**Deaf Self-Advocacy Training:**



**Curriculum Toolkit**

Second Edition

**Deafblind Self-Advocacy Training (DBSAT)**

**Video Vignette Summaries**

Each Module of the DBSAT curriculum includes between three and six video vignettes. They are designed to share additional information and provide a platform for discussion and role-play. In most instances, the vignette opens and closes with the Narrator, a deaf woman whose task it is to guide the viewers through a variety of advocacy situations faced by Deaf individuals. In addition to the Narrator, there are a number of other Deaf and hearing professionals who share information regarding advocacy. Each vignette is captioned, and in a few instances there is an audio track when hearing individuals are speaking.

To make best use of this supplement, please review the Summaries below in tandem with the Training Manual. It is suggested that you review one Module in the Manual and then review the Summary, cross-referencing the Module with Summary.

Please feel free to share any suggestions or ideas you may have that will make this supplement more effective. We welcome your feedback.

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**Module 1**

**Advocating for Yourself and Others**

Number of Vignettes in Module: 4

* **Video 1.1: Introduction to Deaf Self-Advocacy Training**

**As Described in the Curriculum:** A montage of successful advocacy strategies is shown along with an introduction.

**Length of Video:** 1:40 minutes

**Synopsis**

**Opening Video:** The video opens showing a number of clips from the vignettes the audience will view throughout the training.

**Closing Narration:** Following the clips, the Narrator talks about the importance of communication access, and shares with the audience that they will see a number of different stories about Deaf people advocating for themselves throughout the training. She notes that many ways to advocate for oneself, that there are different obstacles Deaf people face, and as many different ways to resolve problems. She lets the audience know that they and their trainer will discuss each vignette. She closes by saying the goal of the DSAT training is to become successful advocates for communication access, ensure independence, and increase self-esteem and confidence.

* **Video 1.2: Communication Challenges**

**As Described in the Curriculum:** Two videos show examples of challenges Deaf individuals may experience with communication access. The first clip shows a Deaf employee attending a meeting at work where there is no interpreter provided. The second clip shows a Deaf person who requests an interpreter in advance, but no interpreter is provided.

**Length of Video:**  4:56 minutes

**Synopsis**

**Opening Narration:** The Narrator comments that advocating for communication access can be frustrating and shares two communication challenges experienced by Deaf individuals.

**Vignette 1: A Meeting at Work:** A deaf gentleman is attending a work meeting with his boss and two other co-workers. He has limited communication but can lip read some. He attends the meeting without an interpreter. The Deaf man tries hard to follow the conversation but the boss reads from a clip board, which covers most of her face. When the deaf man is unable to respond the boss asks him if he’s paying attention.

**Mid-Vignette Narration:**  The Narrator asks the audience if they have experienced this situation. She asks “how did you feel?” ”Did you know what to do?” “Did you experience positive results?” “Was there something you could have done to make it better?”

**Vignette 2: At the DMV:** A young woman, accompanied by her friend, is at the DMV to take her written drivers test. She had asked for an interpreter when she made her appointment but learns that they did not arrange for one. She and the DMV clerk begin communicating via pen and paper. He convinces the reluctant girl to go ahead without the interpreter. Ultimately, she fails the test.

**Closing Narration:** The Narrator notes that communication is more than just spoken language. It is also about written language. She explains that a driving test should test your knowledge of driving not of English. She instructs the groups to discuss how to advocate in this situation to ensure you get the services you need.

* **Video 1.3: An Overview of the Americans with Disabilities Act (ADA)**

**As Described in the Curriculum:** Howard Rosenblum, a Deaf disability rights lawyer and Chief Executive Officer of NAD, made a video with PEPnet (an organization serving deaf and hard of hearing students) to explain the rights of Deaf and hard of hearing people under ADA.

**Length of Video:**  4:56 minutes

**Synopsis**

**Opening Narration:** This video is narrated by Howard Rosenblum. He provides a detailed description of the purpose and components of the ADA and the ADAA. The complete transcript of this video can be found at the end of this document.

* **Video 1.4: Communication Access with an Interpreter**

**As Described in the Curriculum:**  This video shows an outcome of self-advocacy when requesting an interpreter for our appointments or meetings.

**Length of Video:**  3:42 minutes

**Synopsis**

**Opening Vignette:** This vignette continues the meeting of the employee at work in Video 1.2. However, this time it is with an interpreter and demonstrates a successful work meeting outcome where the Deaf worker is freely participating. In the vignette the boss thanks the Deaf worker for explaining his communication access needs. She acknowledges that she did not understand how communication access worked and believed that since he could lip read well-enough in a one-to-one situation, it would be the same in a group environment.

**Closing Narration:**  The Narrator explains why it is important to have an interpreter, and to explain to the boss the need for an interpreter ahead of time. She shares that having an interpreter in a meeting accomplishes two things: 1) it helps you feel in control of the situation; and 2) it helps ensure that you get the information you need in the most accurate way. She notes that when you can communicate freely it shows your co-workers and the boss your capabilities, talents and work motivation. This, in turn, will make you feel more confident and satisfied on the job.

The Narrator also discusses what to do if you requested an interpreter and the supervisor did not follow through. This is frustrating but it is important to stay cool and use that energy to find a solution. You must continue to teach hearing people about your communication access needs. In this situation you must decide if you should go ahead with the meeting or reschedule and then self-advocate for your needs.

**Module 2**

**Self-Esteem and Self-Determination**

Number of Vignettes in Module: 3

* **Video 2.1: A Bad Day at Work**

**As Described in the Curriculum:** A Deaf employee is unable to watch an uncaptioned video about workplace safety because no interpreter is provided.

**Length of Video:** 3:07 minutes

**Synopsis**

**Opening Vignette:** A Deaf employee begins his day by meeting a few co-workers at the water cooler. When he asks what they are talking about they reply “oh, it’s nothing.” He walks away frustrated. The Human Relations department then informs him that he must watch a workplace safety video. When he notes that the video is not captioned, the hearing employee looks puzzles and hands him a piece of paper and says “Here, maybe this will help, turns off the lights and closes the door. He reluctantly agrees and leaves very frustrated. At lunch as he sits with two Deaf co-workers, the first who chastises him for being afraid of hearing people and always bowing to them and the second who tells the first co-worker to lighten up because the Deaf employee does not have good English skills, making him feel even worse.

**Closing Narration:**  The Narrator notes that it is easy to take on the negativity that surrounds you.. In this vignette, the Deaf worker accepts the hearing person’s negativity and his Deaf co-worker’s criticism. The safety information was very important yet he accepted not learning it. With each incident, his self-esteem became lower and he became more isolated and alone. When you feel this way, you do not want to advocate for your communication needs. It so important to have good self-esteem so you can advocate for yourself no matter what the situation.

* **Video 2.2: Making a Request**

**As Described in the Curriculum:** A Deaf employee uses positive visualization prior to requesting an interpreter.

**Length of Video:** 1:46 minutes

**Synopsis**

**Opening Video:** This vignette **s**hows a Deaf employee practicing how to request an interpreter while standing outside of the supervisor’s door. He writes his thoughts on a small note pad. He looks nervous but determined. He goes so far as to practice knocking on the door and showing his boss the notepad with his request. He knocks, goes in sits down and hands her his notepad. She pantomimes that she has no money for an interpreter. The Deaf employee takes the note pad back and writes: “Cost $ is I get hurt!” She finally understands and agrees to hire an interpreter.

**Closing Narration:** None

* **Video 2.3: Checking on a Request**

**As Described in the Curriculum:**  This video shows the outcome of self-advocacy in following up on a request for an interpreter for a Driver’s Test with the Department of Motor Vehicles (DMV).

**Length of Video:** 3:57 minutes

**Synopsis**

**Opening Narration:** The Narrator explains that in an earlier vignette the participants saw a Deaf woman at the DMV to take her written drivers test. She had requested an interpreter one month prior to her DMV appointment. When she showed up, there was not an interpreter and she failed the test and was very upset. The Narrator suggests that the group look at what was the problem.

**Vignette 1: Requesting an Interpreter One Month in Advance.** This vignette shows the Deaf woman, one month prior to her written test appointment, requesting an interpreter through a VRS operator. She explains to the DMV worker that English is her second language and so she will need an ASL interpreter. She also asks for the name of the DMV person she is talking to. He is confused explaining that all of the words on the test are in the computer and so she should not need an interpreter. She again explains why she needs an interpreter. He asks who will pay for the interpreter and states that he doesn’t know how to get an interpreter. She explains that by law the DVM is responsible to pay for the interpreter. However, she can provide him with the information he will need to schedule an interpreter. She also has all the information ready that she needs to give him, such as the appointment time.

**Vignette 2: Confirming an Interpreter Two Days In Advance.** The scenario continues with the Deaf woman confirming the interpreter two days prior to the appointment. She learns that an interpreter has been scheduled and that her name is Jane. She asks if there is anything else she needs to know and the DMV worker reminds her to show up ten minute prior to her appointment.

**Vignette 3: On the Day of the Drivers Test.** The scenario continues with the Deaf woman at the DMV on the day of Drivers Test. She has studied hard and hopes the interpreter is good. The interpreter arrives; the Deaf woman takes her test and passes!

**Closing Narration:** The Narrator emphasizes the importance of scheduling an interpreter whether it is one month ahead or just a few days. Always check a few days prior to the event to make sure the hearing person has not forgotten to hire the interpreter, and to see if there is anything you need to know. Always have all the information needed, including information regarding an interpreter referral agency.

**Module 3**

**Working with Interpreters**

Number of Vignettes in Module: 4

* **Video 3.1: A Visit to the Emergency Room**

**As Described in the Curriculum:** This video shows that hearing individuals and Deaf individuals may have different perspectives on what it means for an interpreter to be qualified.

**Length of Video:** 1:55 minutes

**Synopsis**

**Opening Narration:** None

**Vignette 1:** When a Deaf mother is comforting her son a nurse walks into the room asking what had brought them in to the emergency room. The Deaf mother uses the clipboard to respond, and asks for an interpreter. The nurse proceeds to ask the little boy if he is able to sign and if he could interpret for the appointment. Once again, the mother makes it clear that she wants an interpreter present during this appointment. The nurse leaves the room and returns with another nurse that knows how to sign, but it is obvious that she is not a qualified interpreter.

**Closing Narration:** The Narrator states that this is a common occurrence that many Deaf people have experienced, but it is important to make sure that a skilled and qualified interpreter is present. The nurse and the Deaf mother have very different perspectives on what a qualified interpreter is; the nurse that knew sign language was not a qualified interpreter for that appointment. It is important that the interpreter is a good match for the Deaf consumer. At this time you will discuss what it means to be a qualified interpreter and what factors to consider when finding a good fit for the Deaf consumer.

* **Video 3.2: Characteristics of Quality Interpreters**

**As Described in the Curriculum:** This segment is an overview of characteristics a quality interpreter should have such as attitude and experience, and what assignments or jobs an interpreter should accept.

**Length of Video:** 10:28

**Synopsis**

**Opening Narration:** The Narrator notes that the Americans with Disabilities Act (ADA) mentions “qualified interpreter” but does not give detail explaining what it means for an interpreter to be qualified. When requesting interpreting services how do we define “qualified” or skilled interpreter and how do we ask for their services? The National Consortium of Interpreter Education Centers (NCIEC) has given recommendations on the qualities of a good interpreter.

**Vignette 1:** Mary Lightfoot, who works for NCIEC introduces herself, gives a little background and then proceeds to explain what qualities a good interpreter should have. Mary Lightfoot is a certified interpreter living and working the in Washington, DC area. In addition to interpreting she also teaches and trains interpreters; even after working for thirty years she strives to become a better interpreter. At the time when Mary started interpreting there were very few interpreter education programs available. To become a better interpreter she became involved with the Deaf community to learn from the people around her. Now, interpreting can be learned in the classroom or in other educational settings. An interpreter should continue to learn and improve on processing and understanding more about each language, ASL and English, and to learn about Deaf culture and hearing culture. When interpreting for both the Deaf and hearing participants it is the interpreter’s job to represent their expressions according to the setting such as medical, mental health, legal, government, education, religion, etc. Different settings require that the interpreter express ideas to fit that setting; ensuring that the vocabulary used is equivalent so that Deaf and hearing participants receive the same message. An interpreter shouldn’t strive to be “good enough,” they should push themselves, trying to improve and gain certification. Even after thirty years as a certified interpreter, Mary continues to grow and work to improve her skills. The process of improvement shows respect to the consumers that an interpreter serves.

The former prime minister of England, Winston Churchill, who led England during the World Wars, stated, “Attitude is a little thing that makes a big difference.” It is the same with interpreting; interpreters need to have the right attitude. Interpreters who support and have many of the same goals as people in the Deaf Community will show it in their actions.

It is important to keep a professional boundary when interpreting, not telling the Deaf person what to do but allowing them to make their own decisions. An interpreter will keep things that are said confidential; the conversation belongs to the participants, not the interpreter. It is important to make sure that the message that is rendered is equivalent to the one that is being signed or spoken. Deaf people aren’t all the same; therefore, their communication styles will vary. It is important to demonstrate and capture that throughout the interpretations. When taking on an assignment it is important for the interpreter to make sure that is an appropriate assignment for him or herself and to be conscious of the attire that should be worn for that setting. An interpreter should also prepare for the assignment that is taken by asking questions such as who is involved in the situation and for different materials that are going to be used. This will help render a successful interpretation. A qualified Interpreter should have the right attitude and adhere to the Code of Professional Conduct (CPC).

When hiring a qualified interpreter, it is important to know such background information as if the interpreter studied interpreting in college, and if is this a first experience as a professional interpreter. A qualified interpreter will be open and honest about their attitudes and abilities. It is critical to find the right interpreter that matches well with the Deaf individual.

**Closing Narration:** The Narrator summarizes the discussion by Mary Lightfoot stating that a qualified interpreter should have a professional certification from the Registry of Interpreters of the Deaf (RID) or the state, a good attitude, an understanding of the setting, and actual interpreting experience. She closes by asking   
“What do you plan to ask when requesting for your next interpreter?”

* **Video 3.3: Working with Deaf Interpreters**

**As Described in the Curriculum:** This video demonstrates examples of Deaf interpreters in action and shares how one Deaf person decided to interpret and become involved in the interpreting profession.

**Length of Video:** 6:24 minutes

**Synopsis**

**Opening Narration:** The Narrator explains that if the Deaf consumer is not pleased and is unable to understand the interpreter they should ask to reschedule with another interpreter. The Deaf consumer also has the option of requesting a Deaf interpreter with a CDI certification to work along with the hearing interpreter. This will allow for clear communication especially in settings such as a court appearance or medical appointment. The following clips are examples of Deaf interpreters at work.

**Vignette 1:** Pre-conference:The Deaf interpreter explains to the hearing consumer how working with a Deaf interpreter/hearing interpreter team works. He explains that he is going to sign and his team member, Carolyn, will be speaking but that it is important to make sure the hearing consumer asks the Deaf individual the questions and not refer to them in the third party. He explains that Carolyn will then interpret the hearing consumer’s comments to the Deaf interpreter and then the Deaf interpreter will interpret that information to the Deaf consumer. Likewise when the Deaf consumer signs something to the Deaf interpreter, he will then interpret that to Carolyn and Carolyn will speak.

**Vignette 2:** Working with a Deaf Interpreter: This vignette demonstrates how working with a Deaf interpreter could make an interpretation more successful. In this example a Deaf woman is visiting a therapist in hopes of receiving advice on how to end her relationship with her abusive boyfriend. The therapist asks how long the abuse has been happening. The Deaf woman explains that it’s been happening for a year and she wants to break things off. After the Deaf woman responds the Deaf interpreter then interprets the message and then that message is spoken to the therapist. The therapist then proceeds to ask whether the Deaf woman is looking to end things emotionally with her boyfriend or to learn how to end things safely. The hearing interpreter relays that message to the Deaf interpreter and then the Deaf interpreter signs it to the Deaf woman.

**Vignette 3:** Why Become a Deaf Interpreter: A woman asks the interpreter how did he decide to become a Deaf interpreter and what influenced his decision. The Deaf interpreter responds by stating that he has been told that many individuals like how he signs very clearly and with clear facial expressions. The Deaf interpreter recalls a time when he was asked what he wanted to do in the future and someone suggested that he should think about interpreting for Deaf-Blind people. During his junior year of high school he attended a Youth Leadership Camp where he met a Deaf-Blind man, Art Roehrig. The Deaf interpreter was amazed that Art could understand his signing. After that, the Deaf interpreter decided to go to Gallaudet University and learn how to use tactile signing. In addition to learning how to interpret using tactile ASL, he also started learning to interpret using international signs. The Deaf interpreter then started to work in a team with a hearing interpreter, learning her preferences and what works best for a clear and successful interpretation.

**Closing Narration:** The Narrator shares that this video demonstrates successful Deaf/hearing interpreter teaming. It is common for Deaf interpreters to work with Deaf-Blind people as well. In what situations could a Deaf individual benefit from working with Deaf interpreters?

* **Video 3.4: Scenarios for Discussion**

**As Described in the Curriculum:** This video gives different scenarios with different options and solutions to resolve these problems.

**Length of Video:** 4:55 minutes

**Synopsis**

**Opening Narration:** The Narrator explains that the next segment has different scenarios. After each scenario is shown, the group is encouraged to discuss which way is the best way to respond; more than one answer may be chosen.

**Vignette 1:**  Interview for a Welding Job: The interviewer asks the Deaf interviewee to share his experience as a welder. When the Deaf man responds the interpreter is very hesitant adding filler words such as “uh,” and “um” into the interpretation. The interpreter is not very confident and this does not match the Deaf man’s attitude.

**Mid-Vignette Narration:** At times a Deaf individual will work with an interpreter who does not understand what is being signed or they may not have the appropriate skills to interpret in that situation. The Narrator gives three options on how this problem may be resolved: 1. Stop and explain briefly some background information when the interpreter doesn’t understand, 2. Ask to use consecutive interpreting, or 3. Demand to see the interpreter’s certification.

**Vignette 2:** Getting a Job Interview: A Deaf man comes into the room with an application and hands it to another man. The man asks if he would like to come in for a job interview the following Wednesday. In response the Deaf man hands him a piece of paper asking him to write it down. The hearing man writes “interview next Wednesday?” The Deaf man writes in reply that there will need to be an interpreter and the hearing man seems confused.

**Mid-Narration:** Which of the following options is the best way to handle the situation in Vignette 2? 1. If the business or company isn’t sure, offer the name and information on how to contact an interpreter, 2. Get mad and call the man names or 3. State that you need a certified interpreter and that it is required that the company provide one.

**Vignette 3**: At a Doctor’s Appointment: A Deaf female client is at the doctor’s office; the doctor proceeds to ask the woman about her health history. After being asked if her family has any history of cancer, she responds that there is no history of cancer in her family. The doctor then asks the woman if she has had any surgeries and the woman responds that she has. His final question was whether or not she has had any organs removed and then lists a few such as appendix, gall bladder, spleen, or uterus. The interpreter fingerspells the organs and the Deaf woman is unsure of what the doctor is asking.

**Closing Narration:** How would you resolve this situation? Here are four options: 1. Since you don’t understand the information, you decide it is not important, 2. Explain that you do not understand and ask for the information to be explained in other ways such as showing you a diagram or illustration, using gestures, etc., 3. Ask the interpreter to use consecutive interpretation, or 4. Ask to reschedule with a certified Deaf interpreter.

* **Video 3.5: Requesting a Qualified Interpreter**

**As Described in the Curriculum:** This video demonstrates a Deaf man politely requesting that an interpreter be present during his appointment.

**Length of Video:** 2:32 minutes

**Synopsis**

**Opening Narration:** A qualified interpreter is much different than someone who knows a little signing. The following vignette shows an example of what you can do in various situations.

**Vignette 1:** A Deaf man is at a doctor’s appointment, the nurse knows very little signing and assures the man that she can help him and will be able to understand what he is saying. The Deaf man states that he prefers to use a professional interpreter and shows the nurse whom to contact for a qualified interpreter. After an interpreter is present the nurse seems to be very thankful that the interpreter is there.

**Closing Narration:** It is important that the nurse and the Deaf man were able to have clear and efficient communication. The result could have changed drastically if the Deaf man had become mad or upset. Rather, he politely explained to the nurse that he would like an interpreter present. It is important to be polite and friendly yet persistent when requesting an interpreter. If the person continues to refuse to provide an interpreter, find someone else to help take care of contacting an interpreter.

**Module 4**

**Ethics of Working with Interpreters**

Number of Vignettes in Module: 6

* **Video 4.1: An Unprepared Interpreter**

**As Described in the Curriculum:** A Deaf employee participates in a work performance review; the interpreter is not qualified.

**Length of Video:** 2:55 minutes

**Synopsis**

**Opening Narration:** Not only is it important to have access to communication with an interpreter, it is also important that the interpreter is suitable for the job. The decisions that the interpreter makes need to be appropriate to the setting.

**Vignette 1:** In this scenario the interpreter arrives late to the meeting between a boss and Deaf employee, and is also wearing casual attire and chewing gum. When the Deaf employee responds to the boss after he was asked how he thought the past few months have gone for him, the interpreter’s attitude is much different than the Deaf man’s. The Deaf employee is being very specific whereas the interpreter is very vague adding fillers such as “yep” and “okay” which wasn’t in the source language at all. By the end of the meeting the boss has a puzzled look on his face. The Deaf employee becomes concerned and asks the interpreter multiple times what she has said.

**Closing Narration:** In the previous scenario it was clear that the interpreter did not have experience interpreting in that setting nor was she familiar with the information that the Deaf employee was talking about. Discuss what the Deaf employee and the boss should do, in addition to what the interpreter should have done to prepare.

* **Video 4.2: RID Code of Professional Conduct**

**As Described in the Curriculum:** The Registry of Interpreters for the Deaf discusses the CPC.

**Length of Video:** 4:50 minutes

**Synopsis**

**Opening Narration:** The Narrator notes that the National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf (RID) maintain high stands for professionalism and ethical conduct for interpreters. The Code of Professional Conduct (CPC), previously known as the Code of Ethics, creates a standard of behaviors for certified interpreters. There are seven main tenets that are associated with a guiding principle; this guiding principle offers a reason upon which tenets are based. If there needs to be clarification, questions can be directed to the RID national office. No matter what the situation, this code is used to uphold the interpreters to their roles and responsibilities. An interpreter must exercise judgment, critical thinking, apply the benefits of practical experience, and reflect on past actions.

**Closing Narration:** Taking a Closer Look at the CPC: The CPC contains several tenets such as confidentiality in a situation and how it is defined, possession of professional knowledge and skills, conducting oneself in a manner appropriate to the setting, respect for the consumers, demonstrating respect for the colleagues, interns and students aspiring to be interpreters, maintaining ethical business practices, and engaging in professional development. The entire CPC is available online and can be viewed at [www.rid.org](http://www.rid.org), under the Ethics tab. If you feel an interpreter has violated the CPC the RID has a specific procedure to follow, which will be discussed later on.

* **Video 4.3: A Humorous Look at Interpreter Ethics**

**As Described in the Curriculum:** A Deaf joke is shared as an example of questionable interpreter behavior.

**Length of Video:** 1:18 minutes

**Synopsis**

**Opening Narration:** The Narrator shares a joke about an interpreter that acts in a questionable manner. There was a Deaf man and a hearing man who stole money. They were neighbors as well. The hearing man didn’t know how to sign so he hired an interpreter. The hearing man asked the Deaf robber where he hid the money. The Deaf man signed where the money was hidden, but the interpreter interpreted that the Deaf man replied that he was so nervous that he forgot where he hid it. Later on the two robbers got arrested and the interpreter recovered the money for herself. Was the interpreter’s behavior appropriate or not?

**Closing Narration: None**

* **Video 4.4: RID Ethical Practices System**

**As Described in the Curriculum:** RID explains its Ethical Practices Systems and how people can file complaints.

**Length of Video:** 6:06 minutes

**Synopsis:**

**Opening Narration: Narration p**rovided by RID. A young man shares an overview of the Ethical Practices System: RID and the Ethical Practices System (EPS), which upholds interpreters to an ethical standard. There are three main processes of the EPS: intake, mediation and adjudication. During the intake process the case is reviewed to make sure the goals and criteria fit the EPS. During the mediation process the case is studied to see if the situation can be resolved. If the situation cannot be resolved during the mediation process then it is goes to the adjudication phase; in this phase a group of experts determine whether or not the interpreter breached the Code of Conduct. Below is a more detailed look at each of the EPS steps:

Intake: A person files an official complaint filing form, which provides information about the interpreter, describes the incident and the alleged misconduct. It is then sent to the national office to be reviewed and determined whether the complaint will be dismissed or accepted. The complaint may be rejected if the form is incomplete, or if the complaint is non-actionable, non-substantive, or does not meet the requirements of the CPC. When a complaint is accepted both the interpreter and the person filing the complaint will be notified. The interpreter is given a copy of the complaint and asked to submit a written response to the allegations that will be sent to the person who is filing the complaint.

Mediation: The mediation processes allows both the interpreter and the person filing the complaint to discuss the problem and mutually agree upon a resolution with a neutral third party present. If the parties come to an agreement, each person’s responsibilities will be listed. If the parties do not reach an agreement the case will be submitted to the adjudication process.

Adjudication: A selected panel of both hearing and Deaf individuals will review the case and determine whether or not the interpreter’s actions violated the CPC. If a violation did occur the panel would determine what sanctions should be imposed. If the interpreter did not breach the CPC the case will be declared “No Violation,” and a sanction will not be issued. After the panel comes to a conclusion each party receives a copy of the decision rendered. The complaintant or the interpreter is able to file an appeal. If the appeal does not meet the written requirements the panel’s decision is final. If the appeal does meet the requirements it is then passed on to a new panel to be reviewed, and their decision would be considered the final decision.

**Closing Narration: None**

* **Video 4.5: How to Work with Interpreters**

**As Described in the Curriculum:** A Deaf person explains how to work with interpreters.

**Length of Video:** 3:04 minutes

**Synopsis:**

**Opening Narration:** Learning to work with interpreters may take time. It is not innate. There may be times when you will need to teach hearing people how to work with an interpreter. It is important to consider the relationship between all the participants involved in the situation.

**Vignette 1:** An interpreter arrives early and meets a Deaf woman who will be presenting along with a hearing co-worker. The interpreter asks what information she needs to prepare for this job better. The Deaf woman shows her copies of the PowerPoint slides and shares some signs that might be used. The hearing co-worker arrives shortly after and is introduced to the interpreter that will be present during the week. The hearing co-worker explains that he hasn’t really worked with interpreters before. The Deaf team member explains that the interpreter will be interpreting everything that is said and suggests that everyone speaks one at a time. This will be explained to everyone in the audience as well.

**Closing Narration:** The previous clip demonstrated a Deaf woman explaining how to work with an interpreter. An interpreter is there for your needs and may need your guidance at times no matter how long he or she has been interpreting for you. When working with new people you may also need to explain why it is important to have an interpreter present and also, how to find them.

* **Video 4.6: A Prepared Interpreter**

**As Described in the Curriculum:** The same Deaf employee as in previous vignettes has a performance review with a qualified interpreter present.

**Length of Video:** 3:27 minutes

**Synopsis:**

**Opening Narration: None**

**Vignette 1:** Meeting with the Interpreter: A Deaf man, in hopes of preparing the interpreter more for the interview to come, shows the interpreter the job performance review form, the evaluation form, and explains that he works with two different accounting systems.

**Vignette 2:** The Job Review: The boss asks the man how the past three months have gone for him; he replies that that he has learned a lot, he seems to learn something new every day, and has been able to network with new people he has met. When the boss asks what the man can improve the interpreter was prepared for his response as he talks about the two different accounting systems he has used. The interpreter is portraying the same attitude as the Deaf man, as well as appropriate vocabulary.

**Vignette 3:** At the End of the Review: The boss expresses that having the interpreter present saves a lot of time and money; the Deaf man agrees.

**Closing Narration:** The interpreter may ask for more time to make sure that they understand all the information that is given. It is important that if the Deaf individual doesn’t understand something that he or she also asks for clarification. No matter where the interaction is taking place, it is important to have full communication access. Compare the first situation, where the consumer was frustrated with the interpreter, to this interaction.

**Module 5**

**Interpreting Services Using Video Technology**

Number of Vignettes in Module: 5

* **Video 5.1: Using Video To Talk with Others**

**As Described in the Curriculum:** Deaf consumer uses a videophone with VRS and VRI services.

**Length of Video:**  11:36 minutes

**Synopsis**

**Opening Narration:** The Narratorspends about five minutes describing the shortage of certified interpreters and how the need keeps growing. Today, there are more than 36,000 Deaf and hard of hearing people but less than 10,000 certified interpreters. She explains that technology is helping make better use of interpreter resources. The Narrator describes the difference between Video Remote Services (VRS) and Video Remote Interpreting (VRI). Before one can use VRS or VRI, however, both deaf and hearing parties must have hardware, software or “apps” (applications) and high speed internet such as DSL, broadband or fiber optics. She spends time describing how video works, comparing it to taking thousands of pictures that make a “movie.” She closes this narration by explaining that VRI and VRS are very different and then directs viewers to Vignette #1.

**Vignette 1:**  Two individuals, a hearing gentleman and a Deaf woman, are sitting in an office making a call to a VRS service. The hearing gentleman begins the conversation and the VRS interpreter interprets his comments. When the woman in the room responds using ASL, the operator asks if the two VRS parties are in the same room. They respond “yes,” causing the VRS operator to explain that the Federal Communication Commission (FCC) does not pay for calls when both parties are in the same room and then disconnects the call.

**Mid-Vignette Narration:**  The Narrator explains that the FCC defines a VRS call as eligible when the Deaf and hearing people are in different locations. She goes on to explain that VRI occurs when both the Deaf and hearing person are in the same room. This is often used in hospitals or in remote or rural areas of the country. In this case, the hospital or organization pays for the cost of the interpreter, not the FCC.

**Vignette 2:** The same two individuals are in the office together but this time they have gone through an interpreter agency to use a VRI interpreter. They share that using VRI is much cheaper than an in-person interpreter because they are able to pay by the minute, rather than the regular two-hour minimum fee.

**Closing Narration:** The Narrator closes by emphasizing that VRS and VRI look very similar but they are not. VRS requires the Deaf and hearing person to be in different locations. Only then can the FCC pay for the call. VRI allows the Deaf and hearing person to be in the same room but the cost of VRI is paid by the hearing or Deaf entity (hospital, organization, etc.).

* **Video 5.2: A History of Telecommunications Access for the Deaf**

**As Described in the Curriculum:**  A brief history of Deaf people’s access to the telephone for the Deaf people.

**Length of Video:** 8:34 minutes

**Synopsis**

**Opening Narration**: The Narrator opens by sharing the fact that the telephone was invented in 1876 but was not accessible to Deaf people until 1964, 88 years later. The telephone has had a major impact on society.

**Second Narrator:** A new presenter provides a history of telecommunication access for the Deaf Community. She shares that three men in 1964 took old teletypewriters (TTYs) used by the army in times of war to communicate, and reconfigured them for Deaf users. In 1964, the first PicturePhone was unveiled at the New York World’s Fair, at a cost of $120/minute to use. The first relay service was offered in 1966. It included a monthly fee and had very limited hours. In 1978, the Communication Service of the Deaf (CSD) opened the first 24hour/7days a week relay service. In 1987, the State of California opened the first 24/7 relay service using toll-free 800 phone numbers. By 1990, the ADA created a relay network that was available in all 50 states by 1993. In 1997, the FCC introduced the 711 number. In the decade following, the way Deaf people communicated has changed dramatically with the use of IP-Relay, and TTY use on wireless phones.

**Closing Narration:** None

* **Video 5.3: Reporting a Grievance about Video Interpreting Services**

**As Described in the Curriculum:** A brief appearance by Gregory Hilbok of FCC on VRS.

**Length of Video:**  4:02 minutes

**Synopsis**

**Opening Narration:** The Narrator explains the importance of getting good service and that is important to report an interpreter who is rude, inappropriately dressed or not doing a good job. It is also important to report if the service is not good, such as taking a long time to connect a call. She explains that VRS is supervised by the Federal Communications Commission (FCC). The Narrator then introduces Gregory Hilbok from the FCC. He explains how to file a complaint. First try to resolve the issue directly with the provider. If that doesn’t work, complete the complaint form at [www.fcc.gov/complaints](http://www.fcc.gov/complaints). On the screen he lists the voice, TTY and fax telephone numbers, along with the address of the FCC Complaints Division. The screen also lists the five pieces of information you should share with the FCC.

**Closing Narration:** None

* **Video 5.4: Automated Phone Service**

**As Described in the Curriculum:** A Deaf consumer learns how to navigate a voice recording during a phone call.

**Length of Video:**  5:00 minutes

**Synopsis**

**Opening Narration:** The Narrator opens by explaining that with so many people using the phone for business, companies are trying to improve their customer service by using pre-recordings to answer the more common questions. This type of system is called the Interactive Voice Response (IVR). By using this system companies can send customers to the right department and ensure the correct identify of the caller. With IVR, a computer talks with the customer.

**Vignette 1:**  A young Deaf woman is calling Acme VRS service to conduct business with her cable company. When the call is connected and the VRS interpreter lets her know that it is a voice recording, the Deaf woman looks puzzled and asks what that means. The interpreter shares that the system is automated but the information is still new to the Deaf person. While the interpreter is explaining the automated system, the IVR disconnects and the Deaf woman is forced to call back a second time. They again get the voice recording that states that the call may be monitored for quality assurance and then moves to provide the Deaf woman with many prompts such as 1 for English for, 2 for Spanish. They ask for the woman’s account number but before it can be entered in, the automated system has moved on to ask more questions through a number of prompts.

**Closing Narration:** The Narrator explains that many people find this system “no fun.” Most people do not like the automated service and prefer a live person but the Narrator closes by saying that if you have your information ready you will get service more quickly.

* **Video 5.5: Video Etiquette Tips by Pinky the VRS Ambassador**

# As Described in the Curriculum: Funny but common mistakes that happen with interpreting services on video. All parts of this video are played by Pinky Aiello

**Length of Video:** 5:50 minutes

**Synopsis**

**Opening Narration:** The Narrator notes that talking in person is easier than talking on video, which puts strain on the eyes. She asks the audience what it must be like for interpreters who interpret for several hours. In an effort to help interpreters, this humorous video shares tips from Pinky, the VRS Ambassador.

**Vignette 1:** A Deaf woman with little patience and who is very distracted gives Pinky, the VRS interpreter, the phone number she wishes to call but does it very quickly and all at one time. The interpreter asks her to slow down but she is still too fast. Then she does it way too slow. Pinky then shares a simple way to sign the numbers in three groups – the first three numbers, the second three number and then the last four numbers. The Deaf woman likes this way of giving numbers.

**Vignette 2:**  In this vignette a Deaf woman is sitting at her kitchen table wearing only a sports bra and eating a meal. Pinky asks the woman to please put something over her sports bra, which she does. But she continues eating while trying to make her phone call. Pinky asks her to stop eating because it is distracting. The Deaf woman is hungry but she moves her food aside. She then shares with Pinky the name sign of the person she is calling but does not fingerspell her name. Pinky, with a smile on her face, asks the Deaf woman to fingerspell the name. Finally, they get to her call and the Deaf woman is not clear at all as to what she wants the interpreter to say. Pinky stops her and asks to clarify.

**Vignette 3:** A Deaf woman in a public restroom is using her cell phone to call VRS, while checking her makeup. She’s holding the phone in one hand and signing with the other. Pinky asks her to please put the phone down and sign with two hands, which the Deaf woman thinks is silly but complies to make Pinky happy. However, in doing so, she drops her phone into the toilet. The closing scene shows the phone in the toilet looking up through the water at the Deaf woman.

**Closing Narration:** While laughing, the Narrator notes that the vignettes have provided several good tips to the audience. She shares that these tips were collected from VRS interpreters explaining what would help them do their job better. She closes the vignette by asking the audience if they have good tips to share regarding VRS etiquette.

**Module 6**

**Preparing for Self-Advocacy**

Number of Vignettes in Module: 3

* **Video 6.1: A Bad Call While Making an Appointment**

**As Described in the Curriculum:** A Deaf patient is told to bring his own interpreter to a dental appointment.

**Length of Video:** 2:22

**Synopsis**

**Opening Narration:** None

**Vignette 1:** This vignette is an example of a Deaf individual trying to schedule a dental appointment. He informs the receptionist that he will need an interpreter to be present during that time. The receptionist explains that since it is only a cleaning there will be no need for an interpreter and they can communicate by writing back and forth. The Deaf man explains that English is not his first language and that by law they are required to have an interpreter present. The receptionist denies the client’s access to an interpreter stating that the office does not provide that service, and hangs up on him. The Deaf man becomes outraged and very frustrated asking the videophone interpreter to call back. He explains that he will sue the dental office if they don’t provide an interpreter.

**Closing Narration:** Deaf individuals might experience this challenge frequently, but it is important for to stay persistent, with a positive attitude. Respectfully explain that it is your right to have an interpreter present to give access to clear and efficient communication.

* **Video 6.2: A Positive Attitude**

**As Described in the Curriculum:** This video demonstrates how having a positive attitude can change the views of hearing individuals.

**Length of Video:** 4:08 minutes

**Synopsis**

**Opening Narration:** The Narrator gives a brief description of “For a Decent Living” by Sam Supalla; Sam explains that after World War II a Deaf man was looking for a job. At first, the Deaf man is turned down, but with his persistence and positive attitude he was able to succeed.

**Vignette 1:** In this excerpt from “For a Decent Living,” Sam Supalla tells a story of a Deaf man who is looking for work at an airplane factory. When the Deaf man arrives the receptionist explains by writing back and forth that the company is not currently hiring. The following day the man went back to the factory to see if there were any positions available. Once again he is dismissed. With determination the man continued to go the factory daily even after getting turned down multiple times. Finally, his determination paid off and he was given an application to fill out. Yet again, the man came back to the factory every day until the receptionist had gestured for him to wait; she picked up the phone and to his surprise a man came out in a white shirt and tie. This man had taken the time to learn to how to fingerspell the Deaf man’s name and then asked the Deaf man to follow him. After going to the factory everyday and being persistent the Deaf man had received a job interview.

**Closing Narration:** None

* **Video 6.3: Calling with a Positive Attitude**

**As Described in the Curriculum:** The video demonstrates a Deaf client informing a company or practice who has never worked with interpreters prior, about the importance of having an interpreter present and how to schedule one as well.

**Length of Video:** 1:48 minutes

**Synopsis**

**Opening Narration:** The Narrator refers back to the two prior videos. The first vignette looks at the Deaf man’s positive attitude when trying to get the job at the airplane factory and how successfully that went. Today, we do have more interpreters available but it is still important for the Deaf individual to stay positive when requesting one. The second vignette shows the man in the first video, trying to schedule a dental appointment, could have gone differently if he had a positive attitude.

**Vignette 1:** In this vignette, the Deaf man expresses that he would like to have a certified interpreter present at his appointment. The receptionist asks the man if he is able to bring an interpreter with him. In response, the man asks if they have worked with an interpreter before. Since they had not, he was pleased to enlighten them. He clarifies that the Americans with Disabilities Act (ADA), states that they are required to provide reasonable accommodations, in this case an interpreter, so there is clear communication between the two parties. The Deaf man also offers to give the receptionist the number of a place to get more information on how to schedule an interpreter. The receptionist is pleased with receiving this new information.

**Closing Narration:** None

**Module 7**

**Utilizing Resources for Action**

Number of Vignettes in Module: 3

* **Video 7.1: Collecting Information with a Plan**

**As Described in the Curriculum:** A Deaf person makes calls after developing a plan.

**Length of Video:** 3:46 minutes

**Synopsis**

**Opening Narration:** The Narrator shares how important it is to become connected in the community through finding resources. Many different resources are available within regions, states, and countries and can help provide support for Deaf advocacy.

**Vignette 1:** A Deaf woman on the screen is attempting to use her remote; an interpreter appears on screen and introduces herself. The caller explains who she is trying to contact as the VRS interpreter calls. The interpreter indicates the number of telephone rings and then introduces herself again after the person called picks up the phone. The interpreter lets the caller know that the person called hung up the phone. The caller asks the interpreter to please call again. When the interpreter calls again and begins to introduce herself, the person on the other line hangs up again. The caller explains that she would rather call another number and feeds this phone number to the interpreter. The interpreter calls this number and introduces herself when they answer. The person on the other line, Albert, answers the phone and says that he has used VRS interpreters before. The caller writes down the name of the man she is talking to on the phone and explains that she is interested in getting legal information because her accountant will not get her an interpreter. The interpreter then continues to interpret the call.

**Closing Narration:** The Narrator shares how difficult it is to get information, and that communication needs for hearing and Deaf people can be very different. She explains that having a paper and pen ready can be very helpful to jot down names, addresses, phone numbers, pagers and e-mail addresses. It is also important for you to have your information ready in the case someone asks you for it.

The Narrator explains that one of the most important ways to help create clear information is to be patient and work with people. You may want to record the date and time you call someone in case you need it later on. It might be a good idea to keep this information on file and organized so you don’t lose it. This creates a much smoother process when you are trying to locate this same information in the future.

* **Video 7.2:** A Self-Advocacy Success Story

**As Described in the Curriculum:** Karl and Elizabeth Allen share their journey of advocating to install High Speed Internet at their home for access to a videophone.

**Length of Video:** 5:03 minutes

**Synopsis**

**Opening Narration:** The female Narrator shares a story about a Deaf couple living in a rural area of North Carolina, with the closest city being more than 50 miles away. The couple had to make very expensive phone calls in order to try and find work. Vignette 1 tells their story about what they did to achieve their goal.

**Vignette 1:** The Deaf couple, Karl and Liz, introduce themselves. Liz shares their story about their difficulty getting connected to the internet because the town in which they live, Roxboro, NC, is mostly farmland They wanted the VP-100 which a few friends and family members already had. However, after finding out they could not have it installed in their home because of their location, they gave up. Five years later, they saw the VP-200 and talked to their Rehabilitation counselor about getting internet access. They needed access for many reasons; one of them was looking for a job, they had children, and thought it important to be able to communicate for health reasons. After talking to the Rehabilitation Counselor they were referred to Emarq, a local phone company. After talking with them, they were finally approved for internet access. They paid the set-up fee and then were told it could not be installed. After collecting signatures from their neighbors they went to the Person County Commissioner’s office where there was no interpreter, and had to communicate on paper. The Commissioner told them about the NC House Representative W.A. “Winkie” Wilkins who had struggled to get internet access in Person County. Karl and Winkie had previously met while Karl was working at the Police Station and Wilkins was a reporter for the newspaper. They were comfortable working with Mr. Wilkins and advocated for their right to have this access.

The goal of getting internet access was finally accomplished, along with 98% of Person County as well. Mr. Wilkins stated that other areas of NC also got access because there were many other Deaf individuals living in rural areas as well.

* **Video 7.3: More Stories on Self-Advocacy**

**As Described in the Curriculum:** Three more individuals share their experience about advocating for communication access.

**Length of Video:** 12:02 minutes

**Synopsis**

**Opening Narration:** The Narrator explains that there are many more stories about Deaf people advocating for communication access for themselves and others.

**Vignette 1: Bobbi’s Story**

A Deaf woman introduces herself; “Hi, my name is Bobbi Cordano and I want to share my story that includes a man named Dr. Martin Sternberg. He wrote the very first ASL dictionary. After seeing him at the Democratic National Convention (DNC) in Chicago in the 1990’s we realized we were the only Deaf people at this National meeting! He was from New York and I was from Minnesota. This created a problem when our states were in the very back of the room, furthest from the interpreter on stage. This was okay for the TV broadcast but not for us to communicate in our delegations. This being a public event and under the Americans with Disabilities Act (ADA), we went to talk to the access coordinator about making not only the information up front accessible for us but also the discussions in our delegations. After talking to the access coordinator and finding out that they only had an interpreter for the front of the stage we decided to find someone else to talk to about our situation. We were advised to find the Co-chair of the event who happened to have a disability herself. She was the Assistant Secretary of the Dept. of Education under President Clinton, and she was very powerful. I remembered that I had met this woman before, Judy Herman, when I was in college. We found her and explained our concern. She helped us get the access we needed. We were very satisfied.

Dr. Sternberg was older than me, from a generation that had to fight for Deaf access whereas I was younger and the ADA had already been passed. Our perspectives in this situation were a bit different. He was happy to see the interpreter on stage for all to see and I was hoping to get one in our specific area. Though our perspectives were different, the problem was still the same: communication access. In the end we both got what we wanted, an interpreter up on stage and also in our specific areas.”

**Vignette 2: Eduardo Mader’s Story**

A Deaf man introducing himself; “Hi, my name is Eduardo Madera. I’m from Atlanta, Georgia and was diagnosed with Usher’s Syndrome when I was fourteen years old. At that time I was going to the Atlanta School for the Deaf (AASD) and had a hard time getting all of the information the teacher said and wrote on the board. And so, I relied on classmates. I asked for an interpreter in class which was denied based on school funds, the school psychologist told me to go talk to talk to the local school district for funding. After my request was again declined I transferred to a public school that had a program for Deaf students with interpreters. Finally I was getting all of the information easily through one person. Though my eyesight was still declining my grades were improving and I graduated from that school.

I heard a lot of good things about Gallaudet University and all of their resources for Deaf-Blind students, such as CCTV, captioning, interpreting services including tactile by Certified Deaf Interpreters. I applied to Gallaudet and enrolled in classes with interpreters. Communication was so comfortable using a CDI that I had no problems keeping up. What an improvement!

I thought about how I could have changed my approach and my experience previously. I had already fought the government and local organizations and my requests were refused. I encourage you to keep fighting for your own accommodations and not give up!”

**Vignette 3:** **Tonya Reed’s Story**

A Deaf woman introduces herself; “Hello, I’m Tonya Reed, I was born here in Michigan and want to share my experience with access to interpreting services. Growing up I never had good interpreting access. For example, at doctor’s appointments I would always have to write back and forth with the doctor. I never had interpreters. Sometimes my mother would go with me and if I didn’t understand she would try her best to explain it to me. In school I would sit with an interpreter who used Signed Exact English, which was insufficient for me. I then transferred to the Michigan School for the Deaf where the communication was much easier to understand. It was neat to see the difference between the communication with the interpreters and with the teachers.

My mom then sent me to Washington, DC where I enrolled in Kendall Demonstration Elementary School where I learned about the Americans with Disabilities Act and how Deaf people benefitted from access to interpreters at the court, doctors, or anywhere else they needed access. I did not fully understand this at the time but shortly after this I made a doctor’s appointment. I wanted to write back and forth with the doctor but he refused, explaining that this can lead to misunderstanding, missing important words and lengthy explanations. He wanted to wait for an interpreter instead of writing back and forth like I was used to while growing up; apparently in DC the standards were different. The next time I went to the doctor I requested an interpreter and as I signed the interpreter voiced what I said and then signed what the doctor said. This way I was able to see what the doctor had to say. This 3-way process made the communication smooth and easy to understand. Looking back I wish that Deaf people in Michigan would have been more aware of their rights through the ADA and getting better interpreters, which is what they need! Working with interpreters means that I do not have to struggle to try and figure out what people are saying. Instead, I get communication access through the interpreters.”