>**

- Join or form a study group – this also helps with maintaining friendships and enables you to explore different study patterns.  
**“I made sure I asked at least one new person from my tute for a coffee after classes so I could meet as many people as possible.”**
- Investigate any faculty, departmental or Student Union Mentor, Buddy or Host schemes. These can often be great ways to link socially and academically with students or staff.

- Investigate any student exchange programs and scholarships that may exist in your tertiary institution or peak support organisations.
- Join social groups that interest you such as sport societies, the chess club, a film appreciation society and so on.  
“I made sure that I visited all the relevant support services in orientation week, just so that I knew where they were if I needed them later. It was really good to pick up their semester programs early and avoid the rush.”

## Negotiating To Meet Your Needs

Be an active participant in how your life and work at university are managed. One of the big differences between secondary school and tertiary education is that in an adult learning environment, it is **YOUR** responsibility to follow up on issues or ask for support. Ask questions, and don't necessarily accept the first answer; desk and phone staff may not always have the answers, always ask to speak to someone higher up if you feel your needs are not being met. Don't forget you can also talk to welfare officers at your Student Union.

- Learn how to influence your environment to better suit your needs (see **Accommodations** section for a list of suggested accommodations).
- Negotiate assessment tasks to suit your needs.
- Develop assertiveness skills. Investigate any training through the Student Union or Welfare Office. Remember **you** are your own best advocate!

## Experiment with Different Study Techniques

### Lectures, seminars and tutes

- Introduce yourself to your lecturers and tutors before the first lecture and explain your needs. (Remind them that it's important to face the group when speaking.) If things aren't working, let your lecturer or DLO know.
- Introduce your notetaker or interpreter to your lecturer before the lecture and explain any special requirements such as interpreter breaks if working with one interpreter.
- Ask for the lecturer's notes **BEFORE** the lecture - this is especially helpful for people who lip-read. Often, lecturers will have their notes available on the web (see the unit outline) or on disk. This may simplify access for you. You can arrange to obtain these notes through your DLO before the lectures start.
- Check to see if the lecture theatre is audio-looped.

- Discuss with the lecturer/tutor the nature of the course and the reading requirements.
- Establish an order of importance for your reading materials and start from there, this also helps with prioritising reading.
- Also establish the required lighting and your seating preferences. Some presentations are given in a slide show format which dims the lighting in the lecture, so you may be unable to see the presenter clearly.
- Ask for permission to tape lectures if there are transcription facilities or voice recognition software available at the audio visual unit.
- Do some pre-reading before a lecture, even if it is a skim read. This will enable you to have some idea of the key words and know what to expect.
- **Always** attend the first tutorial or lecture because that is when most of the important information is given about the structure of a course. It is also a chance to get to know other students.  
**“I made sure I attended all lectures, even though I had the notes on disk, because I gained so much more from being present and actively engaged in the lectures.”**

## **Participating in tutorials and seminars**

For nearly all students, participating in a group tutorial or seminar is a little scary at first. Remember that everyone probably feels a little shy and apprehensive. You may wish to introduce yourself to your group leader before the class and explain your needs and what would work best for you.

- Explain to your tutor that it is important:
  - to use student name tags in the first few sessions until everyone becomes familiar with each other
  - to use everyone’s name when addressing them so you can follow the discussion more easily
  - to have only one person speaking at a time
  - to use diagrams or concept maps on the board to summarise discussions
  - to arrange the room so that everyone’s face can be seen to face the group when speaking.
- The group dynamic will depend on the size of the group, the nature of the subject and the students. So don’t be surprised if you develop a preference for certain tute groups.
- Ask for any tutorial notes in advance if possible. This will depend on the nature of the discussion though.
- Conference microphones may make it easier for you to follow the discussion.

- Become acquainted with as many people as possible in your class and exchange phone numbers so that you can contact another student for any missed classes. You may wish to explain to them about the TTY relay service too.
- Prepare any reading for classes. To start with, you can formulate a particular comment that you can contribute to the class discussion. **Always** say something in your first session by:
  - asking questions such as : “Do you mean that..?”, “Why do you think....?”
  - paraphrasing what someone has said
  - agreeing or disagreeing with someone, explaining why.
- Try not to worry too much about the response lag time in interpreting or notetaking. Contribute, anyway! You may find that it’s easier if the tutor diagrams the discussions in note form on the board or uses a concept map.
- It may feel hard at first to communicate amongst strangers but you’ll need to find a balance between contributing and listening to others. Practice makes perfect!  
**“There I was in the tute with my interpreter, somehow it felt strange to watch myself raise my hand to ask a question...it felt really good though to have developed confidence. I also found that I preferred to work in pairs or smaller groups as it was easier to get the information. Later, my tutor and some of my hearing friends did an AUSLAN course so they could communicate with me. It was great seeing them make an effort.”**

## **Tips for oral presentations**

- Use an interpreter and check the location before you give the talk and arrange the interpreter’s seating.
- Ask the tutor to arrange the room so you can see the audience’s faces. If this is not possible, ask the tutor to repeat the questions asked by students if you’re lip-reading.
- Provide your interpreter with a copy of your talk before the big day.
- Use **PowerPoint** software which can produce slides, overheads and handouts that you can distribute, as well as speaker notes. You can also incorporate images, colour and voice if you are doing a slide presentation. It can ease nerves to know people will be looking at the screen instead of you.
- Use catalogue index cards if you find this more useful to remember points.
- Rehearse the presentation with a friend and time it. This will help allay nervousness. Try to visit the room beforehand so you know what to expect and can check that overhead projectors are fully operational. It's better to know ahead of time if the overhead projector has a blown globe and that you'll need to bring your own whiteboard markers.
- Dress in clothing you feel comfortable in.

- Writing your talk out can be a useful way of convincing yourself that you have enough to say, and it can be helpful as a back up in case of mental blocks.
- Remember to use linking words such as “First I’d like to talk about...”, “The most important factor...”. “Let me illustrate this with an example...”, “Finally, I’d like to mention...”.
- Have some questions prepared to stimulate discussion.
- Get feedback on your practice presentations from family and friends.  
**“I used to dread having to give a presentation as I thought people would laugh at my English level. It took me a while to realise that the audience was fascinated by the flow and naturalness of my signing and my dynamic body language.”**

See the Virtual Presentation Assistant at:  
<http://www.ukans.edu/cwis/units/coms2/vpa/vpa.htm>

## Notetaking in lectures

- Sit in the front so you can lip read and see the interpreter. Check if it will be possible to have a notetaker. This may not always be provided due to costs, but remember that you’ll need to write notes if you are watching the interpreter, so you may miss a few items. In some classes it may be possible to video the interpreter.
- Ask for any course changes to be written on the board.
- Always keep your subject notes organised in a system that suits you.
- Leave a margin for comments to be added later on. Note the day, subject, lecturer and topic.
- Increase your concentration by focusing on the content or by asking questions. This will be easier when you've done the pre-reading.
- Always be willing to ask questions for clarification of points and the spelling of words especially foreign words and unusual names of authors and any problematic jargon.
- If any videos are used, ask to have a transcript prior to the session or have another person transcribe it.  
Become familiar with conventional abbreviations for notetaking and invent your own.
- Make sure that your notes identify: main headings, subheadings, minor headings, points, examples, references., definitions, questions, answers, and key points.
- Use underlining, circling, boxing, asterisks, or highlighting to emphasise key points.

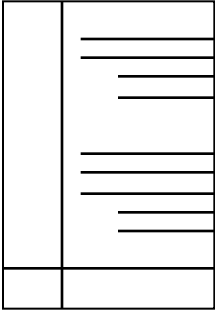
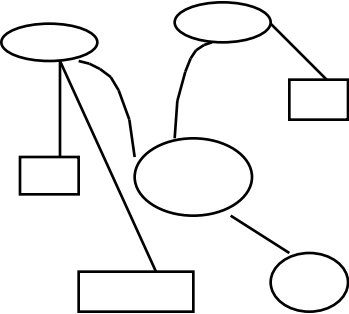
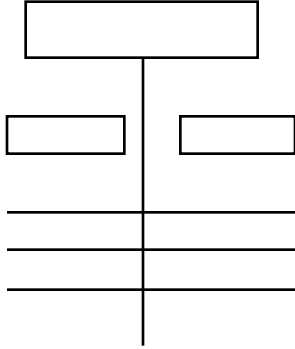
**“I used colour coding for my subject notes and then always distinguished my comments on my notes by using a different coloured pen. I’d also follow up references in another colour so they stood out..”**

- Arrange to get notes for lectures or tutes you can’t attend (check with your lecturers, some will tape lectures routinely).
- If your notetaker is sick and an emergency one is not available, then ask to photocopy another student’s notes.

## Editing lecture notes

- Summarise and edit your notes within 24 hours if possible by summarising your notes. Ask yourself the following questions:
  - What were the main points of this lecture?
  - Do I understand the concepts and what do I need to follow up?
  - Are there gaps in my notes?
  - Are there references I need to follow up?
  - What are the new terms and formulae I need to record and remember?
  - Can I distinguish the main concepts from the examples?
- Use index catalogue cards to summarise concepts and key words. Store these alphabetically so that you have an easy revision kit. You can use these later as a memory aid by reading through them on the bus or in the train.
- Experiment with different ways of notetaking - try using concept maps and spider notes to make summaries of your lecture notes. Below is a summary of some of the more common notetaking techniques and their uses.

<b>Some Notetaking Techniques</b>		
<b>Annotated Page</b>	<b>Mind Maps</b>	<b>Schemata</b>
leave plenty of space	good for overviews and brainstorming	useful for planning
use a header for date, title and subject	best when utilising colours/images	places main ideas around a key topic
use a footer for terminology	have the main idea in the centre and less important ideas near the edge	has the introduction as the first box and the conclusion as the last box
leave a margin for	reveal the relationship	allows for the selection

cross-referencing to other materials (tutes, reading, lectures)	between concepts by proximity link all key concepts	of ideas before their development
		

### Using your interpreters/notetakers effectively

- Both you and your interpreters have rights and responsibilities. Obtain a copy of the appropriate guidelines from your DLO.
- Let the DLO know in advance of your needs so they can book interpreters and notetakers early.
- You are entitled to NATTI qualified interpreters.
- Arrive a little earlier to the class so you can arrange seating and introduce your interpreter to your lecturer.
- Discuss your needs clearly and provide feedback to your notetakers and interpreters.
- It's up to you to negotiate signs with the interpreter.
- Remember that the interpreter at tertiary level:
  - has a code of ethics which they adhere to, so they can't explain content to you. This may be different from high school where you may have had teachers of the deaf interpreting and explaining content to you simultaneously.
  - may sign with a different accent and it may take a few sessions to get used to this.
  - will have to adjust quickly to different settings, and negotiate their way around campus and deal with new material (make allowances for this).
- You may wish to exchange phone numbers with your interpreter in case you are sick or a class is canceled (may be particularly relevant for evening classes).
- You are also entitled to choose a different interpreter or notetaker or request a particular one for lectures or exams, subject to availability.

- Ask the lecturer to provide the interpreter with lecture notes and a list of terms for the subject to assist finger spelling.  
“It was great having an interpreter who had some familiarity with the subject as she didn’t need any warming up time or adjustment to the subject. I found that I developed certain preferences for interpreters according to the subjects. In other subjects, I preferred to have notetakers. I guess it’s an individual thing .”

## Reading

- Read selectively; ask lecturers to indicate important texts and texts written in less complex language if you have English as a Second Language.
- Using efficient reading techniques will reduce your reading time. Most advice on reading aims to promote active reading. Use **SQ3R**.
- **SQ3R** is a technique that provides an organised way to approach any text.
  - **Survey** for a general impression. Note the headings and subheadings in the chapter or article you intend to read. Skim the introductory and concluding sections and note things such as bold print and italics, graphs and diagrams.
  - **Question** by turning all subheadings into questions or by using those raised by the writer.
  - **Read** to find the answers to these questions. You may have to read a section more than once. Highlight or underline important material.
  - **Recite or sign** the answers to questions posed, in your own words. Make brief notes if you wish.
  - **Review**. Go over the material again and check to see whether you have covered the main points. See if you can write these from memory in your own words.
- Decide on the type of information you require, for example, a statistic, a relevant quote, or an overall summary.
- Decide what is important as you read - and **ALWAYS** take notes with a purpose (even if it is a dot point or two on a post-it note stuck in the appropriate spot in your textbook.)
- Take notes from your reading, even if it’s just a summary.
- Distinguish between your comments and quotations and paraphrasing (by colour coding, or by using different columns).
- Make sure that you record the bibliographic details and page numbers (you don’t want to be chasing up a page number after you’ve returned the book to the library).
- It’s a great idea to discuss your readings with other students and to brainstorm ideas. Sharing a reading list between friends can be a good way

to cut down on reading and the resulting discussion can be useful as a background to essay preparation too.

## Preparing Assignments

- Allow yourself plenty of time (about 4-5 weeks) to work on assignments.
- Schedule assignment tasks into your timetable as shown below by dividing the assignment into four stages.

<b>Assignment Management Stages</b> Allow about 5 weeks to complete			
Week 5-4	Week 3	Week 2-1	Week 1
<b>1. Analysis</b>	<b>2. Synthesis</b>	<b>3. Evaluation</b>	<b>4. Presentation</b>
chose topic	draft the body	review the draft	write up references
analyse question	draft the conclusion	edit for structure/logic/coherence	complete title page/abstract/table of contents/cover sheet
brainstorm topic	draft the introduction	take a break	proof read
make a rough plan	take a break	review the draft	photocopy assignment and make disk back ups
survey readings/resources		edit spelling/grammar/punctuation	submit assignment at appropriate location
refine plan		use academic style of discipline	

- Make the most of your word processor; this will cut time in redrafting and editing since it allows you to move sentences and whole paragraphs in order to improve the logical sequencing of work and make the meaning clearer. As well, it will make your work look professional and be much easier to read.
- If you are unsure about lecturers' comments on assessed essays, ask for further feedback.
- You'll also need to write in the academic style that is required by your discipline.

## Editing tips

Editing may be important as you may be interpreting directly from AUSLAN into English, and so have seemingly awkward English sentences. It's important to therefore seek ESL support from your institution. Some places have ESL support services where you can have your essay checked.

- Enroll in any ESL support classes and writing classes offered at your institution.
- Edit only when you have taken a break from the assignment. Edit on a range of levels, first on an ideas level and organisational level and then for grammatical and sentence level errors.
- Check that you have used appropriate linkers and signpost words such as **however, firstly, because,** and so on.
- Have a Study/Learnings skills adviser critically read your final copy before handing it in. If you have ESL, then you may be eligible for an extension to work on the grammar.

**Check out the Resources for Writers website that has about 120 handouts on different aspects of writing and English grammar at <http://owl.english.purdue.edu/writers/by-topic.html>**

## Memory and concentration

Because you're receiving information primarily through the visual medium, some students find that 'information overload' is a side effect of tertiary study. Here are some suggestions for improving concentration:

- Allow yourself breaks during your study time as you will need time to digest material.
- Increase your concentration by studying subjects when you are most alert.
- You can also increase your concentration by working with another student and discussing and brainstorming ideas.
- Ensure that you have the appropriate lighting and avoid glare.
- Keep a notepad or diary with you to record useful comments or ideas.
- Relax! Remember that effective memory is based on understanding material first. Studying when you're anxious makes this difficult.  
**"I would get really worried about remembering biological terms for exams, but after learning some relaxation techniques and mnemonics, I performed much better at these."**

Here are some suggested memory enhancement strategies:

**Try out some memory techniques websites at:**

**<http://stad.dsl.nl/~coach/memory.html>**

**<http://www.mindtools.com/memory.html>**

- **Review** material within 24 hours and practise a little everyday. Use a small note book or cards you can carry in your pocket.
- **Association** is a good way to remember information, however, it's important that your associations are relevant for **you**. Make links between information and other substitute words or visuals (usually the more bizarre the association the better the retention). For example, to remember the symbol **Pb** for **Lead**, imagine a **Plumber** with a lead pipe.
- **Mnemonics** associates the first letter of words to form a rhyme or a word. For example, to remember the 5 forms of energy transformation- the word **McHALES** (**m**echanical, **c**hemical, **h**eat, **a**tomic, **l**ight, **e**lectrical and **s**olar) works well here as a memory word. Another example, to remember the first 20 elements of the periodic table in order, after hydrogen, use: **Helen Little Beryl Brown, Chews Nuts On Friday Neights, NaMgAl SiPS Chlorine After Killing Cawboys**.
- **Number rhymes** associates the numbers 1-10 with a word that sounds like each number. For example, 1, bun; 2, shoe, 3, tree; 4, door; 5, hive; 6, sticks; 7, heaven; 8, skate; 9, vine; 10, hen. Then associate words to be remembered with each word as a memory peg. For example, to remember 'Kangaroo' as a first word in a list, visualise 'a kangaroo eating a bun'. To remember 'wombat' as a second word in the list, visualise 'a wombat wearing a shoe', and so on.
- **Mind Maps** help you link ideas. Start off with the main topic in the centre and then brainstorm in the manner of Kipling "I have six friends that serve me true, **what**, **when** and **where**, **why**, **how** and **who**." Link the ideas with arrows and circles, and then decide on an appropriate order, for example, chronological, comparison/contrast, most important to least important and so on.

**Visit a concept map web site at**

**<http://w3.aces.uiuc.edu/AIM/Discovery/Mind/concept.html>**

- **Link** information to be remembered with locations. For example, every time you enter the library, remember the 5 elements of ....., or every time you pass a bookshop then remember another bit of information.

## Exams and assessment

- Arrange for extensions on exams and assignments early. Contact your DLO at least 5 weeks before the exams to arrange your requirements.
- You may request alternative response formats in AUSLAN and hence will need an interpreter.
- Arrange for appropriate adaptive technology and computer software for the exam such as spell checkers, dictionaries and thesaurus.
- Check to see, if language is not an inherent requirement of a subject, if allowances can be made for incorrect grammar.
- If you have an open book exam then ensure that all your notes are filed appropriately and that you have tagged relevant sections for headings and subheadings.
- Get a good night's sleep before an exam.
- Request clarification of exam language aspects.
- Request all exam announcements to be given to you in writing.
- Ask about the exam format and practise exams during swotvac under exam conditions with other students.
- If you have oral exams and are using an interpreter, try to relax by taking deep, slow breaths. If you don't understand a question, ask for it to be repeated or clarified. Don't pretend you understand it if you don't! Show enthusiasm and confidence in your responses, even though you may be shaking inside, through appropriate body language and eye contact.
- Avoid exam postmortems ("...you mean there was a question 6?")
- Reward yourself after each exam (VERY important when exams are time-tabled close together).
- If you are surprised by your results then you can request to see your exam paper (with your lecturer). Use it as a learning process to improve your performance for later exams.

## Using Adaptive Technology

Adaptive technology can be used to assist with correspondence, assignment writing, accessing books, library catalogues or the **Internet**.

- Using the **Internet** can be extremely useful because of the enhanced graphics and visual communication. There will also be sites that can accommodate real time and delayed signing.
- Explore the resources on deafness on the **Internet**.
- Contact hearing aid services for the latest hearing aid and amplification systems such as, audio induction loops, conference microphones and radio frequency units.

- Are you really using all the advantages your computer can give you? Completing an Information Technology/Computer Centre course or keyboard skills may be really valuable and may prove a time-saving investment.
- A notepad computer may be useful and help with arranging your notes.
- Other software such as **Endnote**, particularly for postgraduate students, can simplify potentially time-consuming tasks like referencing
- Investigate mind mapping computer software such as **Inspiration** for visual planning, brainstorming and concept mapping.

Check out the **Inspiration** software website at:  
<http://www.inspiration.com>  
You can download a free trial version from here too!.

**“I loved organising my ideas into mind maps. It was great, but it was even better to see that I could do this directly onto computer and then convert this into outline forms. It saved me heaps of time.”**

## HOW CAN YOUR UNIVERSITY HELP?

You have a right to ask for accommodations which will make it easier for you to study. You should contact your DLO, lecturers and tutors early to ensure your needs are met. Some of the adjustments or accommodations which might be useful include:

- access to qualified professional interpreters and notetakers
- access to lectures in print or on disk
- audio looped lecture theatres
- clearer English wording in assessments and exams
- alternative exam answering methods such as a personal computer with a spell checkers, dictionary and thesaurus
- access to power points in exams and lectures/tutorials
- separate examination venue when using an interpreter
- longer time to complete tasks and additional exam time
- alternative course tasks or assessments, such as delivering a written assignment instead of an oral presentation.

Think about what **YOUR** needs are and be creative in the solutions (not all solutions are complex or cost a lot!).

## Do I have to Disclose my Condition to Receive Help?

Many of the suggestions in this booklet can be implemented without disclosing your condition. However, your faculty or department will need to understand your condition and how it impacts on your study if they are to provide accommodations. You can always **partially disclose** by talking to your DLO. The DLO can then facilitate **special consideration** or **accommodations** while maintaining confidentiality about the precise nature of your illness. Some students like to make arrangements themselves while others prefer to have the DLO do this. Most lecturers and support staff are understanding and can accommodate your needs.

## KNOW YOUR RIGHTS

If you have a disability or ongoing medical condition, you have **rights** under the **Commonwealth Disability Discrimination Act** and **State Equal Opportunity legislation**. This means that you are entitled to ask for accommodations to be made for you so that you can participate in your chosen course.

Make sure that you provide feedback to your lecturers or to the DLO if you feel that your needs are not being met. If you are still not satisfied with what is being provided, you should inquire about how you can make a complaint through your institution's internal procedures. Use an advocate if you are feeling weak or too vulnerable to assert your rights effectively yourself.

If you have gone through this process and are still not satisfied, you can take the matter to the **Human Rights and Equal Opportunity Commission (HREOC)**. **HREOC** has a web page at:

<http://www.hreoc.gov.au/>

and you can go straight to the Disability Rights section at:

[http://www.hreoc.gov.au/disability\\_rights/index.html](http://www.hreoc.gov.au/disability_rights/index.html)

(The Disability Law Advocacy Service can assist you with this Ph: 03-9602 4877, in Victoria). The publication **A User Guide to the Disability Discrimination Act** can be obtained from Villamanta Publishing Service on 03-5229 2029 (in Victoria), and information about disability rights can be viewed at the above websites.

## RESOURCES

A list of peak bodies and peer support groups can be found in the White Pages under Disability Services and Support Organisations or via the Internet at <http://www.whitepages.com.au/>

Many students have found online resources very useful and easy to access. This list should help you get started in using electronic and print resources to achieve your study goals. You can also ask your librarian for further assistance.

To help you get started using the Internet, you may wish to try out:  
**Surfing the Net Tutorial** at

<http://www.macarthur.uws.edu.au/ssd/ldc/Nettute.html>

and check out

**Some Hot Links for Online Research** at

<http://www.services.unimelb.edu.au/lsu/researchonline.html>

**AccessAbility: Online Access for People with Disabilities (Australian)**

<http://accessability.noie.gov.au/>

**Action on Disability within Ethnic Communities (ADEC)**

Provides advocacy, education, training, information for people with disabilities from non-English speaking backgrounds.

Ph: 03-9388 1613

Fax: 03-9380 1857

**Alternative Assessments for Students with Disabilities**

<http://www.anu.edu.au/secretary/disabilities/book1.html>

**Australian Communication Exchange: Australian Deafness Directory**

[http://www.aceinfo.net.au/ADD\\_FOLDER/ADD\\_listings/ADDaustdeafresearch.html](http://www.aceinfo.net.au/ADD_FOLDER/ADD_listings/ADDaustdeafresearch.html)

**Better Hearing Australia**

<http://avoca.vicnet.net.au/~dina/members.htm#bha>

**The Deaf Blind Association**

<http://connexus.apana.org.au/~dba/dba.htm>

Ph: 03- 9482 1155 (voice)

Fax: 03- 9486 2092

TTY: 03- 9489 3091

**Deafness Resources Australia**

[gopher://dixson.slsw.gov.au/11/DRA](mailto:gopher://dixson.slsw.gov.au/11/DRA)

**DIRC (Disability Information Resource Centre)**

<http://www.dircsa.org.au/dircpamt.html>

**DIRECT (The Directory of Disability Information and Resources for the Education Community- Tertiary)**

<http://direct.deakin.edu.au>

**Disability Information Network Australia (DINA)**

<http://avoca.vicnet.net.au/~dina/>

**Grammar**

- **Dave Sperling-English Quizz Centre**  
<http://www.pacifinet/~sperling/quiz/>
- **Darling's Guide to Good Grammar and Spelling**  
<http://webster.comnet.edu/HP/pages/darling/grammar.htm>
- **Online English Grammar**  
<http://www.edunet.com/english/grammar/index.html>

**Equal Access to Software and Information (EASI)**

<http://www.rit.edu/~easi/>

**The Independent Living Centres in Australia**

<http://www.iinet.net.au/~ilcwa/ilc.html>

**National Deafness Information Services**

TTY: 07-3405 8316

**OZADVOCACY**

Information dissemination and discussion list for people interested in disability rights in Australia

to subscribe send a message to [listserv@maelstrom.stjohns.edu](mailto:listserv@maelstrom.stjohns.edu)

and in the body write:

subscribe OZADVOCACY your name

if you have any problems contact Ria Strong ([strong@infoxchange.net.au](mailto:strong@infoxchange.net.au))

**RDLU (Regional Disability Liaison Unit)**

<http://www.deakin.edu.au/extern/rdlu/>

Ph & TTY: 03-9244 5102

Fax: 03- 9244 5104

**Some Web Links Related to Hearing and Hearing Impairment**

<http://seds.sturt.flinders.edu.au/links.html>

**Study Skills**

- **Unilearning: Learning Resources for University Students**  
<http://www.macarthur.uws.edu.au/ssd/unilearning/welcome.html>
- **Owl Handouts: An outline of all the documents**  
(Excellent resource for study and writing issues)  
<http://owl.english.purdue.edu/writers/by-topic.html>

**TIPD (Tertiary Initiatives for People with Disabilities)**

<http://www.qut.edu.au/pubs/09other/tipd/tipdhome.html>

**Victorian Council of Deaf People**  
Ph: 03-9650 9137, Fax: 03-9654 2868  
TTY: 03-9650 6786

**Victorian Deaf Society**  
<http://www.vicnet.net.au/vicnet/community/hear.html>  
Ph: 03- 9659 3981 or 03-9657 8199  
TTY: 03- 9657 8152, Fax: 03- 9650 6843

## **Books**

Ascher, A. (1993). **Think about editing: A grammar editing guide for ESL writers.** Boston: Heinle and Heinle.

Bates, D. and Sharpe, P. (1990). **Student writers handbook: How to write better essays.** Sydney: Harcourt Brace Jovanovich.

Birch, N. A., Rothery, M. & Waltrowicz, C. (eds) (1998). **Making it happen: A resource book for people who have a disability and who are considering post-school options.** Melbourne: RDLU.

Clanchy, J. & Ballard, B. (1991). **Essay writing for students: A practical guide.** Melbourne: Longman Cheshire.

Leech, G. (1989). **An a-z of English grammar and usage.** Watson-on-Thames, Surrey: Nelson.

Marshall, L. & Rowland, F. (1993). **A guide to learning independently.** Melbourne: Longman Cheshire.

Turney, C. & Teo, R. (1994). **A guide to successful transition to university: You can make it!** NSW: Sydmac Academic Press.