

Appendix D

Categorizations of Graduate Student Survey Responses to Open Ended Questions

In what areas would you have liked more training/education? (n=42)

1. Additional training on IEP's & IFSP (19%) 8/42
 - a. "Writing and developing IEPs and developing goals that are helpful for deaf and hard of hearing students."
 - b. "More education on the IEP process and writing appropriate, measureable goals."
 - c. "Would've liked more training in the IEP process (eligibility, how to write goals, etc.)"
2. Working with children with multiple disabilities (16.7%) 7/42
 - a. "I don't feel that enough coverage was offered on expanding knowledge of DHH students with multiple disabilities and how that affects their ability to communicate."
 - b. "I would like more information on other disabilities. I found that students did not just have one disability, like hearing loss only, but multiple, like autism, ADHD, or learning disabilities on top of the hearing loss."
 - c. "I would have liked more preparation on how to teach and help students who are considered "Deaf+" such as Deaf and Autistic (big influx of these students in my school) or "Deaf and ADHS", etc."
3. Information on audiology/communication technology (14.3%) 6/42
 - a. "Current and up- to- date information on technology/audiology"
 - b. "Trouble shooting tech issues"
 - c. "I would have liked to learn about technology that students are hearing, specifically hearing aids and CIs, etc. Audiologists teach us about FM Systems, but when asked to look at a hearing aid or cochlear implant, or Rondo, we are uninformed."
4. Emphasis on itinerant teaching (14.3%) 6/42
 - a. "I would have benefited from more training related to itinerant teaching and working with dhh kids in the mainstream."
 - b. "More information on itinerant teaching"
 - c. "I am an itinerant teacher. I have had to learn 98% of the skills I need to make this position work on my own after college either thru contacts I've made with other Itinerant teachers, online, conferences, or a lot of trial and error."
5. Sign language (14.3%) 6/42
 - a. "I would of loved more training on Total Communication, SEE, and Signed English. All sign communication classes were lumped into one course so we did not get a lot of training on any specific system."
 - b. "I took 4 levels of ASL, but I saw the interpreting major received more education in ASL. I wished we could have taken more sign language courses."
 - c. "Effective use of total communication and spoken English with sign support with students who are heard of hearing."
6. Academics, reading and writing (14.3%) 6/42
 - a. "Strategies for teaching reading and writing"
 - b. "Writing in English when ASL is the first language"
 - c. "How to teach reading and writing (especially to English language learners), how to teach listening comprehension strategies, how to provide service to older students (middle school and high schoolers), and how to provide multi-modal communication and when it is appropriate."

What do you consider your program's greatest strength? (n=46)

1. Exposure to a range of modalities (13%) 6/46
 - a. "I graduated and felt confident running a classroom with specific strategies for audition, speech and language development, cognitive development and promoting self-advocacy."
 - b. "The program teaches a range of communication philosophies and has a good emphasis on child development and understanding the audiology side."
 - c. "Giving exposure to every modality and creating a platform for students to discuss the need for all modalities according to student's needs"
2. Passionate professors/faculty (26%) 12/46
 - a. "Collaboration amongst professors, professionals, and students."
 - b. "The knowledge and enthusiasm of the faculty at (program name) and their ability to communicate effectively with each other, graduate students, parents and children."
 - c. "It was well rounded and the faculty were passionate about training us to deliver quality services that are family centered."
3. Family centered principles and practices (19.6%) 9/46
 - a. "...its focus on developing my skills when speaking with parents about emotionally difficult topics regarding their child's development."
 - b. "Teaching graduates to work with students from birth to age 3 who are deaf and/or hard of hearing as well as working emphatically with families/caregivers."
 - c. "How to work with parent, colleagues, children of all ages, and other professionals ... using non-judgement, empathy, kindness and understanding."

What do you consider the weaknesses of your program? (n=37)

1. Not enough exposure to alternate communication modalities and hearing issues(19.6%) 7/37
 - a. "Not enough ASL exposure for the Deaf Education majors versus interpreting majors."
 - b. "How the undergrad program is structured - I think ASL should be taught at the start of the program."
 - c. "Not enough time was focused on speech development."
 - d. "Assessment and teaching lsl speech strategies"
 - e. "I learned how to teach my kids but nothing that would help me understand their loss specifically."
2. Lacking training in teaching children with multiple disabilities (10.8%) 4/37
 - a. "Working with deaf and hard of hearing with additional severe disabilities (other than deafblindness, this program had a great deafblind program within the D/HH department)."
 - b. "How to deal with multiple disabled students."
 - c. "Teaching cognitively disabled as well as hearing impaired students. And audiology
 - d. "I wasn't prepared to deal with the amount of behavior issues there are in mainstream programs."
3. Inadequate program length 16.2% (6/37)
 - a. "The field of Deaf Ed is so enormous that to completely cover, in depth, all of the different approaches would take twice as long. Time, not enough..."
 - b. "The program was challenging and covered to much in such little time that when I graduated, I knew important things slipped through the cracks because it can't all fit in long-term memory when you're cramming it all in at one time."
 - c. "The time requirements for student teaching were a bit excessive."

