

**NCIEC Deaf Advocacy Workteam**

**Deaf Advocacy Training: A Curriculum Review  
Preliminary Report**

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**Submitted By**

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This report presents the results of curriculum review focused on the Deaf Advocacy Training Resource developed under the auspices of the Deaf Advocacy Workteam of the National Consortium of Interpreter Education Centers under support from the US Department of Education, Rehabilitation Services Administration #H160C030001. This curriculum is based upon the needs identified in a national survey conducted by the National Consortium of Interpreter Education Centers (NCIEC). The survey identified needs and effective practices or methods to provide communication advocacy education to the deaf community in order to enhance individual's ability to self-advocate his/her rights to communication access via interpreting services.

The results of the survey identified 1) the type of advocacy information that the deaf community should know to self-advocate for their communication rights as it pertains to interpreting and, 2) the most effective methods for delivering (teaching) this information to the deaf community. These results led to the design of an eight module Deaf Advocacy Training Curriculum. The Deaf Advocacy Workteam coordinated the development of this resource which was written by Trudy Suggs of T. S. Writing Services.

In order to evaluate the DAT resource, a curriculum review was designed by Dr. Steven Boone in order to obtain feedback regarding the DAT resource. This evaluation utilized proven research methodologies to obtain an independent evaluation of the DAT curriculum and its potential utility toward meeting the goal described above. This report summarizes the results of this curriculum review.

## Methodology

**Reviewers:** Potential reviewers were identified by members of the DAT Workteam and were contacted to solicit their willingness to voluntarily review the resource materials. Fourteen reviewers completed the review process. All reviewers serve persons who are deaf, deaf-blind, or hard of hearing in professional roles as educators, interpreters, rehabilitation and independent living specialists, and advocacy specialists. The reviewers have worked in the field from three to over thirty years, with an average of 15.8 years experience. Most reviewers were female (71%) and from various ethnic backgrounds: Caucasian (64%), Asian-Oriental (7%) or Not specified (29%). Reviewers were mostly Deaf (72.7%), Hard of hearing (9%), and Hearing (18.3%). Appendix A includes a list of the reviewers who participated in the project.

**Procedures:** The review focused on each of the eight content modules in the Advocacy Curriculum and an Overall Evaluation of the entire Curriculum including reviewer perception of appropriate target audiences.

The eight modules of the DAT curriculum include:

- Module 1: Advocacy: An Overview
- Module 2: Self-Advocacy
- Module 3: Self-Esteem and Self-Determination
- Module 4: Working with Interpreters
- Module 5: Ethics of Working with Interpreters
- Module 6: Preparing for Self-Advocacy, Communication Access
- Module 7: Utilizing Resources Around You
- Module 8: Applying What You Have Learned

**Questionnaire:** Each DAT module was evaluated using a series of sixteen rating scales and three open-ended questions. The questions were based upon evaluation dimensions articulated by Chin, Diehl, & Norman (1988), a Feedback survey questionnaire developed and used extensively by Boone for similar curriculum evaluations, and DAT Workteam questions. The first ten questions requested reviewers to rate key dimensions regarding each module on a one to five Likert scale where one corresponded to Strongly Disagree and five corresponded to Strongly Agree. The remaining five rating scales used a nine point Likert scale anchored by adjectives regarding the reviewers' attitudes toward the module. Finally reviewers were asked to provide open-ended feedback using three questions that focused on perceptions of needed improvements, most positive aspects, and any additional comments. Prior to deployment, the questionnaire was reviewed and approved by the DAT Workteam. A complete copy of the evaluation instrument is included in Appendix B.

**Deployment:** The questionnaire was distributed electronically by Mike Wilson from El Camino Community College. Web Survey 4 by Gravic was used to collect the data. Most reviewers were sent a link to the web-based questionnaire and a copy of the DAT resource for review. One reviewer chose to directly respond to an emailed questionnaire. Resulting data were coded and analyzed using SPSS statistical software.

## **Results**

The results are organized in two sections. Initially, data are presented for each of the eight individual content modules. Data presented include the mean and standard

deviation of ratings for each of the Likert scales. These quantitative evaluations are followed by summaries of the open ended data collected for each of the modules. The second section of the results focuses on the reviewers' overall evaluation of the DAT resource. The evaluation data that is presented includes both the quantitative ratings and open ended evaluation of the overall DAT curriculum. Data is also presented on the reviewers' perceptions of characteristics of the potential audience that might benefit from participation in DAT training.

## Section One: Evaluation of the Eight Content Modules

### Module 1: Advocacy: An Overview

This module was designed to prepare participants to:

- Demonstrate through in-class activities and discussion internalization of the concepts presented.
- Describe how advocacy can benefit deaf people in the areas of equal access and equal rights.
- Identify at least four advocacy strategies.
- Identify at least four types of communication access.

Table One presents quantitative ratings for Module One.

Table One  
Mean and Standard Deviation by Rating Scale

Item	Mean Rating	Standard Deviation	Number of Ratings
The module had well-defined, clear objectives.	4.7	0.5	11
The information is clearly presented.	4.7	0.5	11
All terminology is explained.	4.7	0.5	11
The sentences are direct.	4.5	0.7	11
The module is easy to read.	4.2	1.0	11
The information is useful.	4.8	0.4	10
The discussion guidelines are easy to understand.	4.7	0.5	11
The videos scripts illustrate the content.	4.5	0.8	8
The worksheet exercises illustrate the content.	4.7	0.5	11
The PowerPoint illustrates the content.	4.2	0.7	9
With explanation and role play, the participant will gain some level of self-advocacy skill.	4.4	0.5	11

Note: 1=Strongly Disagree to 5= Strongly Agree

Table Two presents attitudinal ratings for Module One.

Table Two  
Mean and Standard Deviation by Rating Scale

This module was:	Mean Rating	Standard Deviation	Number of Ratings
<b>Terrible (1) to Wonderful (9)</b>	7.9	0.9	11
<b>Difficult (1) to Easy (9)</b>	7.2	1.5	11
<b>Dull (1) to Stimulating (9)</b>	7.4	1.0	11
<b>Rigid (1) to Flexible (9)</b>	7.3	0.9	10
<b>Confusing (1) to Very Clear (9)</b>	8.1	0.8	11

Open-ended comments for Module One are summarized in Table Three.

Table Three  
Open-ended Comments

<b>Suggestions for Improvement</b>	
2	I would like to see the video
6	Add references Add websites for one to explore and learn more about this topic Add video sites such as you tube (teachertube)
9	Advocacy is defined pretty well... I might add something in regards to "speak in support of something" or to "speak in support of a cause." Page 8 at the top, where you have 5 bullets - I read through the entire booklet and I do not see where you address the "how" to deliver this information... You can know your rights, but how do you deliver that message? What words do you use that will be convincing? What words do you avoid so your request/message does not come across weak? How do you find the person in charge at a hospital, doctor's office, Temporary employment agency? What do you ask - and even though you address this is part in Module 6, I don't see any recommendations on how to find who can approve the request for accommodation or auxiliary aid or service. An example: When I am trying to get to the right person in a hospital to approve an interpreter request I start at the top, administration. Don't waste time talking to the charge nurse, or even patient services or anyone else...when you ask for an ADA or 504 coordinator the receptionist will typically not know what you are talking about... so ask for the person who is in charge to ensure compliance to federal laws... get rid of the lingo and use every day terms to find out what you need. In a doctor's office it is typically the office manager... in a temporary agency it is usually the director... start at the top. It will save hours of time. In whatever section you include this - you will need role play practice.
10	Perhaps to provide an letter sample how to write to advocate for communication access ( i.e. a letter to the disability coordinator to ask for better interpreters)
11	If using this module with high school students, using examples that can be used in the work place or in their own high school will be more beneficial than using college examples

<b>Most Positive Aspects</b>	
1	Video, role plays, discussion are great tools to learn more about self-advocacy.
2	I really like the FYI and Did you know? Very interesting input and information. Advocacy and communication access is explained clearly. I'd like to see group discussions in this as well as all modules.
6	Covered important topics
7	Material is clear.
8	Great worksheet questions and "did you know" tidbits.
9	The general info is good... and I like the in class discussion parts
11	The definitions are very clear and the video is great!
<b>Additional Comments</b>	
1	The module is good for deaf persons who have college degree or/and is able to read at college level. This is not suitable for deaf people who have limited comprehensive and reading skills.
2	Overall, I think it looks great. I am impressed
8	Nice introduction to the meaning of advocacy.
9	I did not answer #8, or 10... I do not see a power point... and I have not read the scripts, I will view the videos. This, and in all the modules, you say you are targeting people who are deaf or hard of hearing but you have missed much of the boat on hard of hearing. Not all hard of hearing people use interpreters and nothing on the previous page indicates that you are only creating this document for deaf, deaf blind, or hard of hearing sign language users only.
10	This comment is for all modules. As I am sure you are aware, many Deaf people struggle with English writing so may I suggest instead of asking the participants to write their answers on the worksheets, use multiple choices for the key terms and some of the concept review questions?



## Module 2: Self-Advocacy

This module was designed to prepare participants to:

- Define key terms such as self-advocacy and accommodations.
- Compare and contrast advocacy and self-advocacy.
- Devise different situations where self-advocacy can be utilized
- Identify five methods of self advocacy.

Table Four presents quantitative ratings for Module Two.

Table Four  
Mean and Standard Deviation by Rating Scale

Item	Mean Rating	Standard Deviation	Number of Ratings
The module had well-defined, clear objectives.	4.9	0.3	9
The information is clearly presented.	4.5	0.5	8
All terminology is explained.	4.2	0.8	8
The sentences are direct.	4.4	0.5	8
The module is easy to read.	4.6	0.5	9
The information is useful.	4.9	0.3	9
The discussion guidelines are easy to understand.	4.8	0.5	8
The videos scripts illustrate the content.	4.3	0.7	8
The worksheet exercises illustrate the content.	4.4	0.5	9
The PowerPoint illustrates the content.	4.0	0.5	8
With explanation and role play, the participant will gain some level of self-advocacy skill.	4.7	0.5	9

Note: 1=Strongly Disagree to 5= Strongly Agree

Table Five presents attitudinal ratings for Module Two.

Table Five

Mean and Standard Deviation by Rating Scale

<b>This module was:</b>	<b>Mean Rating</b>	<b>Standard Deviation</b>	<b>Number of Ratings</b>
<b>Terrible (1) to Wonderful (9)</b>	7.9	0.8	8
<b>Difficult (1) to Easy (9)</b>	7.1	1.5	8
<b>Dull (1) to Stimulating (9)</b>	7.5	0.9	8
<b>Rigid (1) to Flexible (9)</b>	7.3	1.4	8
<b>Confusing (1) to Very Clear (9)</b>	8.1	0.9	8

Open-ended comments for Module Two are summarized in Table Six.

Table Six

Open-ended Comments

<b>Suggestions for Improvement</b>	
2	I can't think of anything
5	I think it would be good to add information about empowerment. Many people that I have worked with have not heard of empowerment until I explain it.
6	Show more variety of examples (driving) Perhaps add medical situations; UPS case; and others
8	For students, provide a glossary including "financial hardship" and "reasonable accommodations".
9	You never define "accommodation", yet you talk about them... even though you have it in a later module, it will not hurt to have the definition twice... you need to add that to page 11, Define Accommodations. See my comments on 18. and add a Worksheet on Delivery of the message - practice responses to: 1) I can't afford an interpreter, they are too expensive. 2)Can't the deaf person just bring a family member with them, that's what we do with Hispanic families" 3) We have a staff person who signs, we will use her to interpret
10	"NAD" and "ADA" needs to be elaborated further. Not everyone is familiar with NAD/ADA. This comment is for ALL modules. I feel that the Power Point slides could be more elaborated; the language level may be too difficult especially for people who are in Adult Basic Education.
11	For students in high school with a lower reading and writing level, certain concepts should be demonstrated in picture, role play, or discussed in ASL. Examples should be given to show the NAD's 7 ways to self advocate appropriately.

<b>Most Positive Aspects</b>	
2	I really like the "Applying your Learning"
5	The tips for self advocacy are right on target.
6	Tips (FYI and Do you know)
7	"in-short" summaries and relevant examples.
8	Nice worksheet questions pertaining to the module.
9	I like that you are careful about the use of "qualified interpreter" and emphasize it and not just say interpreter. In my years of work I see many people who are deaf that believe they have a right to a certified interpreter under the ADA so I like how you are accurate throughout the document about this word choice. I like NAD's 7 ways to self advocate but it is missing one... Word choice is key... There should be a section on practicing how to respond to things like "Well, can't you bring a family member to interpret?", or "I'm not going to pay for an interpreter, it's too expensive!"... or "Don't they know English, we can just write." How do you respond to those questions and statements? Self advocates have to practice over and over until the response is smooth and natural... for example, to bringing a family member to interpret I might say, "often family members have some conversational sign language skills but often do not know the terminology to interpret in medical (or whatever situation it is) situations... in addition the Americans with Disabilities Act requires that a qualified interpreter maintain impartiality and it is often difficult for family to be impractical when a medical situation involves someone they care about... it would be best to look for a qualified interpreter who is a professional in the field and can provide an accurate interpretation for the situation"...something like that. I have tons of other examples if you need them.. We practice this in my advocacy classes.
10	I love this video script. This is a very practical scenario and "everyday" living that participants can relate to. Class discussions are also my favorite : )
11	Very to the point and covers the most important aspects of self-advocacy
<b>Additional Comments</b>	
2	So far so good
5	Add Empowerment to this module
6	Add video segments discussing glossary?
8	I'm not sure what language would be for students reading, however may be a bit too technical where instructor/trainer may want to elaborate each point discussed in this module. Emphasize role play to build skills to be tactful, for many people are poor at this. it's constructive to getting needs met.
9	Some place in there when you talk about when pen and paper are used, bring your own... always keep a note pad for short dialogue because if you use "their" prefer, the doctor's office or employers, they will keep it and don't have to give you a copy... you lose your documentation. On page 13 where it says "strategies" The sentence is misleading... non-profits are required to comply to the ADA Title III requirements... non-profits are not exempt from compliance because for some, maybe even many, it is not an undue burden to make an accommodation. Goodwill for example is a non-profit and makes hundreds of thousands in profit - it goes back into services but they still have to provide auxiliary aids and services if not an undue burden... you need to edit that sentence for accuracy. All accessibility issues are considered "case by case", this should also be emphasized. Under 2. Know Your Rights, you need to include the DBTACs - Disability Business Technical Assistance Centers' they are Department of Justice funded and established to provide technical assistance regarding the ADA - if not this section maybe in Module 7. t
10	This comment is for most of the modules. Most of the modules has the information from different websites. Accessing these websites is an excellent tool for those participants who have access to Internet. However based on what I understood according to one of the VRS vendors, 80% of Deaf people in Chicago do not have high speed internet in their homes. I also understand that many people in the rural areas do not have access to the Internet either.

### Module 3: Self-Esteem and Self-Determination

This module was designed to prepare participants to:

- Define key terms such as self-esteem, self-determination, and self-talk.
- Describe how self-esteem affects self-determination and self-advocacy.
- Identify three ways that self-esteem can be affected, either negatively or positively.

Table Seven presents quantitative ratings for Module Three.

Table Seven

Mean and Standard Deviation by Rating Scale

<b>Item</b>	<b>Mean Rating</b>	<b>Standard Deviation</b>	<b>Number of Ratings</b>
<b>The module had well-defined, clear objectives.</b>	4.9	0.3	10
<b>The information is clearly presented.</b>	4.6	0.5	10
<b>All terminology is explained.</b>	4.4	0.7	10
<b>The sentences are direct.</b>	4.6	0.5	9
<b>The module is easy to read.</b>	4.4	0.8	10
<b>The information is useful.</b>	4.7	0.5	10
<b>The discussion guidelines are easy to understand.</b>	4.7	0.5	10
<b>The videos scripts illustrate the content.</b>	4.3	0.5	9
<b>The worksheet exercises illustrate the content.</b>	4.7	0.5	10
<b>The PowerPoint illustrates the content.</b>	4.2	0.4	9
<b>With explanation and role play, the participant will gain some level of self-advocacy skill.</b>	4.7	0.7	9

Note: 1=Strongly Disagree to 5= Strongly Agree

Table Eight presents attitudinal ratings for Module Three

Table Eight

Mean and Standard Deviation by Rating Scale

<b>This module was:</b>	<b>Mean Rating</b>	<b>Standard Deviation</b>	<b>Number of Ratings</b>
<b>Terrible (1) to Wonderful (9)</b>	8.0	1.2	10
<b>Difficult (1) to Easy (9)</b>	7.5	1.4	10
<b>Dull (1) to Stimulating (9)</b>	7.7	1.3	10
<b>Rigid (1) to Flexible (9)</b>	7.7	1.3	10
<b>Confusing (1) to Very Clear (9)</b>	8.1	1.4	10

Open-ended comments for Module Three are summarized in Table Nine.

Table Nine

Open-ended Comments

<b>Suggestions for Improvement</b>	
1	I feel that this module is limited. I feel that this can be improved if you give more ideas for deaf employees to express themselves if they experience low self-esteem when they are at their work places.
2	It looks great
5	I would suggest adding a self-esteem development activity from a team building exercise book.
6	Add resources Add more examples of glossary Be clear with word choices (high self-esteem - how do you measure this)
8	As a supplementary material for participants' increased self awareness, provide a self assessment on self esteem and perhaps how they would react to different situations before regrouping for discussion.
9	The only think that seems incomplete is the sentence in blue under "Self Determination"... "Self determination means you have the right to decide for yourself".... Decide what? Maybe say, "Self determination means you have the right make your own decisions about yourself instead of others making decisions for you." I know it means everything, but it seems like it needs something, sounds incomplete. Same thing on in class discussion page 18 - maybe say "... where students make their own decisions" instead of saying "decide for themselves"...
10	Explaining self-esteem especially to individuals who are not college bound can be very challenging. Even if these definitions are clearly explained, more concrete examples are needed. Role playing/examples would be helpful for self-talk as well.
11	For students in high school with a lower reading and writing level, certain concepts should be demonstrated in picture, role play, or discussed in ASL. Examples should be given to show visualization in various areas they use everyday. You may want to give different scenarios or videos for various levels of the audience (ie. High school, work, senior citizen, college, community, group home, etc).

<b>Most Positive Aspects</b>	
1	Videos
2	I really like the questions asked in the worksheet
5	Am glad to see that self-esteem and self-determination is included in this training as that is usually left out in consumer self-advocacy workshops.
6	Points of the topic
7	Sources provided and the FYI is very good.
8	Great worksheet as pertaining to the info discussed. nice way to show how self esteem affect advocacy itself.
9	I really like this section... Excellent.
10	Positive affirmations where students write two good things about other students is an excellent way to discuss about boosting self-esteem :)
11	Very good at describing the importance of self determination and self-esteem and it's effect on how you will advocate.
<b>Additional Comments</b>	
1	Most of the time, people misread Deaf people's facial expressions when they try to express their feelings, frustrations, thoughts. Maybe this module can encourage deaf people to tone their facial expression if they are in work environment.
2	No
6	Can be improved - work on terminology and how you define and measure
10	The example of a deaf person wanting to move to a group home with staff who can sign may be need to be replaced with another example.( for self-determination) Having previous experiences working with the department of mental health, sometimes it was not possible to place a deaf person in a signing group.

## Module 4: Working with Interpreters

This module was designed to prepare participants to:

- Define key terms such as interpreter, certification and state licensure.
- Compare and contrast between a qualified interpreter and someone who knows sign language
- Identify at least two types of certification.
- Explain how the interpreting process works, the hiring process, and the different types of interpreting
- List at least three methods of receiving high-quality interpreting services.

Table Ten presents quantitative ratings for Module Four.

Table Ten

Mean and Standard Deviation by Rating Scale

<b>Item</b>	<b>Mean Rating</b>	<b>Standard Deviation</b>	<b>Number of Ratings</b>
The module had well-defined, clear objectives.	4.9	0.3	11
The information is clearly presented.	4.7	0.6	11
All terminology is explained.	4.4	0.7	10
The sentences are direct.	4.8	0.4	10
The module is easy to read.	4.5	0.8	10
The information is useful.	4.7	0.5	10
The discussion guidelines are easy to understand.	4.8	0.4	10
The videos scripts illustrate the content.	4.5	0.8	8
The worksheet exercises illustrate the content.	4.8	0.4	10
The PowerPoint illustrates the content.	4.3	0.5	8
With explanation and role play, the participant will gain some level of self-advocacy skill.	4.7	0.5	10

Note: 1=Strongly Disagree to 5= Strongly Agree

Table Eleven presents attitudinal ratings for Module Four.

Table Eleven

Mean and Standard Deviation by Rating Scale

This module was:			Mean Rating	Standard Deviation	Number of Ratings
<b>Terrible (1)</b>	<b>to</b>	<b>Wonderful (9)</b>	7.9	1.1	10
<b>Difficult (1)</b>	<b>to</b>	<b>Easy (9)</b>	7.8	1.3	10
<b>Dull (1)</b>	<b>to</b>	<b>Stimulating (9)</b>	7.6	1.3	10
<b>Rigid (1)</b>	<b>to</b>	<b>Flexible (9)</b>	7.7	1.1	9
<b>Confusing (1)</b>	<b>to</b>	<b>Very Clear (9)</b>	7.7	1.1	10

Open-ended comments for Module Four are summarized in Table Twelve.

Table Twelve

Open-ended Comments

Suggestions for Improvement	
1	n/a
2	I still don't understand the difference between "certification" and "qualified" interpreters perhaps work more in depth and wish to see the video. Also do a real role-play for the people to act as interpreter
4	There is evidence that the target audience (VR, adult education, etc. consumers) brings increasingly complex linguistic and cultural issues to the table, as well as complicating multiple disabilities. Given the intended audience, I had hoped to see more emphasis on Deaf interpreting. In these materials, DI is offered as a last resort when an ASL-English interpreter is found unsatisfactory. It seems to me that a super critical aspect of self-advocacy is being able to identify one's own language or communication needs and preferences. Once individuals know that, wouldn't we want them to be to make their needs known, i.e. to request a DI if that is what they know to be most effective? I think the curriculum is fabulous, but it does fall short in this regard. There are many opportunities to introduce such concepts as: - Identify one's own interpreting needs in terms of language or communication preferences. - Explain the different competencies offered by Deaf and hearing interpreters. - Where it discusses the definition of an interpreter, why not make mention of the fact that interpreters can be Deaf or hearing; sometimes the most qualified interpreter for a deaf individual is Deaf, him/herself. - Explain your communication needs and request a Deaf interpreter (e.g. in role plays) - Where the module discusses How to Receive High Quality Interpreting, #1 should be 'Know your own communication needs.' - In concept review portion: What is a CDI? - Where the module has video of interpreters talking, will there be a DI there too?
5	The top cartoon of the interpreting process doesn't make sense.
6	It seems like there is a lot of heavy information; perhaps add terminology and references; video glossary would be helpful; provide examples
8	Add a slide to PowerPoint presentation distinguishing between an interpreter and a signer.
9	In the first paragraph - the last sentence: eliminate "for" and replace it with "to facilitate" or "to ensure" Regarding certification - you do a good job covering why certification is important... I use this term a lot "minimum level of competency"... certification
11	Continue to provide role plays that best fits the audience learning about this subject. A high school student's needs will vary from a 45 year old employee who is just learning about advocacy



<b>Most Positive Aspects</b>	
1	Explanation of credentials and conduct of professionals.
2	Good information about what are in the blue and yellow box.
3	I love the various tips, "did you know" that were throughout the module and the entire manual!
4	Excellent content overall; extremely well organized and reinforcing in the concepts it presents; visually pleasing; easy to understand; very impressive
5	Explaining the challenges that interpreters face- the mental work of interpreting and processing the information
6	Visual drawings
7	"Did you know" exercise.
8	detailed explanation of what it means to be a qualified and certified interpreter.
9	This is a good section... very informative...
10	The steps in requesting an interpreter
11	Covers the Deaf individuals responsibilities in working with interpreters
<b>Additional Comments</b>	
1	Most of the time, deaf people keep quiet if they don't understand interpreters or when they have problems with them. Maybe we can educate deaf people why it is important for them to report any complaints if they have.
2	Overall good job.
5	Add the states that require interpreters to have licensure to interpret in an appendix for- links to state websites that cite the laws. I would recommend adding the differences between a "signer" vs. interpreter Signer VS Interpreter No confidentiality vs. confidentiality; no ITP training vs. ITP training No CPC vs. Follows CPC. Gets involved vs. Neutral etc. It would help deaf people to better explain to hearing people why signers are not qualified. Etc
6	Review wording; especially the opening statement saying interpreters help ...
7	This module can be a standalone activity and the worksheet on tips for working with an interpreter will be very useful.
8	for group discussion, perhaps add hypothetical situations that are not common where one may encounter difficulty requesting an interpreter such as a small sailing class, or DIRECT BUY workshops as advertised on TV.
90	Under Why is certification Important, last sentence on page 21 - might add to that last paragraph - Know your state laws, they may be stronger than the ADA requirements for interpreters. Be careful with terminology like "pay" and "provide"... ADA never says a business must pay for interpreters only that effective communication is ensured... so you might change the FYI box on page 23 last sentence to say, "... many people and agencies pay or interpreters..." change pay to provide. Or, pay/provide Module 4 worksheet - you need a doctor's office situation... this is the most common advocacy situation out there...

## Module 5: Ethics of Working with Interpreters

This module was designed to prepare participants to:

- Define key terms such as ethics, behavior, and grievance.
- Share how the RID Code of Professional Conduct applies to interpreters' behavior.
- Explain at least two reasons why a child should not act as an interpreter.
- Identify the steps of the process for filing a complaint against a certified interpreter.
- List some common problems of working with uncertified interpreters who do not follow the Code of Professional Conduct.
- Describe at least three steps of how to work with an interpreter.

Table Thirteen presents quantitative ratings for Module Five.

Table Thirteen

Mean and Standard Deviation by Rating Scale

Item	Mean Rating	Standard Deviation	Number of Ratings
The module had well-defined, clear objectives.	4.6	0.5	10
The information is clearly presented.	4.6	0.7	10
All terminology is explained.	4.6	0.7	10
The sentences are direct.	4.7	0.5	10
The module is easy to read.	4.6	0.7	10
The information is useful.	4.8	0.4	9
The discussion guidelines are easy to understand.	4.7	0.7	10
The videos scripts illustrate the content.	4.3	0.7	9
The worksheet exercises illustrate the content.	4.7	0.5	10
The PowerPoint illustrates the content.	4.2	0.7	9
With explanation and role play, the participant will gain some level of self-advocacy skill.	4.9	0.3	10

Note: 1=Strongly Disagree to 5= Strongly Agree

Table Fourteen presents attitudinal ratings for Module Five.

Table Fourteen  
Mean and Standard Deviation by Rating Scale

This module was:	Mean Rating	Standard Deviation	Number of Ratings
<b>Terrible (1) to Wonderful (9)</b>	8.1	0.9	10
<b>Difficult (1) to Easy (9)</b>	7.6	1.3	10
<b>Dull (1) to Stimulating (9)</b>	7.5	1.5	10
<b>Rigid (1) to Flexible (9)</b>	7.5	1.2	10
<b>Confusing (1) to Very Clear (9)</b>	7.7	1.4	9

Open-ended comments for Module Five are summarized in Table Fifteen.

Table Fifteen  
Open-ended Comments

<b>Suggestions for Improvement</b>	
1	n/a
2	I do not understand why if the interpreter is not certified and not a member of RID, why continue to interpret?
6	Be clear with writing; for ex: interpreters charge ... what does this mean? The readers need to be clear (add "money" "fee") Recheck writing and be clear.
8	Provide at least two different situation examples for each tenant under CDC (disregard if already in handouts)
9	Page 29, 2nd in class discussion - typo in the sentence. Page 29, 1 <sup>st</sup> paragraph should also include - or state agency credentialing body - Again, TX will take action against interpreters and has... RID is not the only organization where a complaint can be filed.
10	Although the CPC is important for Deaf participants to understand in order to work with the interpreters, the language should be more simplified without using the CPC tenets.
11	The more role playing in this module, the better. Especially for those with lower level English skills.

<b>Most Positive Aspects</b>	
1	Video scenarios and list of why children should not interpret.
2	The process of filing a grievance
5	Deaf will know that they have right to complain if they are not satisfied- they often are afraid to make complaints and just accept the interpreter.
6	Pointers
7	Clear and concise discussion of ethics
8	The inclusion of information on one's rights to file a complaint should an interpreter not conduct professionally. Great empowerment tool here.
9	Information covers interpreters and ethics very well.
10	The video case scenario with "bad interpreter" Reasons why children should not interpret for adults
11	Covers the most important aspects of working with interpreters and your rights of what type of interpreter to work with.
<b>Additional Comments</b>	
2	No
6	Add references and glossary - this is great information but needs to be clear with wording
7	Each state will be able to provide feedback and solicit discussion about their own state's standards and practices.
9	May note that the CPC is adopted by many states or states have their own. Everything is focused on RID certification when there are other certifications out there that are valid reliable and legally defensible... like TX... TX has adopted the CPC but somewhere in this module you might mention some states have certification - check into those certification and see what they qualify an interpreter to do... something like that. Under Children Interpreting for Adults - page 30 - you may re-iterate the definition of "qualified interpreter" and what that means...

## Module 6: Preparing for Self-Advocacy, Communication Access

This module was designed to prepare participants to:

- Define key terms such as attitude, discrimination and reasonable accommodation.
- Explain how attitude affects self-advocacy.
- List at least three reasonable accommodations for communication access.
- Identify how communication access benefits hearing people.

T

Table Sixteen presents quantitative ratings for Module Six.

Table Sixteen

Mean and Standard Deviation by Rating Scale

Item	Mean Rating	Standard Deviation	Number of Ratings
The module had well-defined, clear objectives.	4.8	0.4	9
The information is clearly presented.	4.3	0.9	9
All terminology is explained.	4.2	0.8	9
The sentences are direct.	4.6	0.7	9
The module is easy to read.	4.3	0.7	9
The information is useful.	4.7	0.4	9
The discussion guidelines are easy to understand.	4.7	0.5	9
The videos scripts illustrate the content.	4.3	0.8	7
The worksheet exercises illustrate the content.	4.9	0.3	9
The PowerPoint illustrates the content.	4.3	0.7	8
With explanation and role play, the participant will gain some level of self-advocacy skill.	4.7	0.5	9

Note: 1=Strongly Disagree to 5= Strongly Agree

Table Seventeen presents attitudinal ratings for Module Six.

Table Seventeen

Mean and Standard Deviation by Rating Scale

<b>This module was:</b>	<b>Mean Rating</b>	<b>Standard Deviation</b>	<b>Number of Ratings</b>
<b>Terrible (1) to Wonderful (9)</b>	7.2	1.6	9
<b>Difficult (1) to Easy (9)</b>	7.4	1.7	9
<b>Dull (1) to Stimulating (9)</b>	7.2	1.4	9
<b>Rigid (1) to Flexible (9)</b>	7.0	1.4	9
<b>Confusing (1) to Very Clear (9)</b>	7.6	1.6	9

Open-ended comments for Module Six are summarized in Table Eighteen.

Table Eighteen

Open-ended Comments

<b>Suggestions for Improvement</b>	
1	This module is good. I feel that it is important that deaf people know that they can also contact Bureau of Rehabilitation Services to ask them to help them if they need an interpreter, or need mediation if they need one if they are called for the interviews, if they were told that the company cannot offer one, or if they want to talk with their supervisors. They should contact BRS.
2	I can't think of anything at this time.
6	Writing - the choice of terms and wording need to be clear. Attitude - what does it mean? Delete "etc" Give examples
8	Add a sentence or paragraph somewhere to the module clarifying the ADA applying to companies having 15 employees as opposed to services providing to public that may have much less than 15 employees. This part seems to be constantly confused by Deaf/Hard of Hearing people. For example, a dental office having only 3 staff is still obligated by ADA to provide services to a deaf consumer.
9	You need another plan for "NO"; the business will not provide an interpreter... If they still say no, what does the individual do??? You may not want to ask for an interpreter for an interview - disclosing disability before the interview can get you no interview... You push too hard and the business will find some valid reason not to interview you... so what is plan B? Possibly bring your own interpreter then ask for interpreter services after the first day of employment...use VR to provide your interpreter or self pay... Disclosing disability opens a lot of door for the employer and they can start asking some disability related questions that are legal, yet the consumer may be unprepared to answer... If you want more on disclosing disability - let me know... this may be a section you may want to add as a complete module.
10	Need more concretes to explain the difference between good and bad attitudes in general, not just with interpreters. Need definition for "discrimination" and examples of actual discriminations. (some deaf people used this word loosely)
11	The definition of Reasonable accommodation should be explained more clearly so that the students are aware of what is an appropriate reasonable accommodation and what is discrimination

<b>Most Positive Aspects</b>	
1	I like the approaches that deaf people can use when they let their bosses know that they will need a sign language interpreter.
2	It is very helpful having different places for resources.
5	Am glad to see that attitudes are addressed in this. Often this is an area where we see deaf people think they are being discriminated when it is actually their own approach. This is great!
6	Pointers
7	Video 6.2 and discussion points.
8	Know ones local legal resources. another empowerment tool right here.
9	Very well done... Role play is great - you cannot do too much in this section - role play will be key.
10	Video scenarios are great!!!
11	Great description of attitude and how it effects how one advocates.
<b>Additional Comments</b>	
2	No
6	Add references and video glossary - more examples
9	I think you defined "reasonable accommodation" (RA) way too late. It needs to be much earlier in the training... it is okay here as a module to teach on its own... You mentioned that people may use the modules independently. if so, you need RA defined earlier in the training. Page 36 under "Local Agencies and Resources"... you may want to add state commission or Offices for Deaf and Hard of Hearing Services
10	I forgot to add more comments about Module # 4 - Will it be helpful to move this module ( definition of interpreter) before talk about Module # 2 ( self-advocacy and reasonable accommodations). I feel that participants need to understand the role of interpreters before they can self-advocate or request reasonable accommodations

## Module 7: Utilizing Resources Around You

This module was designed to prepare participants to:

- This module was designed to prepare participants to:
- Define key terms such as resources,
- Identify four different types of resources for self-advocacy.
- Demonstrate how to search and identify resources via the Internet and other sources.
- List at least four steps to perform prior to contacting resources.

Table Nineteen presents quantitative ratings for Module Seven.

Table Nineteen

Mean and Standard Deviation by Rating Scale

Item	Mean Rating	Standard Deviation	Number of Ratings
The module had well-defined, clear objectives.	4.6	0.5	10
The information is clearly presented.	4.8	0.4	10
All terminology is explained.	4.6	0.7	10
The sentences are direct.	4.6	0.7	10
The module is easy to read.	4.6	0.7	10
The information is useful.	4.6	0.7	10
The discussion guidelines are easy to understand.	4.6	0.5	10
The videos scripts illustrate the content.	4.4	0.7	8
The worksheet exercises illustrate the content.	4.8	0.4	9
The PowerPoint illustrates the content.	4.1	0.6	9
With explanation and role play, the participant will gain some level of self-advocacy skill.	4.8	0.4	10

Note: 1=Strongly Disagree to 5= Strongly Agree



Table Twenty presents attitudinal ratings for Module Seven.

Table Twenty  
Mean and Standard Deviation by Rating Scale

This module was:	Mean Rating	Standard Deviation	Number of Ratings
<b>Terrible (1) to Wonderful (9)</b>	7.9	0.9	9
<b>Difficult (1) to Easy (9)</b>	7.9	1.1	9
<b>Dull (1) to Stimulating (9)</b>	7.4	1.6	9
<b>Rigid (1) to Flexible (9)</b>	7.7	1.0	9
<b>Confusing (1) to Very Clear (9)</b>	8.2	1.0	9

Open-ended comments for Module Seven are summarized in Table Twenty One.

Table Twenty One  
Open-ended Comments

<b>Suggestions for Improvement</b>	
2	I can't think of anything at this time
5	Add ADA and rehab 504 web links so deaf people know where they can find the information. Add here or in self advocacy about finding out what the business's policy for handling accommodation requests- look on business' website (i.e. hospital s non-discrimination policy)
6	Add other groups such as RAD, Domestic Violence, and other advocacy groups (show diversity plus other resources) web references
9	Very important Resource - You need to add the DBTACs - Disability Business Technical Assistance Centers - there are 10 across the state - they all have the same phone number 1-800-949-4232 - when you call you get the one in your region of the US. They are DOJ funded and provide technical assistance on the ADA. They are awesome and can provide ADA training to businesses or the disability community. You also need to direct people to the Protection and Advocacy organizations. Each state has one... you can find your states at this link: <a href="http://www.napas.org/">http://www.napas.org/</a> They protect the rights of people with disabilities in the areas of ADA, 504 and IDEA - special education law. Also missing are the EEOC, JAN - Job Accommodation s Network and the DOJ... I know you mentioned them earlier in the training - but a blurb about each of there would be good as well as providing a link to those websites - there is a ton of great information that can be used to advocate for auxiliary aids and services.
10	It will be great if the trainer/educator have a list of local resources to pass out to the participants; Resources where participants can access the Internet if they do not have a personal computer or access to high speed internet at home
11	Voc Rehab is not a membership advocacy. This should be a separate category of its own or under State services. Also might want to have some agencies describe how they can help with advocacy in videos

<b>Most Positive Aspects</b>	
1	Bobbi's video
2	The answer is in the last module, oops
5	Providing valuable resources for getting assistance.
6	Pointers
7	Listing of national resources including websites
8	Encouraging participants to practice to be internet savvy as it's a skill that many Deaf and Hard of Hearing people lack or are poor at.
9	Great resources - missing a few.
10	I love the applying your learning where participants learn how to do to the Internet search
11	Wonderful resources!
<b>Additional Comments</b>	
1	n/a
2	No
6	More examples and references where one can go and learn more.
7	Each state could use this to develop state specific resource listing.
8	It seems I couldn't go back to Module 4 on "working with Interpreters" to add a comment due to a technical barrier? Suggest the word "help" be changed to "assist" or "facilitate" communication between a non signer and a signer, etc. The word "help" connotes a sense of powerlessness on consumers' part.
9	RID - you may want to note that the RID website has a list of state chapters and that people who are deaf may want to be linked to the state chapter for interpreters and not just the national organization. Again - I said this in module 1 - you say you are targeting people who are deaf or hard of hearing but you have missed much of the boat on hard of hearing. Not all hard of hearing people use interpreters and nothing on the previous page indicates that you are only creating this document for deaf, deaf blind, or hard of hearing sign language users only.

## Module 8: Applying What You Have Learned

This module was designed to prepare participants to:

- Demonstrate understanding of the previous modules as a result of a Review of the concepts.
- Successfully analyze the self-advocacy experiences of another Deaf person.
- Develop an action plan for specific self-advocacy needs or goals.

Table Twenty Two presents quantitative ratings for Module Eight.

Table Twenty Two  
Mean and Standard Deviation by Rating Scale

Item	Mean Rating	Standard Deviation	Number of Ratings
The module had well-defined, clear objectives.	4.7	0.5	9
The information is clearly presented.	4.3	0.9	9
All terminology is explained.	4.4	0.7	8
The sentences are direct.	4.7	0.7	9
The module is easy to read.	4.7	0.7	9
The information is useful.	4.9	0.3	9
The discussion guidelines are easy to understand.	4.4	0.7	9
The videos scripts illustrate the content.	4.6	0.8	7
The worksheet exercises illustrate the content.	4.7	0.5	9
The PowerPoint illustrates the content.	4.4	0.5	8
With explanation and role play, the participant will gain some level of self-advocacy skill.	4.9	0.3	9

Note: 1=Strongly Disagree to 5= Strongly Agree

Table Twenty Three presents quantitative ratings for Module Eight.

Table Twenty Three  
Mean and Standard Deviation by Rating Scale

<b>This module was:</b>	<b>Mean Rating</b>	<b>Standard Deviation</b>	<b>Number of Ratings</b>
<b>Terrible (1) to Wonderful (9)</b>	7.9	0.8	8
<b>Difficult (1) to Easy (9)</b>	7.6	1.2	8
<b>Dull (1) to Stimulating (9)</b>	7.9	1.4	8
<b>Rigid (1) to Flexible (9)</b>	8.0	1.2	8
<b>Confusing (1) to Very Clear (9)</b>	7.7	2.0	7

Open-ended comments for Module Eight are summarized in Table Twenty Four.

Table Twenty Four  
Open-ended Comments

<b>Suggestions for Improvement</b>	
1	This module is fantastic.
2	Why use a person's name, Bobbi while the others just say a deaf person?
6	Ask reflective questions - what, why and how would you ...
8	For all modules, handouts for consumers especially having MLS or whose primary language isn't English (it be their third or fourth language or from other country) be a lot more simplified in its language enough for them to understand without relying on others to translate.
9	An additional worksheet on "delivery" of the message is needed to practice advocacy or self - advocacy. Come up with statements or questions that arise in advocacy situations and practice responses.
11	For high school students and those new to advocacy, you may want to give more examples on how to write up an action plan and show visually how the action plan is developed from the materials they have learned.

<b>Most Positive Aspects</b>	
2	The worksheet had more meaning of what is my advocacy allies, my key mentor, etc.
5	Creating your own action plan.
6	Pointers
7	The action plan format
8	Nice way to wrap up everything learned from all modules combined
9	Great worksheets, Really like them.
11	The idea of an action plan.
<b>Additional Comments</b>	
1	I understand that this module will educate advocate if they attend this kind of training. I feel that this module will greatly benefit grassroots deaf people.
2	No
6	Links, web resources
9	Worksheet 8.2 appears to have inaccurate info - it needs to be rephrased. Only employers are required to have 15 or more employees before they must comply with the ADA. With Title II or II agencies there is no employee requirement... a Doctor's office could have 3 employees and still have to provide an interpreter for a patient... on the other hand a doctor with 3 employees would not have to provide an interpreter for a staff person. See the difference?

## Section Two: Evaluation of the Overall DAT Curriculum

In addition to the evaluation at the module level, reviewers were asked to rate the overall DAT Curriculum on eleven quantitative dimensions. These ratings are presented in Table Twenty Five.

Table Twenty Five

Mean and Standard Deviation by Rating Scale

Item	Mean Rating	Standard Deviation	Number of Ratings
<b>The module had well-defined, clear objectives.</b>	4.7	0.5	11
<b>The information is clearly presented.</b>	4.5	0.7	11
<b>All terminology is explained.</b>	4.5	0.7	11
<b>The sentences are direct.</b>	4.5	0.7	11
<b>The module is easy to read.</b>	4.6	0.5	11
<b>The information is useful.</b>	4.8	0.4	11
<b>The discussion guidelines are easy to understand.</b>	4.8	0.4	10
<b>The videos scripts illustrate the content.</b>	4.4	0.5	9
<b>The worksheet exercises illustrate the content.</b>	4.6	0.5	10
<b>The PowerPoints illustrate the content.</b>	4.2	0.6	9
<b>With explanation and role play, the participant will gain some level of self-advocacy skill.</b>	4.7	4.7	11

Note: 1=Strongly Disagree to 5= Strongly Agree

Reviewers were asked to rate the overall DAT Curriculum as Poor, Fair, Good or Outstanding. Results indicated that 54.5 % of the reviewers rated the curriculum as Good and 45.5 % rated the curriculum as Outstanding.

Reviewers were also asked to indicate if they believed an average advocacy specialist, vocational rehabilitation counselor or educator could adapt and teach this curriculum without attending a train-the-trainer training. Results indicated 45.5% answered yes, while 36.4% answered no.

Open-ended comments suggested that *“Some modules could be used without training and others would be much better with training.”* Another reviewer commented *“Possibly- it depends on time - and it needs a lot of tweaking... the hours needed are lengthy and getting consumers there think will be your challenge”*

Reviewers were asked if they would recommend this DAT Curriculum to family and friends. All reviewers who responded answered yes (100%).

Open-ended comments for Overall DAT are summarized in Table Twenty Six.

Table Twenty Six  
Open-ended Comments

<b>The Strongest Aspects of the DAT</b>	
1	The strongest aspect of the DAT curriculum is that it educates us about the rights that we are entitled.
2	The strongest aspect is having a curriculum to get started. Please pat on your backs for a well done job!
3	It covers just about everything that a successful advocate needs to know.
5	It will help give deaf people vital tools on how to be their own advocate with all the essential tips as well as analyze themselves on their strengths and areas of improvement.
6	Pointers
7	The training will provide much needed advocacy training for consumers and will work to eliminate the confusion of roles and expectations between interpreters and consumers. The writing is excellent. The definitions, the activities, and the examples are really clear.
8	Addressing legal aspects of deaf or hard of hearing individuals which is a great empowerment tool as they are inevitably affected daily.
9	Well organized... leaves opportunity for the trainer to add their own twist to things...
10	Information is "deaf-friendly" and "deaf-related" Video is signed in ASL
11	Many of the youth and adults I work with do not have any knowledge of their rights and self advocacy. The DAT curriculum covers all aspects and organizes it out nicely so that our youths and consumers can learn these skills and also teach others.
<b>Suggestions to Improve the DAT</b>	
1	I think it would improve the quality of Deaf people/HH if this curriculum is shared to Deaf/HH communities. Because many states do not have services for Deaf and Hard of Hearing people.
2	I think it is important to talk more in depth the difference between certification and quality interpreter.
5	Cover more on what is ADA and breakdown of the titles- mostly the first three titles.
6	Examples and more video examples References (web references).
7	Maybe add a statement about the individual's ability to adapt the curriculum to the target audience. (i.e. LFD, etc.)
8	Student textbooks and handouts are available in deaf friendly version especially for consumers having MLS.
9	Yes - If you say this is for hard of hearing people you need parts that focus on hard of hearing folks... or just say it's for sign language users because it covers HH very, very, minimally. their needs are very different... There is no discussion of technology, and the HH technology is vast... no discussion on coping skills which are needed to have self confidence.. a lot is missing regarding HH – if you truly want to add information, speak to Rose Minette the Hard of Hearing Specialist at the Dept of Asst and Rehab Services in Texas - 512-407-3250. I think you need an entire section on ADA and its effect on communication access – what does that mean and look like? You need to talk about "standing" the legal concept to sue - many deaf cases have been dismissed in court for lack of standing and we need to inform consumers of the risk when saying " I will not ho back" for a service - it could blow their case... Research it - I can provide more info if you will contact me. You need to discussion about Unauthorized Practice of Law (UPL) and how it is a fine line that we walk when we advocate as compared to providing legal advice. Each states UPL law is different and deaf and hard of hearing people need to check into their own states law - contact the Protection and

	Advocacy organization in your state and they can probably provide info. Example - when I share information about the law and say, "the ADA says blah blah"... I Am I interpreting law? It could be perceived that way - do I tell someone what to do and the say says, blah blah... again it can be perceived as interpreting law and only lawyers have a license to do that so... we have to be careful how we share information. Do it in a way that is clear we are not giving legal advice. Module 4 Tips for working with interpreters is not clear. What is for consumers and what is to be shared with people working with consumers? Very confusing. Module 6 Advocacy CARD - again - to most hard of hearing it is of no use...
10	This information is WONDERFUL and GREATLY NEEDED in the Deaf Community! I applaud NCIEC for their efforts in making this information possible! However, having working many years with Deaf folks, who live in inner cities, struggling with basic needs such as food and housing, it may be difficult for these folks to relate with the information such as advocating for interpreters in college or working in business. Many of them even do not have access to a computer and may not be familiar with the Internet or resources such as NAD or RID. I would put an emphasis to the trainers to be sensitively aware of the demographics/socioeconomics of participants and adjust the information as needed. Scenarios with advocacy for an interpreter in a doctor's office or DMV are excellent examples of "real life" experiences. More scenarios such as these will need to be added as substitutes as needed, depending on the target audience.
11	The only suggestion I have is to create various role plays that best reflect the audience
<b>Additional Comments</b>	
2	If there is a trainer class, please let me know. I am honored to be asked to be a reviewer for this project. THANK YOU!
3	As I read this manual I can tell that a lot of thought, energy, and research went into this project! Very well written and thorough!
5	Thank you for developing this outstanding curriculum!
6	Great job This is very much in need.
7	Outstanding job!
8	As the introductory chapter warns, the information presented in the curriculum is strongly geared toward those who are culturally deaf and hard of hearing rather than those who are late deafened whose needs are entirely different. Two modules listing resources don't include info for late deafened people such as Hearing Loss Association or other similar organizations. That said, if such info is to be included by an instructor for late deafened or non-culturally deaf, that instructor is to be strongly tied to such community for more appropriate info sharing. Overall. Nice job for such a first time nationwide curriculum!
9	I think this is a great start to good curriculum - if tweaked to include more info for hard of hearing and oral deaf focused it will be good curriculum for that population too...
10	I am honored to be asked to review this curriculum. Thank you!

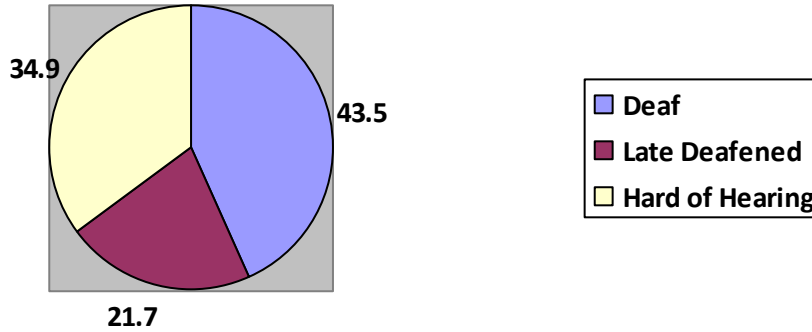
### **Perception of Appropriate Target Audiences for the DAT Curriculum**

The target audience for the deaf advocacy training curriculum was designed to include individuals who are deaf, hard of hearing, or deaf-blind, and are vocational rehabilitation clients or adult basic education students wanting to learn advocacy strategies for communication access in a variety of settings.

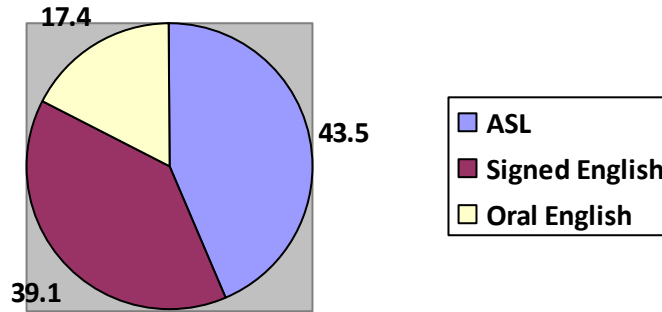
Three questions were designed to assess if the curriculum met this design goal. Results of these three questions are summarized in Figures One, Two, and Three.



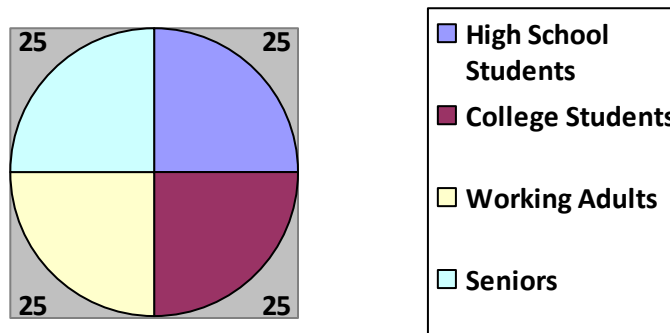
**Figure One**  
**Who would most benefit from this curriculum?**



**Figure Two**  
**Persons who primarily communicate using:**



**Figure Three**  
**The DAT could be used with:**



## Conclusions

- 1. By design, all reviewers were highly experienced professionals who served persons who are deaf, deaf-blind, or hard of hearing. All are in professional roles as educators, interpreters, rehabilitation and independent living specialists, and advocacy specialists.**
  - The reviewers have worked in the field from three to over thirty years with an average of 15.8 years. Noteworthy is that the 80% of the reviewers were either deaf or hard of hearing.
- 2. All eight DAT modules were favorably rated on all evaluation dimensions.**
  - Quantitative ratings ranged from a low of 4.2 to a high of 4.9 on a five point Likert scale. These ratings indicated the each module had clear objectives, utilized clear writing style, and included positively evaluated learning strategies.
  - Attitudinal ratings ranged from a low of 7.0 to a high of 8.2 on a nine point Likert scale. All ratings were highly favorable.
  - Reviewers believed that the DAT when used with appropriate roleplay and practice exercises would lead to gains in self-advocacy skills for participants.
- 3. Reviewers provided multiple open-ended comments to support their overall evaluation of the materials.**
  - Although a number of suggestions for improvement were made, most addressed the need for expansion of the materials and/or clarification of key points in a few areas. There were no consistent suggestions for improvements made by the majority of reviewers.
  - Reviewers provided numerous examples of positive aspects of the DAT. Positive features described included both structures such as worksheets or tips as well as comments regarding specific content of the DAT.
- 4. Evaluations of the overall DAT curriculum were equally positive. Quantitative ratings ranged from a low of 4.2 to a high of 4.8. These ratings confirmed reviewers' perception of the utility of and quality of the DAT.**
  - Noteworthy is that 54.5 % of the reviewers rated the curriculum as Good and 45.5 % rated the curriculum as Outstanding. Combining these ratings, 95% of the reviewers rated the DAT positively; no reviewers rated the DAT negatively (poor).

**5. Reviewers indicated that appropriate target populations for the DAT included deaf, hard of hearing, and deaf blind persons of all ages.**

- Despite the potential usefulness of the DAT with all groups, some reviewers consistently indicated that the DAT was most appropriate for Deaf consumers. As designed, the DAT is most appropriate for teaching self-advocacy for interpreting support as a key communication accommodation.
- The DAT was viewed as less appropriate for hard of hearing or Late Deafened as presently written. Similarly, some reviewers noted that as written, the DAT would be less appropriate for deaf persons with low comprehension and reading.

**6. Only 45% of the reviewers felt the materials could be used without additional training and 35% felt training would be needed to effectively use the DAT.**

- Given this finding, it is clear that for many potential users, training would be necessary to use the DAT.

## **Recommendations for Use and Further Development**

1. Given the overall favorable evaluation of the materials, it is recommended that the DAT is ready for use in a field test to assess efficacy in producing self-advocacy skills. A field test should utilize all procedures in the DAT. A pre-post test design should be utilized to ascertain the gains in self-advocacy skills by participants.
2. The open-ended comments suggest a number of revisions that could be made could be made prior to the field test or upon its conclusion. It is likely that the field test will uncover additional need for revision.
3. A train-the-trainers workshop should be designed and implemented with those professionals who desire to utilize the materials.
4. Future expansions of the DAT should incorporate additional examples, roleplay and content unique to hard of hearing and late deafened members of the population of persons with hearing loss. Similar adaptation could be made for persons with minimal language.

## **Appendix A**

### **Reviewers in Alphabetical Order**

**We would like to acknowledge the following professionals who served as reviewers for this project. The contributions of anonymous reviewers are equally valued.**

**Tammy Adams, Alabama**

**Marty Barnum, Minnesota**

**Leslie Birchell, California**

**Sheila Faricy-Hobson, Minnesota**

**Terrye Fish, North Carolina**

**Ali McGill, California**

**Randi Turner, Texas**

**Rebecca Rosenthal, Kansas**

**SooHyun Tak, California**

**Plus five more that were unidentified in the database**

## **Appendix B Questionnaire**

**Thank you for agreeing to participate as a reviewer for the DAT Curriculum. We realize that you are busy professionals and truly appreciate your feedback.**

**The curriculum review will start with your evaluation of each individual lesson or module.**

**Once you finish all eight modules, you will be asked about your overall impression of the DAT curriculum.**

**We will also ask you about your perception of consumers that would benefit from the DAT curriculum.**

**Once again, thank you for your service to the field in reviewing the DAT curriculum.**

## Module One: Advocacy: An Overview

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Please rate each statements about the materials you reviewed on a scale of 1 to 5, with 1 being strongly disagree to 5 being strongly agree.

	Strongly Disagree					Strongly Agree				
1. The module had well-defined, clear objectives.	1	2	3	4	5					
2. The information is clearly presented.	1	2	3	4	5					
3. All terminology is explained.	1	2	3	4	5					
4. The sentences are direct.	1	2	3	4	5					
5. The module is easy to read.	1	2	3	4	5					
6. The information is useful.	1	2	3	4	5					
7. The discussion guidelines are easy to understand	1	2	3	4	5					
8. The videos illustrated the content	1	2	3	4	5					
9. The worksheet exercises illustrated the content	1	2	3	4	5					
10. The PowerPoint illustrates the content	1	2	3	4	5					
11. With explanation and roleplay, the participant will gain some level of self-advocacy skill.	1	2	3	4	5					

### Overall, this module was:

11. terrible	0	1	2	3	4	5	6	7	8	wonderful
										9
12. difficult	0	1	2	3	4	5	6	7	8	easy
										9
13. dull	0	1	2	3	4	5	6	7	8	stimulating
										9
14. rigid	0	1	2	3	4	5	6	7	8	flexible
										9
15. confusing	0	1	2	3	4	5	6	7	8	very clear
										9

**16. Anything that you feel could be improved in this Module:**

**17. List the most positive aspect(s):**

**18. Additional comments about this Module?**

## Module Two: Self-Advocacy

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Please rate each statements about the materials you reviewed on a scale of 1 to 5, with 1 being strongly disagree to 5 being strongly agree.

	Strongly Disagree					Strongly Agree				
1. The module had well-defined, clear objectives.	1	2	3	4	5					
2. The information is clearly presented.	1	2	3	4	5					
3. All terminology is explained.	1	2	3	4	5					
4. The sentences are direct.	1	2	3	4	5					
5. The module is easy to read.	1	2	3	4	5					
6. The information is useful.	1	2	3	4	5					
7. The discussion guidelines are easy to understand	1	2	3	4	5					
8. The videos illustrated the content	1	2	3	4	5					
9. The worksheet exercises illustrated the content	1	2	3	4	5					
10. The PowerPoint illustrates the content	1	2	3	4	5					
11. With explanation and roleplay, the participant will gain some level of self -advocacy skill.	1	2	3	4	5					

### Overall, this module was:

11. terrible	0	1	2	3	4	5	6	7	8	wonderful
12. difficult	0	1	2	3	4	5	6	7	8	easy
13. dull	0	1	2	3	4	5	6	7	8	stimulating
14. rigid	0	1	2	3	4	5	6	7	8	flexible
15. confusing	0	1	2	3	4	5	6	7	8	very clear



**16. Anything that you feel could be improved in this Module:**

**17. List the most positive aspect(s):**

**18. Additional comments about this Module?**

## Module Three: Self-Esteem and Self-Determination

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Please rate each statements about the materials you reviewed on a scale of 1 to 5, with 1 being strongly disagree to 5 being strongly agree.

	Strongly Disagree					Strongly Agree				
1. The module had well-defined, clear objectives.	1	2	3	4	5					
2. The information is clearly presented.	1	2	3	4	5					
3. All terminology is explained.	1	2	3	4	5					
4. The sentences are direct.	1	2	3	4	5					
5. The module is easy to read.	1	2	3	4	5					
6. The information is useful.	1	2	3	4	5					
7. The discussion guidelines are easy to understand	1	2	3	4	5					
8. The videos illustrated the content	1	2	3	4	5					
9. The worksheet exercises illustrated the content	1	2	3	4	5					
10. The PowerPoint illustrates the content	1	2	3	4	5					
11. With explanation and roleplay, the participant will gain some level of self -advocacy skill.	1	2	3	4	5					

### Overall, this module was:

11. terrible	0	1	2	3	4	5	6	7	8	wonderful	9
12. difficult	0	1	2	3	4	5	6	7	8	easy	9
13. dull	0	1	2	3	4	5	6	7	8	stimulating	9
14. rigid	0	1	2	3	4	5	6	7	8	flexible	9
15. confusing	0	1	2	3	4	5	6	7	8	very clear	9

**16. Anything that you feel could be improved in this Module:**

**17. List the most positive aspect(s):**

**18. Additional comments about this Module?**

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## Module Four: Working with Interpreters

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Please rate each statements about the materials you reviewed on a scale of 1 to 5, with 1 being strongly disagree to 5 being strongly agree.

	Strongly Disagree					Strongly Agree				
1. The module had well-defined, clear objectives.	1	2	3	4	5					
2. The information is clearly presented.	1	2	3	4	5					
3. All terminology is explained.	1	2	3	4	5					
4. The sentences are direct.	1	2	3	4	5					
5. The module is easy to read.	1	2	3	4	5					
6. The information is useful.	1	2	3	4	5					
7. The discussion guidelines are easy to understand	1	2	3	4	5					
8. The videos illustrated the content	1	2	3	4	5					
9. The worksheet exercises illustrated the content	1	2	3	4	5					
10. The PowerPoint illustrates the content	1	2	3	4	5					
11. With explanation and roleplay, the participant will gain some level of self -advocacy skill.	1	2	3	4	5					

### Overall, this module was:

11. terrible	0	1	2	3	4	5	6	7	8	wonderful
										9
12. difficult	0	1	2	3	4	5	6	7	8	easy
										9
13. dull	0	1	2	3	4	5	6	7	8	stimulating
										9
14. rigid	0	1	2	3	4	5	6	7	8	flexible
										9
15. confusing	0	1	2	3	4	5	6	7	8	very clear
										9

**16. Anything that you feel could be improved in this Module:**

**17. List the most positive aspect(s):**

**18. Additional comments about this Module?**

## Module Five: Ethics of Working with Interpreters

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Please rate each statements about the materials you reviewed on a scale of 1 to 5, with 1 being strongly disagree to 5 being strongly agree.

	Strongly Disagree				Strongly Agree
1. The module had well-defined, clear objectives.	1	2	3	4	5
2. The information is clearly presented.	1	2	3	4	5
3. All terminology is explained.	1	2	3	4	5
4. The sentences are direct.	1	2	3	4	5
5. The module is easy to read.	1	2	3	4	5
6. The information is useful.	1	2	3	4	5
7. The discussion guidelines are easy to understand	1	2	3	4	5
8. The videos illustrated the content	1	2	3	4	5
9. The worksheet exercises illustrated the content	1	2	3	4	5
10. The PowerPoint illustrates the content	1	2	3	4	5
11. With explanation and roleplay, the participant will gain some level of self-advocacy skill.	1	2	3	4	5

### Overall, this module was:

11. terrible	0	1	2	3	4	5	6	7	8	wonderful
12. difficult	0	1	2	3	4	5	6	7	8	easy
13. dull	0	1	2	3	4	5	6	7	8	stimulating
14. rigid	0	1	2	3	4	5	6	7	8	flexible
15. confusing	0	1	2	3	4	5	6	7	8	very clear

**16. Anything that you feel could be improved in this Module:**

**17. List the most positive aspect(s):**

**18. Additional comments about this Module?**

## Module Six: Preparing for Self-Advocacy, Communication Access

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Please rate each statements about the materials you reviewed on a scale of 1 to 5, with 1 being strongly disagree to 5 being strongly agree.

	Strongly Disagree					Strongly Agree				
1. The module had well-defined, clear objectives.	1	2	3	4	5					
2. The information is clearly presented.	1	2	3	4	5					
3. All terminology is explained.	1	2	3	4	5					
4. The sentences are direct.	1	2	3	4	5					
5. The module is easy to read.	1	2	3	4	5					
6. The information is useful.	1	2	3	4	5					
7. The discussion guidelines are easy to understand	1	2	3	4	5					
8. The videos illustrated the content	1	2	3	4	5					
9. The worksheet exercises illustrated the content	1	2	3	4	5					
10. The PowerPoint illustrates the content	1	2	3	4	5					
11. With explanation and roleplay, the participant will gain some level of self -advocacy skill.	1	2	3	4	5					

### Overall, this module was:

11. terrible	0	1	2	3	4	5	6	7	8	wonderful
12. difficult	0	1	2	3	4	5	6	7	8	easy
13. dull	0	1	2	3	4	5	6	7	8	stimulating
14. rigid	0	1	2	3	4	5	6	7	8	flexible
15. confusing	0	1	2	3	4	5	6	7	8	very clear



**16. Anything that you feel could be improved in this Module:**

**17. List the most positive aspect(s):**

**18. Additional comments about this Module?**

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## Module Seven: Utilizing Resources Around You

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Please rate each statements about the materials you reviewed on a scale of 1 to 5, with 1 being strongly disagree to 5 being strongly agree.

	Strongly Disagree					Strongly Agree				
1. The module had well-defined, clear objectives.	1	2	3	4	5					
2. The information is clearly presented.	1	2	3	4	5					
3. All terminology is explained.	1	2	3	4	5					
4. The sentences are direct.	1	2	3	4	5					
5. The module is easy to read.	1	2	3	4	5					
6. The information is useful.	1	2	3	4	5					
7. The discussion guidelines are easy to understand	1	2	3	4	5					
8. The videos illustrated the content	1	2	3	4	5					
9. The worksheet exercises illustrated the content	1	2	3	4	5					
10. The PowerPoint illustrates the content	1	2	3	4	5					
11. With explanation and roleplay, the participant will gain some level of self -advocacy skill.	1	2	3	4	5					

### Overall, this module was:

11. terrible	0	1	2	3	4	5	6	7	8	wonderful
12. difficult	0	1	2	3	4	5	6	7	8	easy
13. dull	0	1	2	3	4	5	6	7	8	stimulating
14. rigid	0	1	2	3	4	5	6	7	8	flexible
15. confusing	0	1	2	3	4	5	6	7	8	very clear

**16. Anything that you feel could be improved in this Module:**

**17. List the most positive aspect(s):**

**18. Additional comments about this Module?**

## Module Eight: Applying What You Have Learned

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Please rate each statements about the materials you reviewed on a scale of 1 to 5, with 1 being strongly disagree to 5 being strongly agree.

	Strongly Disagree					Strongly Agree				
1. The module had well-defined, clear objectives.	1	2	3	4	5					
2. The information is clearly presented.	1	2	3	4	5					
3. All terminology is explained.	1	2	3	4	5					
4. The sentences are direct.	1	2	3	4	5					
5. The module is easy to read.	1	2	3	4	5					
6. The information is useful.	1	2	3	4	5					
7. The discussion guidelines are easy to understand	1	2	3	4	5					
8. The videos illustrated the content	1	2	3	4	5					
9. The worksheet exercises illustrated the content	1	2	3	4	5					
10. The PowerPoint illustrates the content	1	2	3	4	5					
11. With explanation and roleplay, the participant will gain some level of self-advocacy skill.	1	2	3	4	5					

### Overall, this module was:

11. terrible	0	1	2	3	4	5	6	7	8	wonderful
12. difficult	0	1	2	3	4	5	6	7	8	easy
13. dull	0	1	2	3	4	5	6	7	8	stimulating
14. rigid	0	1	2	3	4	5	6	7	8	flexible
15. confusing	0	1	2	3	4	5	6	7	8	very clear

**16. Anything that you feel could be improved in this Module:**

**17. List the most positive aspect(s):**

**18. Additional comments about this Module?**

## The Overall DAT curriculum:

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Please rate each statements about the materials you reviewed on a scale of 1 to 5, with 1 being strongly disagree to 5 being strongly agree.

	Strongly Disagree				Strongly Agree
1. The module had well-defined, clear objectives.	1	2	3	4	5
2. The information is clearly presented.	1	2	3	4	5
3. All terminology is explained.	1	2	3	4	5
4. The sentences are direct.	1	2	3	4	5
5. The module is easy to read.	1	2	3	4	5
6. The information is useful.	1	2	3	4	5
7. The discussion guidelines are easy to understand	1	2	3	4	5
8. The videos illustrated the content	1	2	3	4	5
9. The worksheet exercises illustrated the content	1	2	3	4	5
10. The PowerPoint illustrates the content	1	2	3	4	5
11. With explanation and roleplay, the participant will gain some level of self-advocacy skill.	1	2	3	4	5

### 12. Overall, the DAT curriculum is:

Poor
  Fair
  Good
  Outstanding

### 13. Do you believe an average advocacy specialist, vocational rehabilitation counselor or educator could adapt and teach this curriculum, without attending a train-the-trainer training?

Yes
  No
  Why?

### 14. Would you recommend this DAT curriculum to your family and friends?

Yes
  No

**15. Overall, what is the strongest aspect of the DAT curriculum?**

**16. Overall, do you have any suggestions that would improve the overall DAT Curriculum?**

**17. Who do you think would benefit most from this curriculum?  
Check all that apply.**

Persons who are:

- Deaf                       Late Deafened                       Hard of Hearing

Persons who primarily communicate using:

- ASL                       Signed English                       English

Age Range:

- High School    College    Working Adults                       Seniors

Race:

- Caucasian                       African American                       Hispanic  
 Native American                       Asian/Oriental                       Other:

Gender:

- Male                       Female

Educational Level

- Less than High School                       High School Graduate                       GED  
 Some College                       College degree                       Vocational Technical Certificate

**18. I am:**

- Deaf  
 Hard of Hearing  
 Deaf-Blind  
 Hearing



**19. I work:**

- Outside the field of Deafness
- In the field of deafness as a:
  - Rehabilitation Professional
  - Advocacy Specialist
  - Educator
  - Interpreter or Interpreter Education
  - Other:

**20. My Ethnic Background is:**

- Caucasian
- African American
- Hispanic
- Native American
- Asian Oriental
- Other:

**21. My Gender is:**

- Male
- Female

**22. How many years of experience do you have in serving persons with hearing loss?**

\_\_\_\_\_years of experience

**23. My age is:**

- Under 20 years
- 20-30 years
- 30-40 years
- 40-50 years
- 50-60 years
- 60-70 years
- Above 70 years

**24. Any final comments?**

**THANK YOU!**