# Introduction

## Overview

In October 2005, the U.S. Department of Education awarded funding to five educational institutions to establish the National Consortium of Interpreter Education Centers (NCIEC). Today, NCIEC has one national and five regional interpreter education centers. The federal government has charged NCIEC with the task of promoting and providing effective educational opportunities for interpreters, with the goal of significantly increasing the numbers of qualified and credentialed interpreters in the field.

NCIEC believes this goal is best achieved by working in partnership with others, by forging collaborative links, facilitating practice and product-sharing among interpreter education service providers, practitioners, educators and consumers nationwide. The Deaf Self-Advocacy Training (DSAT) project adheres to the philosophy of "…of, by and for the Deaf"[1] in all aspects of its programming. It relies on consumer involvement, with a specific focus on consumers of vocational rehabilitation services.

The DSAT curriculum was developed in four phases.

## Phase 1:
## Determine Effective Strategies for Teaching Deaf Self-Advocacy

Communication Service for the Deaf (CSD) was engaged to identify current, best and effective practices associated with self-advocacy through the use of surveys, focus groups, interviews and literature review.

## Phase 2:
## Based on the Findings, Develop a Deaf Self-Advocacy Curriculum

Using the data gleaned during Phase 1, the First Edition curriculum was developed. T.S. Writing Services, a Deaf-owned company, was awarded the task of creating the First Edition of this curriculum, which utilized an interactive approach of print and media materials. T.S. Writing collaborated with Digiterp Communications for the written and filmed components of the curriculum, and with D.E. West Studios for the design component.

## Phase 3:
## Field Test Curriculum Through Widespread Consumer Training

In order to determine initial effectiveness, the curriculum was reviewed by fourteen content experts throughout the United States. Pre-test and post-test and evaluations were developed for use in the curriculum's initial field testing. The training was then administered to over 600 Deaf, hard of hearing and Deaf-Blind individuals. The results of the evaluations were analyzed and used as the foundation of this Second Edition curriculum.

1 Throughout the publication, the term "Deaf" refers to Deaf, hard of hearing and Deaf–Blind individuals.

## Phase 4:
## Development of the Deaf Self-Advocacy Training: Curriculum Tool Kit, Second Edition

EnglishWit Solutions, a Deaf-owned technical marketing and writing service, was contracted to develop the Second Edition of this curriculum based on the field test findings in Phase 3. This curriculum has been enhanced with a new module focusing on interpreting services delivered via video conferencing technology, upgrades to existing modules, new instructor tools, new advocacy vignettes, and repackaging of the curriculum as a tool kit.

*English Wit*

The field testing conducted during phases 1 and 3 resulted in the identification of best practices and an enhanced curriculum.

## Phase 1:
## Determining Current and Best Practices

CSD disseminated a survey in English with an accompanying American Sign Language (ASL) video to 2,047 Deaf, Deaf-Blind and hard of hearing adults who used sign language and interpreting services. Responses were received from every state in the nation, at all levels and across all demographics, and the territories of Puerto Rico and the Virgin Islands. Howard Johnson, with the Michigan State University's Department of Counseling, Educational Psychology, and Special Education, provided expertise for the evaluation component.

Focus groups were conducted in Ohio, Maryland, South Dakota, and Oklahoma. All questions were provided in ASL for the focus group discussions. A note-taker was assigned to record all the participant comments. Participants examined three scenarios and answered three questions: How do you feel? What do you do? What should you do? After discussing the three scenarios, five additional questions unrelated to the scenarios but pertaining to self-advocacy and the understanding of one's legal rights regarding communication access were asked.
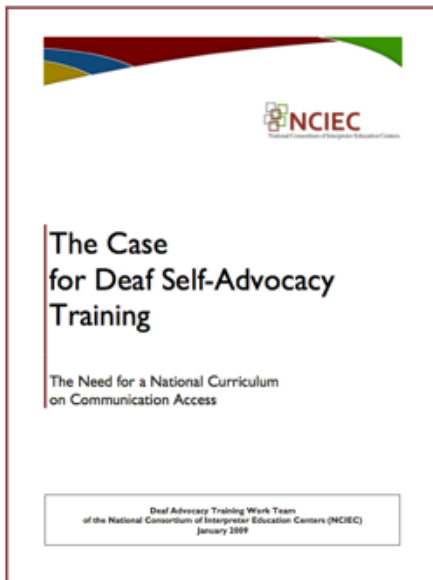
CSD also conducted 12 interviews with experts who validated the information gathered to date. The interviewees had expertise in the fields of deafness, cultural competency, vocational rehabilitation, education, consumer advocacy, and interpreting.

CSD, through its identification of best practices, reported, "A high degree of consistency was found in comments and perspectives from individuals who participated in the survey, focus groups and interviews." Additionally, there "is a wealth of information regarding interpreters, using interpreting services and interpreting issues that many deaf, deaf-blind, or hard of hearing individuals need to know and understand before they are able to become better self-advocates.

"As advocates, the role of deaf, deaf-blind, and hard of hearing individuals is to provide information to businesses and service providers and to know they are in a position to help them understand the laws and their responsibilities under the laws."

**CSD's recommendations included:**
- Self-advocacy training for the Deaf community throughout the country. Small communities and rural areas needed to be considered as well as the urban and suburban areas of the country.
- A peer education or train-the-trainer model focusing on developing self-advocacy training where trainers receive consistent information related to federal and state laws and the RID Code of Professional Conduct along with skill-building and role-playing activities in learning about advocacy.
- Self-advocacy training in face-to-face type settings by Deaf presenters, leaders, or instructors who have had training in the area of advocacy. Teaming with a hearing person was listed as an option.

**The Case for Deaf Self-Advocacy Training**

The Need for a National Curriculum on Communication Access

Deaf Advocacy Training Work Team
of the National Consortium of Interpreter Education Centers (NCIEC)
January 2009

**Survey results indicated:**

- More than 50 percent of respondents said they would participate in self-advocacy training.
- Nearly 33% of the respondents preferred to learn new information face-to-face, and nearly 28% of the respondents preferred to take such training from other Deaf people, friends, and/or Deaf leaders.
- Close to 20% of the respondents preferred to learn new information via video and some 13% preferred to learn new information by reading printed matter/materials and/or on computers.

The CSD report concludes, "Self-advocacy training will empower [participants] to express their feelings, help them learn to be assertive, and give them a chance to boost their self worth and self-esteem when it comes to their communication rights. It will be equally as important to evaluate behavioral change as a result of the training to monitor the project's success."

In an independent survey conducted by NCIEC,180 vocational rehabilitation counselors were asked their opinions regarding the need for the curriculum and the anticipated participation by their consumers. Survey results revealed that:

- 71% of counselors believe that this cur-

riculum will be of "significant benefit" to their consumers, while only 1% noted that it would not be of any benefit to their consumers.
- Training is necessary, must include deaf role models, be interactive with group activities and opportunities for one-to-one tutorials.
- Formats least likely to achieve success – lecture, computer-based instruction and instruction via video or online.
- Content should include knowledge of the law and interpreting, knowledge and skill development regarding advocacy processes, enhancing self-determination and self-esteem and knowledge of support systems.
- Start education young, keep it concrete and engage in role playing activities.

Additional information regarding Phase 1 findings can be found in *The Case for Deaf Self-Advocacy Training: The Need for a National Curriculum on Communication Access* (2009). Please visit *www. deafselfadvocacy.org* and click on the resources tab for a copy of this document.

### *Phase 2: Field Testing of the First Edition Curriculum*

Field testing began with an initial review of the curriculum by 12 deaf content experts. Field testing continued with the identification/training of 30 deaf consumer advocates nationwide to conduct workshops in their local communities. In 2010, approximately 600 deaf consumers received DSAT training from this core group of trainers. Pre/post data was collected from more than 275 participants. Statistical analysis revealed that participants experienced a 17% gain in knowledge, attitude and behaviors. Consumer satisfaction evaluations reflected very high consumer satisfaction.

Field testing culminated in August of 2011 when fourteen of the original 30 DSAT: Trainers attended a three-day DSAT Lessons Learned Train-the-Trainer Curriculum Development meeting at Gallaudet

University. Working through a full agenda, the group reviewed the field test data, shared lessons learned from their training experiences and guided the curriculum to its next iteration which is this Second Edition.

More information regarding the development of the curriculum and the effective practices findings can be found at www.deafselfadvocacy.org.

## Of, By and For Deaf People

Deaf people have a rich history as a community of self-determination, as evidenced by organizations like NAD, NBDA, AADB and Deaf-led advocacy demonstrations such as Deaf President Now. Recognizing the power of self-determination for success, an "of, by and for the Deaf, hard of hearing, and/or Deaf-Blind" philosophy was adopted and underpins all aspects of the DSAT project.

The majority of the work has been undertaken by entities meeting one of the following criteria:

- Whose charter or bylaws describe itself as an "…of, by and for the Deaf…"
- Chief administrators who are Deaf lead the organizations/companies involved with the development of this curriculum.

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**Dedicated to an "…of, by and for the deaf, hard of hearing, and Deaf-Blind" philosophy**

The NCIEC Deaf Self-Advocacy Training initiative promulgates the "…of, by and for the Deaf, hard of hearing and/or Deaf-Blind" philosophy in all aspects of its programming and is designed as a peer-led training of "deaf-to-deaf".

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## Goals and Objectives

Goals and objectives listed below are also listed at the beginning of each module.

### Module 1: Advocating for Yourself and Others

Participants will identify the difference between advocacy and self-advocacy in order to develop applicable skills for communication access advocacy.

*By the end of this module, participants will:*
- Describe how advocacy can benefit Deaf people in the areas of equal access and equal rights.
- Compare and contrast advocacy and self-advocacy.
- Define key terms such as communication access and accommodation.
- Identify at least three advocacy strategies.
- List at least three types of communication access.
- Identify different situations where self-advocacy can be utilized.
- List four methods of self-advocacy.

### Module 2: Self-Esteem and Self-Determination

Participants will understand the relationship between self-esteem, self-determination and self-advocacy, and how higher self-esteem can lead to better self-advocacy.

*By the end of this module, participants will:*
- 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.

### Module 3: Working with Interpreters

Participants will understand how to define a "qualified interpreter" and how to get quality interpreting services.

*By the end of this module, participants will:*
- Define key terms such as interpreter, certification and 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, and the different types of interpreting.
- List at least three methods of receiving high-quality interpreting services.

### Module 4: Ethics of Working with Interpreters

Participants will understand interpreters' roles and how to effectively work with interpreters.

**By the end of this module, participants will:**
- 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 work 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.

### Module 5: Interpreting Services Using Video Technology

Participants will understand the difference between Video Relay Service (VRS) and Video Remote Interpreting (VRI).

**By the end of this module, participants will:**
- Define key terms such as High Speed Internet, broadband, bandwidth, video stream, and telecommunications.
- Explain the difference between VRS and VRI.
- Identify personal rights while using VRS.
- Learn tips on using interpreting services via video.
- Learn proper etiquette when using VRS and VRI services.

### Module 6: Preparing for Self-Advocacy

Participants will know how to approach self-advocacy situations with the appropriate attitude, goals and resources.

**By the end of this module, participants will:**
- 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.

### Module 7: Utilizing Resources for Action

Participants will identify local, state and national resources in order to apply learned skills and knowledge to self-advocating for communication access.

**By the end of this module, participants will:**
- Define key terms such as resources, independent living centers and commissions.
- Identify four types of resources for self-advocacy.
- Demonstrate how to search for and identify resources via the Internet and other sources.
- List at least four steps to perform prior to contacting resources.
- 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.

## A Guide to the Icons

Five types of icons are shown throughout the curriculum, with each representing specific concepts. Each concept can also be used for in-class discussion.

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|---|---|
| **Video** | Indicates that a video is to be shown at this point in the module. |
| **F.Y.I.** | Useful information that supplements the module contents. |
| **Did You Know?** | Interesting tidbits that complements the areas of learning. |
| **Suggested Activities** | A list of recommended games and activities in Appendix B used by master trainers that can also be modified for other modules. |
| **Applying Your Learning** | Activities that apply the module's contents to real-life scenarios. |
| **Worksheet** | Questions to be answered at the end of a module to evaluate learning. |
| **In-Class Discussion** | A trainer-led discussion of various concepts, videos, and experiences. |

## Target Audience

The Deaf Self-Advocacy Training curriculum is intended solely for individuals who are Deaf. It has been taught with great success to a wide variety of Deaf community members, including but not limited to:

- High school transition students.
- College students.
- Vocational rehabilitation consumers and personnel.
- Job and career seekers.
- Community advocates and deafness-related personnel.
- Other individuals wanting to learn advocacy strategies in a variety of settings.

## Supplemental Content

The content shown in each module should not be viewed as mandatory review for each training group. Not every suggested game or activity is appropriate for all age levels. Some of the games are designed for Module 7, because they contain concepts from each module in this training. Trainers can create their own activities using the following websites:

- *http://www.discoveryeducation.com/free-puzzle maker/?CFID=92696&CFTOKEN=78261863*
- *http://edhelper.com/crossword_free.htm*
- *http://jc-schools.net/tutorials/ppt-games/*
- *http://teach.fcps.net/trt10/PowerPoint.htm*
- *http://www.jeopardypowerpointtemplate.com/*
- *http://www.superteachertools.com/millionaire/*

More information on games and activities can be found on CD #2: Additional Tools.

## Format

Each module is presented bilingually, with the instructor/trainer presenting all information in ASL and written English. Each PowerPoint file comes with embedded videos supplement the classroom materials, analyzed via discussion and individual work. When editing the PowerPoint slides, it is important not to separate this file from the folder with the linked videos. If this happens, the embedded videos will not play. Each module offers an estimated length of time for instruction; however, trainers should determine what lengths of time for each module are appropriate for their students.

## Teaching Environment

Each module is designed to be taught either individually in one-on-one sessions or in group settings. Required materials and equipment include:

- DVD player.
- Written materials.
- Laptop or computer.
- LCD projector.
- Access to the Internet.
- Supplemental materials at the trainer's discretion.

## Instructor Qualifications

The initiative's extensive effective practices work concluded that any training to prepare Deaf individuals to self-advocate must be led by qualified Deaf individuals who have a first-hand knowledge and experience of the challenges, frustrations and issues faced by the Deaf Community when seeking equality and involvement.

In keeping with the "of, by and for…" philosophy, and understanding that a peer-to-peer influence is very powerful and holds the greatest promise for impacting change, the DSAT curriculum has been designed as "peer-led" training conducted by Deaf individuals. Should a Deaf person not be available to provide training, NCIEC can assist in finding a qualified trainer.

In addition to being Deaf, trainers should have:

- A native fluency in ASL.
- A strong knowledge of and ongoing exposure to the Deaf community.
- A working knowledge of the target audience's needs.
- In-depth knowledge of local, state and national resources.
- Ability to translate written contents into communication modes and/or language choices appropriate for participants.

## A Note About Terminology

Throughout the curriculum, the term "Deaf" is used to include all people who are deaf, deaf-blind or hard of hearing. In general, the use of the "D" for "Deaf" means someone who is culturally Deaf; the term is used in this curriculum to indicate that those people live in a dominant culture that assumes people primarily communicate via spoken language. Deaf people are part of a minority who seek communication access, and may need to engage in advocacy at times to gain access.

## Primary Focus

There is much more to communication access than the provision of qualified interpreters. In accordance with the project funding, we focus on sign language interpreters, and have created a curriculum that primarily caters to Deaf adults who use sign language. However, communication access may also include real-time captioning, cued speech, television captioning, video access, and more. Additionally, the curriculum's focus is not only how people can gain complete communication access, but that they have the knowledge and skills to determine their needs and how to advocate for access.

## Language Access and Curriculum Contents

This curriculum addresses complicated topics related to communication access. As a result, some of the language readability levels may require concentrated translation by the trainer from English to ASL. It is crucial that the included CD accompanies all curriculum components, and that the CD be used in conjunction with the written curriculum. Neither the written curriculum nor the CD should be used separately.

This curriculum also implements hands-on activities and discussion that should be trainer-led. The trainer is encouraged to incorporate role-play for any of the videos, discussions and/or activities, and to save time at the end of each day for a fun summary game. Additionally, the trainer should adapt

the PowerPoint files included in the trainer's version CDs when necessary. To edit the PowerPoint files, download the folder for an entire module so the linked videos do not become separate from the PowerPoint. This will enable the display of videos within each PowerPoint as linked media. Furthermore, the trainer should be sensitive to factors that may affect students' participation, such as access to the Internet.

ASL should be the language of choice for instruction, with accommodations provided to students who use other communication modes.

## NCIEC Mission

The mission of the National Consortium of Interpreter Education Center is to connect and collaborate with diverse stakeholders to create excellence in interpreting.

## Deaf Self-Advocacy Training (DSAT) Work Team Purpose

The Deaf Self-Advocacy Training work team was created for the purpose of increasing the Deaf community's ability to self-advocate for effective communication by developing educational training opportunities for Deaf community members. (Culturally relevant and linguistically appropriate).