



Deaf Self-Advocacy Training: Curriculum Tool Kit Second Edition

STUDENT VERSION



NCIEC

National Consortium of Interpreter Education Centers



Deaf Self-Advocacy Training Curriculum Tool Kit, Second Edition
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The National Consortium of Interpreter Education Centers

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Advocating for Yourself and Others

Overview

This module introduces the concept of asking for what we need by explaining the difference between advocacy and self-advocacy. Information about approaches to advocacy and self-advocacy are shared from national organizations within the Deaf community. Several types of communication access will be discussed, with a review of the Americans with Disabilities Act. The learner will have opportunities to examine their previous experience with advocacy and self-advocacy.

Goal

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

Objectives

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.

Estimated length of module: 2 – 3 hours

Advocating for Yourself and Others

Welcome to the Deaf Self-Advocacy Training (DSAT)! You are here to learn more about self-advocacy and your right to communication access. Many people are not familiar with the needs of Deaf people. When you understand your own needs, you can explain them to others. By educating yourself and others about community resources and their options, including the benefits of equal access and equal rights, you and people around you become better prepared to work together. This requires ongoing advocacy and self-advocacy.

Advocacy

Advocacy means support. To advocate means trying to make things happen in support of what you need or want.

This training will discuss how Deaf and hard of hearing people can advocate for interpreters. First, we must understand the difference between advocacy and self-advocacy.

To advocate means to give support for different things and to create change to get what you need or want. You can advocate for yourself or for other people. For example: you are a student at a com-

Video



Video 1.1: Introduction to Deaf Self-Advocacy Training

A montage of successful advocacy strategies is shown along with an introduction.

Video 1.2: Communication Challenges

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.

In-Class Discussion

After watching Video 1.2, answer the following questions:

- Did either situation happen to you?
- If so, how did you feel? Why did you feel this way?
- Was there any situation where you understood what the best advocacy approach to use was, and felt good about the results? What was successful in that situation?
- What would you do in this situation? How could you make it better?

munity college that has many other Deaf students, but you have a hard time understanding the interpreter. This makes your classes hard to follow. You ask the interpreter to change the way she or he signs, but this does not help. Your grades are not good because you cannot understand what the teacher says.

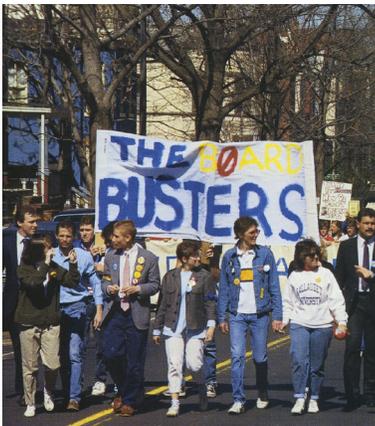
You decide to discuss this problem with the other Deaf students at your college. They tell you they have the same frustrations. You and the other Deaf students decide to meet with the interpreters to discuss the problem. When that does not lead to an improvement, your group decides to write a

letter (see Appendix A, Module 1) to the disability services coordinator to ask for better interpreters because the group feels the interpreters are not skilled. This is one example of how to advocate.

Advocacy can be done in many situations, such as at school or work. Advocacy also can mean making sure you are not charged too much for things such as car repairs or house repairs, or getting the right information from people. You can meet with people who make decisions, such as legislators, school administrators, or group leaders. Advocacy can be performed by yourself, or by working with groups and people.

Importance of Advocacy

Advocacy is important for many reasons. Advocacy helps people get what they need, such as



jobs, captioning and interpreters. The Gallaudet Deaf President Now protest in 1988 may be the most famous example of successful advocacy in the Deaf community. The protest helped bring the university's first deaf president in

124 years. Students, alumni, faculty, and staff came together to advocate for change. Since then, Gallaudet has always had a deaf president. What if the people of Gallaudet had never come together to advocate for change?

Advocacy does not always have to be people working together or a protest. It can happen in smaller ways, too. You will learn in this course that you have many choices in advocacy.

If nobody ever advocates for equal access, things will never change. What if you did not send a letter about the interpreters in college – what do you think would happen? Maybe nothing would happen, because nobody did anything. If people



The National Black Deaf Advocates states, *“You have the right to assert yourself whenever you feel conflicted, opposed, taken advantage of, when you are not being served appropriately, not being respected, or are denied equal rights.”*

Source: www.nbda.org/Advocacy/whatisadvocacy.html

never advocated for anything, then nothing would ever change.

Ways to Advocate

There are many ways to advocate, such as:

- **Know your rights.** Know what your rights are by learning everything you can.
- **Get support.** Talk with friends, family, neighbors, co-workers and others.
- **Contact the people involved.** Make phone calls, send e-mails and letters, and have face-to-face meetings.
- **Contact the people in charge.** Contact people who can make decisions or can help your situation, such as your boss or supervisor, teachers, managers, and so on.
- **Talk to the media.** Talk with newspapers or television news stations.



There are 36 million Deaf and hard of hearing people in the United States.

Source: <http://www.hearingloss.org/content/basic-facts-about-hearing-loss>

Did You Know?

The National Association of the Deaf, founded in 1880 to advocate for American Sign Language, has a legal department that advocates for equal access for Deaf and hard of hearing people.

Different places can help you advocate for your rights such as centers for independent living or vocational rehabilitation agencies. They can show you how to become independent by advocating for yourself. You can also advocate effectively if you know how to find information and resources.

In-Class Discussion

Your self-advocacy can help promote fair and equal treatment for yourself and other Deaf people.

- Share examples of your experience with advocacy.
- Where there situations when you needed communication access? How did you advocate for that?

Self-Advocacy

Self-advocacy is when you speak up for yourself.

Self-advocacy is very similar to advocacy, but instead of advocating for other people, you advocate for yourself. Self-advocacy is defined on the Hands and Voices Web site (www.handsandvoices.org) as “having a clear understanding of your needs and rights and knowing how to access services to meet those needs.”

What this means is if you do not know your rights and do not know what you need, you cannot self-advocate successfully. For example, if you are at work and do not know you have a legal right to a qualified interpreter, then you do not have all the

information you need. As stated on the Information Technology Technical Assistance and Training Center website (www.ittatc.org/technical/speakout/basics.php), you must be in control of the services you need. If the services you receive do not satisfy you, **you** must speak out and request what you need. This is self-advocacy.

Importance of Self-Advocacy

Advocating for yourself is important because it will help you get the services and information you need. For example, if you want an interpreter for

Did You Know?

During the 1920s and in later years, many states banned Deaf people from driving. The National Association of the Deaf and Deaf people fought for the right to drive by showing how safe Deaf drivers were compared to hearing drivers. Eventually, all bans were removed (Gannon, 1981, p. 169).

Even so, the right to drive is not something to take for granted. In 2008, Minnesota legislators unintentionally prevented Deaf people from driving Type III vehicles – including school buses and vans. This was based on a federal law prohibiting Deaf people from driving trucks for interstate commerce; truck drivers are required to pass a hearing test to be licensed to drive interstate commerce.

This posed a problem for Deaf people working at schools with Deaf students, such as the Minnesota State Academy for the Deaf. For years, Deaf employees were able to drive students to and from athletic meets, meetings, and job sites. Fortunately, the state granted an exemption for people who drive as a part of their job duties. This means Deaf Minnesotans are once again allowed to drive school vehicles transporting students.

a driver's test, you can self-advocate by informing the Department of Motor Vehicles (DMV) in advance that you need an interpreter and how to contact an interpreter. This way you won't have to wait weeks or months to find someone who will help you, or for the DMV to figure out how to find an interpreter.

Self-advocacy will help you get equal access. It will also help other Deaf people who face the same challenges as you. When you self-advocate, you are teaching hearing people something new. This will encourage them to give access to other Deaf people.



Applying Your Learning

You will practice explaining, to a hearing person, how to work with an interpreter.

Self-advocacy helps you build confidence and gives you more opportunities to jobs, equal rights, and education. This doesn't mean you will always succeed the first time. But you can know that if you keep trying, you will reach your goals. If you self-advocate, you will feel confident that you tried to do something not only for yourself but for other people, too.

Your self-advocacy will help promote fair and equal treatment for yourself and other Deaf people.

Ways to Self-Advocate

Accommodations are services or modifications provided to meet your needs.

There are many ways to self-advocate. For instance, the Americans with Disabilities Act (ADA) requires many organizations and companies to provide reasonable accommodations. This does

not mean you can get anything you want. This means they need to provide accommodations that make sense and are not too expensive for them. This will be discussed more in Module 6.

The National Association of the Deaf (NAD) suggests seven ways to self-advocate (*Source: www.nad.org/issues/about-law-and-advocacy-center/advocacy-tips*).

1. Request specific accommodations.
2. Know your rights.
3. Educate others.
4. Know who you are dealing with.
5. Follow proper procedures.
6. Be tactful.
7. Compromise.

Let's discuss how each approach helps you advocate for yourself.

1. Request specific accommodations.

Be specific about the type of accommodation you need. Don't just ask for "communication." Explain that you need a qualified interpreter, specify the type of interpreter, and provide information on where to find interpreter services. If you need to use a telephone on the job, be prepared to explain if you need an amplified phone, a TTY, a pager, a smartphone, a videophone, or some other telecommunication device. The ADA does not give you the right to choose any interpreter or equipment you prefer, but, if you are specific about the type of service you need, you are more likely to get it.



Self-advocacy means speaking up for oneself and making one's own choices in life, large and small. It means learning about one's rights and responsibilities. It also means living the way one chooses and respecting the right of others to do the same.

Make your request for reasonable accommodation as early as possible. It often takes time to find a qualified sign language interpreter, auxiliary aids or services.

If you have problems obtaining an accommodation, get as much as you can in writing. This documentation or proof can be very helpful if you have to file a complaint later. Keep a simple record of the people you talked to, what occurred, and when it happened.

POINT: When you advocate, be clear about what you need. Do not be vague; make a list of what you need. Keep copies of everything, such as letters, e-mails, written notes, TTY printouts, and so on. Also, carry with you the information that you want to share, such as how to hire an interpreter, and the type of qualifications you want with your interpreters.



In-Class Discussion

- Why is it important to self-advocate instead of expecting others to advocate for you?
- What are the problems with self-advocating instead of involving other people or groups?

2. Know your rights.

A successful self-advocate is informed—take the time to learn your rights. The Internet is a valuable source of information. The websites of government agencies such as the Department of Justice, the Equal Employment Opportunity Commission, and the Department of Education provide a wealth of information on the legal rights of individuals with disabilities. Many states have one or more disability law centers that may be able to provide you with information. NAD at www.nad.org has information on ADA, the Rehabilitation Act, Individuals with Disabilities Education Act (IDEA), and more. You may also contact the NAD Law Center to inquire about particular legal rights.

Be aware that different laws apply to similar situations. For example, if you have an employment problem, the law may be different if you work for a company with less than 15 employees, if you work for the federal government, or if you work for a state or local government.

Also be aware of what rights you do not have under the law. For instance, under the ADA, employers do not have to provide you with all the accommodations you ask for. They only have to provide you reasonable accommodations as outlined by the law.

POINT: Know all your rights and what to do if your rights are violated.

3. Educate others.

Do not assume that the place you are dealing with is familiar with its legal obligations or deafness. Sometimes discrimination is a result of sheer ignorance. Provide the place with information about its legal obligations. The NAD Law Center has many educational and informative legal documents that can help you explain why you need an accommodation.

Video



Video 1.3: An Overview of the Americans with Disabilities Act

Howard Rosenblum, a Deaf lawyer and the Chief Executive Officer of NAD, made a video with PEPNet

to explain the rights of Deaf and hard of hearing people under the ADA.

POINT: Sometimes people do not know what your rights are. If you are well-prepared and know your rights, you can teach them.

4. Know who you are dealing with.

Know the nature of the place you are dealing with. For instance, is the place a successful business, a business near bankruptcy, a federally funded agency, or a religious organization? The obligation to provide reasonable accommodation varies based on the nature of the place. Sometimes a place designates a particular person or office to consider requests for reasonable accommodations. Identify this office, so you do not waste time arguing with someone who does not have the authority to provide an accommodation. The person in authority will likely be familiar with the legal requirements, potential accommodations, and available resources for you. If reasonable accommodations are denied, advance to the next level of authority.

POINT: When you self-advocate, know what you're dealing with. Although federal law is the same for all states, state laws may be different for different places and programs, so check that you have the right information.



In-Class Discussion

Sometimes you go to a meeting, class or appointment and have no communication access.

- What does communication access mean?
- What are examples of communication access?

5. Follow proper procedures.

Follow any established procedures for requesting reasonable accommodation or disputing the denial of reasonable accommodation.

POINT: You are not the first person to advocate for your rights; many other people have advocated for Deaf people's rights. Check to see what has been done in the past and if there

are rules. Make your request as early as possible. It often takes time to find a qualified sign language interpreter, auxiliary aids or other services.

6. Be tactful.

The best self-advocates are courteous and tactful. Tact involves choosing your battles wisely, educating, and persuading. Be consistent and confident when self-advocating.

POINT: Anger and negative attitudes almost always fail. Be polite, respectful and confident when you self-advocate.



Did You Know?

There are many laws that impact the civil rights of Deaf people:

- Americans with Disabilities Act (ADA)
- Early Hearing Detection and Intervention Act (EDHI)
- Individuals with Disabilities Education Act (IDEA)
- Communications Act
- Telecommunications Act
- 21st Century Communications and Video Accessibility Act (CVAA)
- Fair Housing Act (in Title III of ADA)
- Help America Vote Act (HAVA)
- Rehabilitation Act of 1973 (Title I, Title V: sections 501 - 504 & 508)
- No Child Left Behind Act (NCLB)
- Television Decoder Circuitry Act
- Air Carrier Access Act (ACAA)

Source: <http://www.nad.org/issues/civil-rights>

7. Compromise.

Compromise requires flexibility. Be willing to consider other forms of accommodations if your particular request cannot be granted.

Compromise does not mean you should settle for less than you deserve. You should not accept accommodations that do not work for you. When you have done everything that is within your power, and there is nothing more you can do to obtain your rights to reasonable accommodation, it may be time to see a lawyer!

POINT: Be willing to work out an agreement, but only if it meets your needs. Not everyone can provide you with everything you need, but don't accept "good-enough" services, either. Be fair both to yourself and to the other person.

In-Class Discussion

Your instructor will review each of the seven steps as suggested by the National Association of the Deaf. What does "accommodation" mean?

Millions of Deaf people have experienced frustration because they do not understand what is being said around them. Through advocacy, more and more laws have been passed to make sure this does not happen. Advocacy helps improve things in different areas, such as at a job, in school, and at the doctor's office or hospital. Both advocacy and self-advocacy are critical in encouraging changes that you need, as well as your family, your community and your country.

Ways to Advocate for Communication Access

Communication access means having the chance to fully understand everything.

Your right to communication access is an important right. You may find yourself in a situation where you need an interpreter, but don't have one. This is when you can advocate for communication access.

Video



Video 1.4: Communication Access with an Interpreter

This video shows an outcome of self-advocacy in

requesting an interpreter for our appointments or meetings.

Communication access means having the chance to fully understand everything. There are many different ways to achieve communication access – depending on individual needs. Some people use assistive technologies, like hearing aids, pocket talkers, or real-time captioning. Other people who use sign language may work with interpreters. Even though there are many different kinds of communication access, we will focus on interpreters. There are many ways to advocate for interpreters. It is important to advocate for communication access so that you can be fully equal to everyone else. It will also help you feel confident about your life.

In-Class Discussion

The National Black Deaf Advocates suggests a plan of action using the following steps:

1. Define the problem.
2. Get information.
3. Write a proposal.
4. Contact the appropriate people.

See www.nbda.org/Advocacy/whatisadvocacy.html for more information on how to create an action plan. You will also create an action plan of your own in Module 7.

Applying Your Learning

You will role-play two situations and figure out how to ask for interpreters.

Strategies:

1. You have recently joined the YMCA and signed up for an exercise class. You would like to have an interpreter for the first class.
2. There is a community education class in accounting that your boss requires to take. You need an interpreter.





Worksheet

Module 1: The Importance of Advocating for Yourself and Others

KEY TERMS: *Define each of the following terms.*

1. Advocacy
2. Self-advocacy
3. Communication access
4. Accommodation

CONCEPT REVIEW

5. Why is advocacy important?
6. How is self-advocacy different from advocacy?
7. Give three examples of how to advocate.
8. Name at least four ways to self-advocate as suggested by the National Association of the Deaf.
9. What are three examples of communication access?

Notes:

Self-Esteem and Self-Determination

Overview

This module introduces self-esteem and self-determination as the mindset people need to have so that they can believe that they can achieve their self-advocacy goals. Learners will reflect on their experience and what they have learned, and then reinforce positive perceptions of each other and themselves.

Goal

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

Objectives

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.

Estimated length of module: 2 – 3 hours

Self-Esteem and Self-Determination

You have learned how self-advocacy can help you achieve your goals in different situations, and why it is important to advocate for yourself. Before you can ask for what you need, you must believe in yourself and your value. One key step is to have confidence in yourself, in your rights, and in your abilities. You can build this confidence by thinking positively of yourself and being willing to make decisions for yourself.

Video



Video 2.1: A Bad Day at Work

A Deaf employee is unable to watch an uncaptioned video about workplace safety because no interpreter is provided.

Self-Esteem

Self-esteem means confidence in yourself and belief in your abilities to do things.

You have learned how self-advocacy can help you in different situations, and why it is important to advocate for yourself. One key step is to have confidence in yourself, in your rights, and in your abilities. You can build this confidence by having good self-esteem.

It may be easy to start thinking badly of yourself if you are frustrated with communication access. For instance, you may feel lost or left out at a job where everyone is speaking without signing, and there is no interpreter. If you have high self-esteem, you can decide what to do about it instead

of accepting the situation and doing nothing. First, let's talk about the meaning of self-esteem.

Self-esteem is the belief in yourself that you are a good person, that you have a lot to offer, and that you can do what you need to do to be successful. If you can accept who you are, you will have high self-esteem. This will make it easier to communicate with people and advocate for yourself.



In-Class Discussion

- What is self-esteem?
- What are examples of low and high self-esteem?
- How can self-esteem affect self-advocacy skills?
- How does being Deaf or hard of hearing affect self-esteem?

Building Self-Esteem

Self-talk is what your "internal voice" says to you.

Some people have high self-esteem, and they feel positively about themselves. Others have low self-esteem, and they feel negatively about themselves. There are many ways to build self-esteem so that you can be confident. It is also good to know how to use your self-esteem to self-advocate.

You must have confidence in your abilities before advocating for yourself. How can you do this? One way is to know your rights and to know how to advocate. Another way is to believe that you are equal to hearing people and deserve equal access. It is also important to know what can lower your self-esteem and make you feel as if you do not deserve respect or equal rights. Low self-esteem appears and increases through negative self-talk or the words and/or actions of others. For example, maybe your family or friends will tell you that you can't do things because you are Deaf or because you don't know how.

Self-talk is what your “internal voice” says to you. For example, one morning you wake up and think to yourself, “I feel great!” When you arrive at work, a co-worker is in a bad mood. He is crabby and his negative attitude makes you feel lousy. At this time, your mind may say, “I must not be good enough. If I was a good person, he would not be crabby with me.” This is negative thinking that influences your attitude – negative self-talk. If you listen to negative self-talk, this may lead to negative actions, such as complaining, doing nothing, or becoming angry.



In-Class Discussion

What are the ways your self-esteem gets low?
How can self-talk influence self-esteem?

One way to change your negative self-talk is through visualization. When you experience negative situations, your body learns to respond negatively. You may feel sad, angry or upset. You can use imagination to teach yourself to respond differently. Visualization can be a good way to improve your self-talk to be more positive. By practicing visualization and positive self-talk, you can learn to be more confident facing difficult situations. Try the following steps to practice visualization:

Imagine yourself in a difficult situation. For example, you may be having a hard time at work and need to ask your boss to change something. You may be nervous to talk to your boss about this. Think about this situation for about five seconds.

1. Now, think about yourself with your friends. Imagine yourself laughing and having fun.
2. Continue to imagine yourself laughing and having fun. This time, imagine yourself in the difficult situation again, this time for 10 seconds.
3. Repeat steps 2 and 3 again.



Self-talk is what your “internal voice” says to you as you go through your daily life. Negative self-talk is a voice that criticizes by:

- Emphasizing past failures.
- Ignoring anything good that happens.
- Setting impossible standards of perfection.
- Assuming others’ thoughts about you are negative.
- Calling you names.

Positive self-talk includes saying things like:

- “Go ahead. Give it a try. You do have the skills required to do the job. You deserve this promotion!”
- “You’re good!”
- “Good for you! You did very well!”

Source: www.peelregion.ca/health/commhlth/selfest/selftalk.htm

By doing this, your mind connects the difficult situation with having fun. This can help you be more relaxed when you face the difficult situation in the real world.

Think of some ways people make you feel bad, or ways you make other people feel bad. If you face a situation where someone makes you feel lousy, what are your choices?

You can choose to either accept what that person says or your own negative thoughts, or you can choose to say, “No, I do not accept that,” and decide to do something about it. The more you do positive things, the more you will feel good about yourself and have higher self-esteem. With greater confidence, you can advocate for yourself.



In-Class Discussion

- Did you notice a difference in your confidence?
- How can visualization help you in self-advocacy?

Self-Determination

Self-determination means you have the ability to decide for yourself about things that affect you.

You can choose what you will or will not do. For example, it is your right to decide if you want an interpreter for your doctor's appointment or if you prefer to write back and forth. People cannot force you to write back and forth, but they also cannot force you to work with an interpreter.

When you achieve high self-esteem, you will feel more comfortable in deciding for yourself about what you want or need. Self-determination means you have the skills, beliefs and knowledge to express or ask for what you want, which involves self-advocacy. You must also know what you can and cannot do. Sometimes you will decide what you need, then advocate for yourself, without success.

It is sometimes good to work alone without help from other people, but sometimes this is not good. Even when you want to advocate for yourself, you sometimes need to get help from other people. It is a great idea to have support for your advocacy. At the same time, you do not want to depend on other people too much. How can you independently advocate for yourself while also receiving support?

By knowing how to find support while advocating for yourself, you are deciding for yourself what you need. This is self-determination. Self-determination shows strong self-esteem, and is a great example of how you can advocate for yourself. This also shows that you believe in your value as a

person. You believe that your needs are important, and you talk with others about them.

How to Enhance Your Self-Esteem

The way we feel about ourselves has a huge effect on the way we treat ourselves and others, and on the kinds of choices we make. Here are some things you can do to protect, raise, or reinforce your self-esteem.

- Spend time with people who like you and care about you.
- Ignore (and stay away from) people who put you down or treat you badly.
- Do things that you enjoy or that make you feel good.
- Do things you are good at.
- Reward yourself for your successes.
- Develop your talents.
- Be your own best friend - treat yourself well and do things that are good for you.
- Make good choices for yourself, and don't let others make your choices for you.
- Take responsibility for yourself, your choices, and your actions.
- Always do what you believe is right.
- Be true to yourself and your values.
- Respect other people and treat them right.
- Set goals and work to achieve them.

Source: www.goodcharacter.com/BCBC/SelfEsteem.html

Let's use another example. Maybe you want to move to a different building with other Deaf people and staff who can sign, but your boss want you to work with co-workers who can't sign. What can you do to advocate for yourself?



In-Class Discussion

- What are advocacy skills you are good at?
- What are skills you need help with?
- What are skills you would like to learn?
- What are ideas of how you can get help?

Self-determination gives you the power to make choices for yourself. This will help you become stronger in making sure you get what you want. But how do you do this? There are many ways to do this.

Some ideas are:

- Realize what your personal preferences are.
- Set your goals.
- Use your skills to achieve your goals.
- Evaluate progress and learn from this experience (Abery, 1998).

It is a good idea to tell the people you are working with, or talking about, what you need or want. Tell them what your communication preferences are, such as if you prefer sign language or captions. Tell them the best way to communicate with you. This helps people understand how to meet your needs.

own home and car, have better education, have greater job opportunities, and be happier. It may not always be easy but you must know what you need. By believing in yourself and your abilities, you can advocate for full communication access.

In-Class Discussion

Think about situations where you wanted to make your own decisions, but were pressured by other people to not make your own decisions. How did this affect your self-esteem? What would you do differently this time?

How Self-Esteem and Self-Determination Influence Self-Advocacy

If you have low self-esteem, you may find yourself in situations where you are unhappy.

You may not learn as much as you want because you do not know what is being said. You may feel uncomfortable about being involved with events or organizations. You may feel as if you are not good enough or are not mature enough to have your own apartment or car, and may feel you cannot do anything by yourself (Abery, 1998).

With a healthy self-esteem and a good understanding of what you want (self-determination), you may have more responsibilities, have your

In-Class Discussion

There are some situations where you may feel uncomfortable telling the other person that you are Deaf. What are examples of this? What can you do if this happens?

Video



**Video 2.2:
Making a Request**

A Deaf employee uses positive visualization prior to requesting an interpreter.

determination

Self-determination means you have the ability to decide for yourself about things that affect you.

Video



Video 2.3: Checking on a Request

This video shows an 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).

the Department of Motor Vehicles (DMV).

When you advocate for yourself, for your right to self-determination, your feeling about yourself becomes positive. This does not happen overnight. The gain, or loss, of a positive self-esteem takes several weeks or months. Just keep in mind that you deserve to feel good about yourself. You are worth it!

In the future, as you begin to make requests for communication access, including interpreting services, you will experience several different levels of challenges. You will need to watch your self-esteem while you teach others. Your supervisor, co-worker, neighbors, family, and other community members will learn from you about your need

for communication access. They may challenge your request for different kinds of communication access. Remember, you know your own needs the best.

When you make a request for interpreting service, you need to be involved in explaining your needs. Then you need to follow up on your request. It is better to work with the person who will pay for the interpreting service to make sure that the right interpreter is hired for the appointment. Otherwise the experience may not be successful for all the people involved in the meeting.

From time to time, evaluate how you see yourself. Make sure that you remember at all times that you are a good person. You deserve the same kind of access to services available to any other person in this country, even when you are Deaf.

When you request communication access it is essential to follow up on your request. Even if you are not the person responsible for scheduling and paying for your interpreting service, you still need to make sure that everything is ready for your appointment. When planning for a meeting, it is important to check that everything is ready, or you will have little or no influence over the result. In self-advocacy, your goal is to develop relationships so that you can maintain the necessary influence over others so that you can practice self-determination.





Worksheet

Module 2: Self-Esteem and Self-Determination

KEY TERMS: *Define each of the following terms.*

1. Self-esteem
2. Self-talk
3. Self-determination

CONCEPT REVIEW

4. How can negative self-esteem affect self-determination?
5. Why is it important to have high self-esteem?
6. What are three ways your self-esteem can become lower or higher?
7. Describe one situation where you had low self-esteem. What would you do differently today?
8. How can you make sure your self-talk is positive?

Notes:

Working with Interpreters

Overview

This module shares information about the role and responsibilities of interpreters, and their qualifications. Learners are introduced to the interpreting process and the linguistic and cultural mediation involved in the interpreting process. This module also provides information about requirements for the certification and licensure of interpreters.

Goal

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

Objectives

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 requesting high-quality interpreting services.

Estimated length of module: 3 – 4 hours

Working with Interpreters

With sign language interpreting services required by law, hearing people often are the people who are responsible for confirming interpreters. When you learn more about the qualifications of interpreters, and the requirements for licensure in your state, you will be able to self-advocate for the type of interpreter that meets your needs.

person who speaks English and does not know sign language may need an interpreter to understand a Deaf person who is signing ASL. An interpreter also has to think about the people's cultures for effective communication.

Video



Video 3.1: A Visit to the Emergency Room

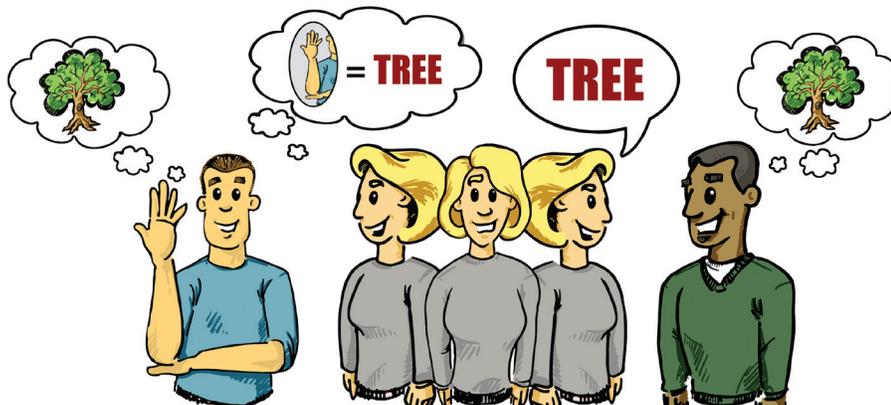
A child has stomach pains and goes to the hospital with his Deaf mother. A nurse expects the child to interpret, then brings in another nurse who can sign a little.

What is an Interpreter?

An interpreter is someone who makes sure people speaking different languages can communicate with each other.

One of the most important parts of communication access is to work with an interpreter. The interpreter is a resource in achieving successful communication outcomes. For example, a hearing

ILLUSTRATION A



In-Class Discussion

- Is the nurse qualified to interpret? Why or why not?
- What was the Deaf mother so frustrated?

How Does Interpreting Work?

Interpreting is a complex process.

When a Deaf person speaks in ASL, interpreters have to go through many steps to communicate the message to the English speaker. First, interpreters must watch the Deaf person's signs and then make a decision about what the signs mean. Once interpreters understand the meaning, then they have to pick the best English words and say them clearly.

Next, they must check to make sure the hearing person understands what is said. As this is happening, the Deaf person may be continuing to sign and so the interpreter has to do many things at the same time.

Illustration A shows the steps that an interpreter has to go through even for a simple word. In the picture, the Deaf person signs, "Tree." The interpreter has to figure out that the Deaf person is saying, "Tree." In the next step, the interpreter has to decide the English word that means the same as the ASL sign. She speaks the word, "Tree," so that the hearing person will have the same idea as the Deaf person. This shows that even with an idea so simple, the interpreter

has to go through a mental process to make communication happen.

In-Class Discussion

- What does “qualified” mean?
- Does “certified” mean the interpreter is qualified?

What does “Qualified Interpreter” mean?

The Registry of Interpreters for the Deaf (RID) Web site says, “The Americans with Disabilities Act (ADA) defines qualified interpreter in its Title III regulation as: ‘an interpreter who is able to interpret effectively, accurately and impartially both receptively and expressively, using any necessary specialized vocabulary.’”

Why is Certification Important?

Certification means interpreters have passed tests to show that they have specific skills. Certification helps consumers know what to expect from interpreters.

Licensure means that interpreters meet state requirements and are licensed to provide interpreting services. State requirements might include certification, attending classes or other training. Certified interpreters have to pass tests to show they have specific skills. This does not mean they

F.Y.I.

A qualified interpreter is defined by law as “an interpreter who is able to interpret effectively, accurately and impartially both receptively and expressively, using any necessary specialized vocabulary.”

Source: ADA Handbook, 1991.

will be qualified for all situations. But if you ask for a certified interpreter, you are more likely to get someone who is able to interpret successfully, because they have the training and knowledge about their responsibilities.

Video



Video 3.2:
Characteristics of Quality Interpreters
Mary Lightfoot talks about the good characteristics needed to be a good interpreter.

Hiring certified interpreters also is a way for organizations to follow the law and receive quality services. Hearing people who hire interpreters may not have any way to know if an interpreter is effective or not. The certification process gives the organizations a way to see that an interpreter has a minimum standard of skills.

Many states require that interpreters have a certificate or license to work. Certified interpreters can be either hearing or Deaf, and there are specialized certifications (see page 28). For example, a Certified Deaf Interpreter (CDI) is Deaf and has specialized skills in communicating in situations where there are unique needs related to language or culture.

In-Class Discussion

- Does your state require certification or licensure for your interpreters?
- What are the interpreting certifications accepted in your state?

Interpreter Certifications

An interpreter's certification shows that the interpreter has passed tests to prove specific levels of skills. This means much more than just knowing how to sign. There are many different certifications interpreters might have. Below is a list of some certifications.

National Interpreter Certification (NIC)

The NIC is a test that NAD and RID worked together to develop to evaluate hearing interpreters. It includes a written test, and an interview/performance test about ethics and skills. Interpreters can be certified at three levels:

- NIC
- NIC: Advanced
- NIC: Master

RID Certifications

The following certifications are no longer offered to hearing interpreters and have been replaced by the NIC examination:

- Certificate of Interpretation (CI): Focuses on working between spoken English and ASL.
- Certificate of Transliteration (CT): Focuses on working between spoken English and more English-like signing (but not Signed Exact English)
- Comprehensive Skills Certificate (CSC).
- Specialist Certificate: Performing Arts (SC:PA): Demonstrates specialized training and experience in performing arts such as theater or music.

The following certifications continue to be offered:

- Certified Deaf Interpreter (CDI): A Deaf or hard of hearing individual who has specialized training and demonstrates skills in creating access in situations where there are special needs related to language or culture.
- Conditional Legal Interpreting Permit – Relay (CLIP-R): For a CDI who have completed 150-hour training/mentorship as a legal interpreter.
- Specialist Certificate: Legal (SC:L): For a certified hearing interpreter who demonstrates specialized training and experience in legal environments such as courtrooms.

- Oral Transliterating Certificate (OTC): For a certified hearing interpreter who demonstrates skills in listening to spoken English and repeating what is spoken by using mouth movements and natural gestures.

NAD Certifications

The NAD test is no longer offered to hearing interpreters and has been replaced by the NIC examination. Levels include:

- NAD III (Generalist): Average Performance
- NAD IV (Advanced): Above Average Performance
- NAD V (Master): Superior Performance

EIPA Certification

ED: K-12 Certification: This certification is awarded through the Educational Interpreter Performance Assessment (EIPA), administered by the Boys Town organization, and focuses on interpreters working in school settings.

State Licensure

Some states have laws licensing interpreters. This means the government decides what is required to become a "qualified" interpreter. Some states have their own testing systems for state licensure, and/or uses one of the national certification processes listed above.

There are also state certificates that are awarded for specialties, such as legal interpreting or oral interpreting.

More information is at www.rid.org/education/education/certification/index.cfm.



Education: Through Professional Development

Being certified is not just passing a test.

Interpreters also must continue their education about interpreting and be part of an ethical practices system. The ethical practices system allows interpreters to be sure they are acting appropriately in their work; more will be discussed in Module 4. For now, let's learn how interpreting works and what training interpreters should have.

The first interpreter training programs were started in the 1970s and typically lasted only six weeks. Back then, many Deaf people were happy to have anyone who could sign and did not really worry about qualifications or certifications. Today, Deaf people realize how important it is to have good quality interpreters. More students are now attending colleges to become interpreters because Deaf people have advocated for better interpreters and greater communication access.

To take the certification exam after June 30, 2012, hearing interpreters are required to have a Bachelor's (four-year) degree and Deaf interpreters are required to have an associate's (two-year) degree. In 2014, the requirement for Deaf interpreters will upgrade to a Bachelor's degree.

After interpreters become certified, they must continue to learn about interpreting. They attend classes or workshops to earn continuing education credits. Professional development is very important because interpreters are part of a profession with responsibilities, like doctors. Doctors have to keep learning about new information in medicine and treating sick people. Just like doctors, interpreters need to keep learning about their work, including language, culture, and interpreting.

Who Provides Interpreters?

Most of the time, the hiring agency or business needs to provide the interpreters. For instance, if you go to the hospital, it is the hospital's responsi-

Did You Know?

An interpreter referral agency is a company or agency that has a list of interpreters. When someone needs an interpreter, he or she calls an agency and shares the date and time that the interpreter is needed. The referral agency then contacts interpreters to find someone who can do the job.

bility to pay for the interpreter. However, if a business is too small, the business may not be required to pay for an interpreter.

The important thing to remember is that no matter if someone is required to pay or not, you can always make a request. Even if they are not required to provide interpreters, some agencies or organizations will pay for interpreters because they feel it is the right thing to do.

In many parts of the country, there are state commissions or agencies and non-profit organizations that can provide resources for paying for interpreters. This will be discussed further in Module 7.

F.Y.I.

Both Deaf and hearing people can be interpreters. Deaf interpreters, when certified, have the basic foundation of training and experience necessary to facilitate signed and written communications into ASL for Deaf and hard of hearing consumers.

How to Receive High-Quality Interpreting

There are many things that you can do to make sure you receive the best interpreting services.

Make your request as early as possible.

Because there often are not enough interpreters, it can be hard to get an interpreter at the last minute. Allowing time – more than two weeks in advance if possible – increases the chance that a qualified interpreter will be available for your appointment.

Ask for a certified interpreter.

Being certified does not mean that an interpreter is perfect. It helps show that the interpreter has a minimum level of skill and will continue to learn about interpreting. It also means that if the interpreter does something wrong, there is a process to file a complaint.

Let the interpreter referral agency know if you want a specific interpreter.

If there is an interpreter you like working with, you can ask for that person. Also check if the interpreter agency has a list of your favorite interpreters. This list will help the agency always know immediately which interpreters to send if the interpreters are available.

Video



Video 3.3: Working with Deaf Interpreters

This video shows an example of work done by a hearing deaf interpreter team.

In-Class Discussion

- What are “accommodations”?
- Does everyone have the same meaning for “reasonable” accommodations?

Provide information about your preferred interpreters or agency.

If you have an interpreter referral agency you like to work with or an interpreter you prefer, ask for their business cards. That way, when you ask a hearing person for an interpreter, you can give the

F.Y.I.

Some companies may not understand why they should pay for interpreters. They may think that Deaf people should pay for interpreters. How do you explain this to them? One idea is to say:

“Having Deaf people pay for interpreters is like having people in wheelchairs pay for the costs of building ramps or making doorways wide enough. This means that everywhere people in wheelchairs go, they would have to pay for ramps. They would go broke quickly or just stay home all the time. The same is true for Deaf people. Since many hearing people do not know sign language, interpreters are needed. Congress, by passing the ADA and other laws, has decided that having many people and agencies pay for interpreting, rather than having just the Deaf person pay for all of it, is the fairest way to provide access.”

interpreter's business card. Many times, agencies do not know how to request an interpreter. Make it easier for them by sharing information on how to contact an interpreter.

Give background information to the interpreter before the appointment.

Interpreting is a difficult job. The more prepared an interpreter is, the easier it is to do a quality job. If you have information you can share with the interpreter before an appointment, it will help the interpreter do a better job. You can also ask the agency you are working with to give this information to the interpreter.

Suggest a place for the interpreter to stand or sit.

If you can't see an interpreter because of the room set-up or your location, you can ask the interpreter to move. The interpreter may have another idea and discuss it with you. If there are other Deaf people with you, include them so everyone can see the interpreter. Remember that you can speak up when something is not working for you and share your ideas.

If you don't understand the interpreter, say something.

If you cannot understand the interpreter, let the interpreter or hearing person know. You might ask the hearing person to explain what they said again. You might also talk directly to the interpreter and say, "The interpreting is not clear" or "I am having a hard time following the interpreting." The interpreter may change how he or she is interpreting, or ask the hearing person to say something in a different way.

Request a Certified Deaf Interpreter.

If you are still not able to understand the interpreter, you can ask to reschedule with another interpreter. You can also request a Deaf interpreter with a CDI certification. A Deaf interpreter can be helpful in many situations like an appearance at court or a medical appointment. They are not only for Deaf-Blind consumers.



In-Class Discussion

- Have you worked with a CDI before? Why or why not?
- What are the benefits of working with a CDI?
- What is the difference between a CDI and an advocate?

Your Choice

We'll do something a little different now. The video you see next will show several situations. After you have watched each situation, select the choice(s) that will lead to better quality interpreting. Think about everything you have learned up until this point.



In-Class Discussion

- What happens when Deaf people aren't provided with a qualified interpreter?
- Have you had an unqualified interpreter?

Making an Interpreting Request

When making requests for interpreters, people who hire interpreters may not understand the needs of Deaf people, or they may not know the law. When the community organization or employer hire interpreters and they are not familiar with your needs, you must advocate for yourself. If you communicate with others about what you need, you experience self-determination by making your own choices. By doing so, you develop relationships with people in your community.

Video



Video 3.4: Scenarios for Discussion

Three different scenarios are shown, with choices for steps to take.

Video



Video 3.5: Requesting a Qualified Interpreter

A Deaf person goes to the emergency room and a nurse who knows a little sign language tries to interpret.

Remember: you will explain your options every time you need interpreting service. It would be nice if we could explain this once, but there are too many people out there who have not worked with a Deaf person before. You may wish to create a card as used by the Deaf person in Video 3.5, when he made clear his preference for a certified interpreter. There are two examples of this card in Appendix A, under Module 6. It is important to practice explaining to others what you need, and how it benefits everyone.

Educating Others

This is when your self-advocacy skills become important. Before you can educate others about interpreting services, you will need to know how to explain your needs, and how this will benefit you and them. Even after you explain, they may make mistakes by providing you with something else they think would save them time or money. This is why you need to know your rights, and be ready to self-advocate when necessary.



Worksheet

Module 3: Working with Interpreters

KEY TERMS: *Define each of the following terms.*

1. Interpreter
2. Certification
3. Licensure

CONCEPT REVIEW

4. What is the difference between a qualified interpreter and someone who knows sign language?
5. List at least two types of interpreter certifications.
6. How does the interpreting process work?
7. Who should pay for interpreters?
8. What are three ways you can receive high-quality interpreting services?

Notes:

Ethics of Working with Interpreters

Overview

This module explores the professional ethics of interpreters. The learner is guided through an in-depth examination of the Registry of Interpreters for the Deaf Code of Professional Conduct, and its formal grievance process. The module also makes recommendations on how to work with interpreters.

Goal

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

Objectives

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.

Estimated length of module: 1 – 2 hours

Video



Video 4.1: An Unprepared Interpreter

A Deaf employee participates in a work performance review; the interpreter is not qualified.

Ethics of Working with Interpreters

When working with interpreters, it is easier to achieve your goals (or your company's goals) when you understand the interpreting role and ethics. This means learning more about the needs of your interpreters, how they work together, and their professional responsibilities. Then you will be able to think of different ways for you and the interpreter to work better together.

Ethics and Behavior

Ethics help people decide what the right or wrong ways to act in certain situations are. Behavior is the way people act.

Ethics grow out of people's values. When we work with people, we can't really see their ethics or values, but we can see their behavior and how they act. Certified interpreters follow a Code of Professional Conduct (CPC) that lists specific behaviors. In this module, we will study the CPC and discuss what you can expect from interpreters and what you can do if interpreters don't meet your expectations.

Code of Professional Conduct

The CPC, formerly the Code of Ethics, is a guideline listing standards of behavior for RID and NAD-certified interpreters.

If RID or NAD-certified interpreters do not follow the CPC, they can face disciplinary action. The CPC has seven tenets ("beliefs"):

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

The CPC's goal is to have interpreters provide the highest quality interpreting services that provide access to communication so people can make informed choices and be involved in all parts of society. Let's watch a video that explains more about the CPC.

Video



Video 4.2: RID Code of Professional Conduct

The Registry of Interpreters for the Deaf discusses the CPC.

Why is the CPC Important?

As discussed in Module 3, certification helps establish a standard skill level for an interpreter, such as skills in signing, voicing, and knowledge of how to interpret. Having the CPC creates a standard of behavior. This means that people know what to expect from an interpreter's actions. The CPC also means that if you do not understand why an interpreter did something or you disagree with something an interpreter did, you can ask why the interpreter made that choice. After the interpreter has explained the reasons, you can decide whether you accept the reason or not. If not, you can talk with the agency that provided the interpreter. If you are still not satisfied, you can file a ***grievance***, also known as a complaint, with RID. Some states also have their own systems for filing complaints.

The basic steps of filing a grievance are:

1. File a complaint within 90 days of when the problem happened. The problem must be related to the CPC.
2. Go through mediation. This is when a trained mediator helps you and the interpreter discuss the complaint and come up with a resolution. It is possible that the interpreter will receive consequences.
3. If mediation does not work, the next step is a hearing. A panel of Deaf and hearing interpreters reviews the evidence. They then decide if a CPC violation happened. If it did, they will decide what the punishment should be.

If you want more information on this process, watch the next video, or visit www.rid.org. Keep in mind if you work with a certified interpreter and feel as if the CPC was not followed, you can file a complaint.

What if the Interpreter is not Certified or not a RID Member?

If interpreters are not certified or RID members, they are not required to follow the CPC. This means a complaint with RID cannot be filed against them. This creates a greater risk for more problems. Some common examples are listed below.



You have the right to a qualified interpreter as one way of getting communication access. Knowing what to expect from an interpreter makes it easier for you to get access to the information that you need.

In-Class Discussion

- How does CPC protect Deaf people?
- Have you experienced an interpreter who did not follow the CPC?

Interpreters Acting as “Helpers”

Some hearing people become interpreters because they feel sorry for Deaf people. They think if they learn sign language, they can help Deaf people. What are the problems with this?

- Deaf people are not dumb.
- Deaf people do not always need help.
- Deaf people can be independent and take care of themselves.
- If Deaf people start depending on “helpers” to make decisions for them, they may lose their independence.
- Some Deaf people may also start expecting interpreters to act like friends. While interpreters should be friendly, an interpreter's role is to make sure you can communicate with the hearing people in the environment – not to be friends and/or become too close with Deaf or hearing consumers.

Video



Video 4.3: A Humorous Look at Interpreter Ethics

A Deaf joke is shared with an example of questionable interpreter behavior.

Providing Feedback

If you work with an interpreter who does not violate CPC, but you are not happy, you can provide feedback. You can also contact the referral agency or the person who hired the interpreter. Make sure to provide feedback with a good attitude.

In-Class Discussion

Learn the grievance process for your state! RID is a national organization that certifies interpreters. It also has a way for people to complain about interpreter services. However, some states may also have their own processes for certifying interpreters and handling complaints. Does your state have its own system to make sure that interpreters provide quality services?

Children Interpreting for Adults

Before there were professional interpreters, many Deaf parents depended on their hearing children to interpret.

While this may have been common in the past, we now know there are many problems with this:

- Children do not have adult vocabulary or knowledge.
- Children may change information without telling the parents.
- Children may not be emotionally mature enough to handle the responsibility.
- Children do not have the educational and professional experience to interpret.
- Children may not be ready to handle adult problems or vocabulary.
- Even hearing adults may be too emotionally involved in a situation to interpret accurately for their Deaf parents.

For example, many children interpret for their parents at the hospital or at the doctor's office. This is not a good idea, because the children may feel afraid to talk about what is wrong with their parents, and not understand the information or words used. Many hearing children of Deaf adults have grown up feeling angry, frustrated, overwhelmed and rebellious because they were forced to grow up too early by interpreting for their parents.

Hospitals are required by law to provide qualified interpreters, so you should ask for and expect professional interpreters, not have your children interpret for you.

Video



Video 4.4: RID Ethical Practices System

RID explains its Ethical Practices Systems and how people can file complaints.

Interpreters Charging too Much or too Little

Some interpreters will charge a fee that is too much, or charge too little or even nothing. If an interpreter charges low fees, companies may think this is normal and get upset if more experienced, professional interpreters charge normal rates. If an interpreter charges too much, companies may feel interpreters are too expensive and refuse to provide communication access.

Educating Hearing People

Whether or not the interpreter is certified, hearing people may not have experience working with interpreters. People who are Deaf or Deaf-Blind may work with interpreters often. Hearing people do not necessarily have this experience, so they may be confused about how to work with an interpreter. Either you or the interpreter can explain to the hearing person how to make the experience of working with an interpreter go smoothly.

Watch the following video examples of a Deaf person and an interpreter explaining the process to a hearing person who has never worked with an interpreter.

You can help advocate for your own communication access by explaining to hearing people why interpreters are important. You can also make sure that the interpreting meets your needs. It is the

Video



Video 4.5: How to Work with Interpreters

A Deaf person explains how to work with interpreters.

interpreter's job to listen to your needs and make sure you get all the information that a hearing person receives. Before and after each meeting, think about ways that you can partner with interpreters to get full communication access.

In-Class Discussion

You just watched a video that shows how to work with interpreters. What other approaches do you suggest?

Did You Know?

RID and NAD worked together to create a new code to guide interpreters' behavior. The new Code of Professional Conduct (CPC) was created in 2005 with ideas from hearing and Deaf interpreters, as well as Deaf consumers. The CPC replaces the RID Code of Ethics. Interpreters who are certified by RID agree to use this code as a guide for how they act. The CPC does not tell interpreters specifically what to do, but expresses a set of values that interpreters need to show as they make decisions in different situations. The CPC is not the same as a law that interpreters must follow, but it is a professional guide. Also, interpreters may need to follow other codes of conduct. If they work in a courtroom or hospital, those places might have other codes that interpreters must also follow.

Applying Your Learning

You will role-play a situation where a hearing person does not know how to work with an interpreter.

Self-Advocacy for Interpreting Ethics

When you understand the role and responsibilities of interpreters, you can explain this to others. You can also protect yourself and support your interpreters by making sure others understand the value of interpreting ethics. You also will know what to do when you are not satisfied with an interpreter, or when an interpreter violates the CPC. If the process appears complicated or confusing, seek community resources that can provide more information about procedures used by either RID or your state.

Video



**Video 4.6:
A Prepared Interpreter**
The same Deaf employee has a performance review with a qualified interpreter present.



Worksheet

Module 4: Ethics of Working with Interpreters

KEY TERMS: *Define each of the following terms.*

1. Ethics
2. Behavior
3. Grievance

CONCEPT REVIEW

4. How does the RID Code of Professional Conduct protect Deaf people?
5. What are some common problems in working with an interpreter who is not certified?
6. List two reasons why a child should not work as an interpreter.
7. If you have a complaint about an interpreter, what is the first step you should take?
8. List three things you can tell a hearing person about how to work with an interpreter.

Notes:

Interpreting Services Using Video Technology

Overview

The provision of interpreting services through video conferencing technology is examined, including the required components to facilitate this service. Learner will view and discuss the benefits of interpreters providing services through video. The module closes with the learner applying their understanding of this service by explaining the function of this service in their own words.

Goal

Participants will learn the requirements for access to video conferencing, the communication services available with this technology, and tips for proper video etiquette.

Objectives

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.

Estimated length of module: 2-3 hours

Interpreting Services Through Video

People like to communicate with each other as if they are in the same room. Talking with people without seeing their faces sometimes is challenging, because you cannot see their faces. Many people prefer face-to-face communications, because they want to see the expression and gestures made by others. Video technology helps bring people together, even when they are far away from each other.

People use interpreting services through video technology because the demand for interpreting services is very high, and is still increasing quickly. There are not enough interpreters to meet this demand. More and more Deaf people are working with interpreters everyday.

Most of the interpreters live in the city, because there is plenty of work for them. Interpreters need to fill their schedule with steady work. They prefer an all-day assignment instead of a short appointment. Even when Deaf people make interpreting requests in the city, they still may not have an interpreter available for their meeting. For Deaf people who live in rural areas, way out in the country, they have a harder time finding interpreters who are willing to drive out to their location for their appointments.

Video



Video 5.1: Using Video to Talk With Others
Deaf consumer uses a videophone with VRS and VRI services.

Did You Know?

As of April 2012, there are 9,600 interpreters certified by RID in the United States.

Source: The Registry of Interpreters for the Deaf, Inc.

With video technology, interpreters are able to interpret for many more people in different locations, because they spend less time traveling between appointments.

In-Class Discussion

- Why did the interpreter disconnect in the first scenario?
- What are the benefits of using video to connect with an interpreter to talk with someone in the same room?
- If you live in a rural area and you need an interpreter, what are your options?

Getting Started With Video Technology

Video Technology has two important parts: equipment with video software and Internet service. With both ingredients in place, video streaming becomes possible. To understand video streaming, let's look at a flip book.

Have you ever played with a flip book? It is a book with drawings on each page. When you flip through the pages, the drawings become animated, like a cartoon. When you go through the pages slowly, the animation move slowly. If you flip the pages more faster, the animation move quickly. Video streaming works in the same way. A video is made of thousands of still photos, also called frames. When still photos are shown quickly, you see a moving picture.

When people use video technology to see each other, their equipment and Internet access is running a video stream of 15-60 pictures per second! Video streaming must run two ways, upload and download, for both sides to see each other. A good video connection requires high quality equipment and High Speed Internet service.

Equipment with Software

High quality webcams/video cameras record 30 to 60 frames per second. Software is required for the equipment to send still photos into a continuous video stream, like a flip book. Sending live video through the Internet breaks down each movement on both sides into packets. Each packet contains several still photos. If the Internet moves the packets quickly, the video looks very smooth, almost real-time. If the Internet moves the packets slowly, the video becomes choppy, with some pixels and missing images. The video becomes hard to understand.

Did You Know?

Approximately 90% - 95% Americans have access to broadband today, unlike ten years ago. See map and demographics for the last ten years at this link: <http://www.broadband-map.gov>.

Telecommunications

The definition of telecommunications is the transfer of sounds or images over great distances.

Television, radio, Internet and telephone are services included as a part of telecommunications. The Federal Communications Commission (FCC) is responsible for setting rules for those services, and this includes Telecommunications Relay Services (TRS).



Sending through the Internet means the same as upload. Receiving through the Internet is the same thing as download.

Internet Service

High speed Internet is required when using video equipment. High Speed Internet is also called broadband. Broadband is a type of Internet that can transfer data at high speeds. There are several different kinds of broadband: Cable, Digital Subscriber Line (DSL), Fiber Optic Internet Service (FIOS), and satellite. Cable provides Internet through same wires as television service. DSL provides Internet service through same wires as telephone service. FIOS is a new network system being installed to complete with other networks. Satellite provides Internet anywhere there is a connection with the satellites that orbit Earth. For a two-way video conversation, without any black screens or choppy pictures, video equipment with software must send and receive a video stream at the same time.

In-Class Discussion

- What if there is a technology blackout, and the Internet stopped working?
- How would you find out if your friend was home?
- How would you make emergency calls?



FCC has a list of terms related to telecommunications on its website. Visit this link: <http://transition.fcc.gov/glossary.html>.

When you are uploading and downloading a video stream at a very high speed, you are experiencing a high bandwidth. When you are slowly uploading and downloading video, you are experiencing a low bandwidth. It's like a water hose. If you have a thick hose, you can fill a bucket with water very quickly. With a thin hose, it takes longer to fill a bucket. Of course, you prefer an Internet connection with a very high bandwidth ("thicker hose"). Some Internet Service Providers charge more for broadband with high bandwidth.

Telecommunications Relay Service

Telecommunications Relay Service (TRS) is audio, text or video service that connects Deaf people with hearing people through a telephone. The Relay service involves a third-party agent who interprets or translates audio communications to either text or ASL. There are many different relay services available for Deaf people because they communicate in different ways. To reach others by telephone through a relay service, Deaf people can choose to communicate through video, voice, text, or any combination of the above.

In-Class Discussion

- Why is it important that FCC make rules for relay services?

Text Relay Service

More than ten years ago, Deaf people used TTYs/TDDs and computers to talk with each other on the telephone. They would call hearing people

using text relay service, and an operator would speak what they read for the hearing person, and type what they hear for the Deaf/Hard of Hearing person. Although text relay service gave Deaf people access to the telephone, both hearing and deaf people did not enjoy talking with each other using this service, because it did not feel like a natural conversation.

Did You Know?

Relay service has a per-minute fee. People who have a phone service called landlines (wired phones) pay a few cents a month for relay service. Current (and past) rates for text relay and VRS are shown on <http://www.r-l-s-a.com/TRS/>.

To pay for relay service used with TTYs/TDDs, each state collects a surcharge from each person who owns a landline. A landline is a telephone that is connected to the wall to connect to a service. The surcharge is typically only a few cents per month per household.

Video



Video 5.2:
A History of Telecommunications Access for the Deaf
A brief history of Deaf people's access to the telephone for the Deaf people.

In 2001, some phone companies started offering Internet-based text relay service. When people started using this service, they could not figure out how to make each state pay for this service, so FCC set up a separate fund for all relay calls made through the Internet. This is how relay calls through the Internet became free for Deaf people. Soon, Deaf people started asking about using video instead of text with relay calls.

Video Relay Service

Also known as VRS, is a type of interpreting service that is provided for the purpose of communication access to a standard telephone.

In early 2000's, video technology became affordable to use at home. Deaf people asked FCC for agents fluent in sign language to talk through a webcam or a videophone instead of typing on a keyboard. VRS companies started providing relay services through videophones that had built-in software. Those companies competed with each other by designing and providing equipment and/or software with useful features, like light flashers, video mail, missed calls, and address books. To set a standard to ensure the needs of Deaf people are met, FCC announced new rules about any part of video technology used with relay service.

Although Deaf people now use different kinds of equipment to connect with different types of TRS,

the definition of a relay call is still the same: a conversation through the telephone, and both parties should not be in the same room. This is why FCC will not pay for VRS companies who interpret for people who are in the same room.



In-Class Discussion

- When interpreters start working for a VRS company, what changes for them?
- Are VRS interpreters still required to follow the RID Code of Professional Conduct (CPC)?
- What can you do if you do not like your VRS or VRI interpreter?

Making Complaints About VRS

When Deaf people communicate with other people about their experience in using a VRS provider, they provide important feedback that can help improve the service for others. FCC depends on Deaf consumers to provide this feedback to them so that they can make decisions, also called rule-making, that impact TRS.

There are many VRS companies who want to become the leader in providing Deaf people with relay services. The competition between those companies often put Deaf people in the middle, because they are the people who choose their favorite VRS provider.

Sometimes Deaf people do not receive the service they deserve from VRS companies. This may be when a grievance should be filed. There are two different ways to make complaints about VRS.

When there are temporary problems with the quality of VRS service, make a report with the customer service department of the VRS provider. For example, the problem may be a blurry video stream, or an issue with a specific interpreter's clothes, background or attitude. If this problem continues, and the VRS company does not follow-up on the complaint, it may be time to file a report with FCC.

Video



Video 5.3: Reporting a Grievance about Video Interpreting Services

*A brief appearance
by Gregory Hlibok
of FCC on VRS.*

When you notice that a VRS provider does not resolve your concern quickly, you may file a report with FCC at <http://www.fcc.gov/complaints>. If the employees of a VRS company is not behaving properly, such as interpreting calls for people sitting in the same room, or if they try to force a Deaf person to use only their service, FCC should know about it.

In-Class Discussion

- What kind of problems have you experienced with VRS?
- What did you or the interpreter do to resolve the problem? What was the result of the action?

Automated Services

With technology becoming a big part of our lives, not only people, but also companies rely on technology for time management and keeping record of events. A high percent of business services are now provided through the telephone. With many people calling a company during business hours, it is easy for employees to spend a big part of their workday on the phone. To save time and money, companies are turning to automated services.

Automated services are electronic services provided by a computer that does not require a human. Some automated services are done by robots, such as assembly of cars or manufacture of precision parts like computer microchips, gears and more. An example of an automated banking service is a bank ATM, which is short for "Automated Teller Machine". By providing automated services, companies can increase their service level without increasing the number of their employees.

Video Remote Interpreting

Also known as VRI, is a type of interpreting service provided for the purpose of communication access during in-person meetings.

When people started using Video Relay Service, they saw how easy it was to talk with people through video. The best part: they did not have to make requests for interpreting service several weeks in advance. Conversations now felt more natural. Deaf people saw that the third-party agents were interpreters, and they saw a quick solution to their need for communication access in their daily lives.

With the demand for interpreting services increasing every day, it is becoming harder to find an interpreter for short 15-minute or 30-minute appointments. Almost all interpreters now require a two-hour minimum, which means you must hire them for at least two hours, even if you need them only for an half hour. Deaf people started asking for interpreting services through video for short meetings if there was no interpreter available to show up in person.

In-Class Discussion

- Where else have you seen automated services?
- What are the benefits of using automated services?
- How should you prepare for a VRS call that connects you to a company that uses automated phone service system?

Video



Video 5.4:

Automated Phone Service

A Deaf consumer learns how to navigate a voice recording during a phone call.



Applying Your Learning

You will practice explaining the difference between VRS and VRI.

Hospitals already use foreign language interpreting services to connect doctors with their patients. This is where Video Remote Interpreting (VRI) was first introduced to the Deaf community. Then Deaf people started asking for VRI at work, at personal appointments, and more. Making requests for VRI works exactly the same as making requests for an interpreter to appear in person. The company paying for this service must make this request for service directly to an interpreting agency. The cost is different for both services though. VRI service is paid on a per-minute basis, while on-site interpreting is paid on an hourly basis.



In-Class Discussion

- Where else can you use VRI?
- Why is it important to keep VRS and VRI separate from each other? What is the difference between VRS and VRI?
- What do you do if you have a complaint about your VRI interpreter?

Explaining Video Technology

Most workplaces are familiar with the TTY (TDD). They do not realize that many Deaf people no longer use TTYs anymore. Sometimes it is challenging to explain new technology to people when they have not seen them before.

Even when the technology is hard to explain, Deaf people need to tell their supervisor, co-workers, families, neighbors and other people in their community about video technology and how it makes communications easier for both of them. The best



Video



Video 5.5: Video Etiquette Tips by Pinky the VRS Ambassador

Funny but common mistakes that happen with interpreting services on video.

way to explain this technology is to tell people what they can do with it, and how it makes them respond faster and work smarter at work, at home, and out in the community.



In-Class Discussion

- What other video etiquette tips have you learned?
- What helps you handle long conversations on video?
- How do you prepare your video interpreters for your meetings?

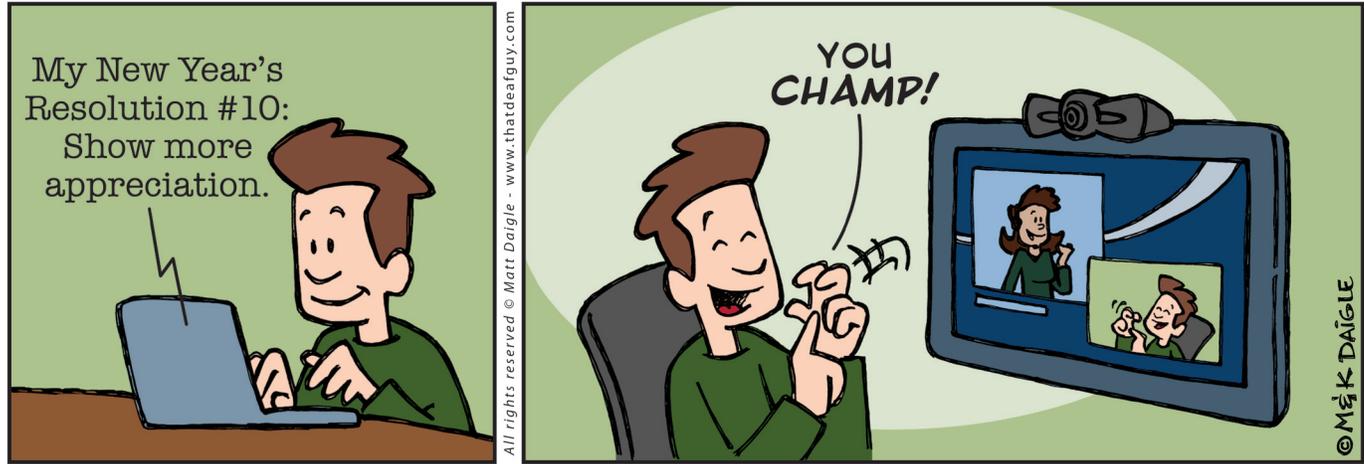
Video Etiquette

When talking with people through video, the television or computer screen can only show flat images, also called two-dimensions. Watching flat images move on screen makes people's eyes become tired. People who often talk with others through video can help reduce the stress on others by following basic video etiquette.

As Pinky the VRS Ambassador shared in her videos, it helps the interpreter when we choose a good location (with a solid background), focus on the conversation, spell clearly, and provide instructions before starting a call. Many interpreters do not like it when Deaf people eat while they talk, wear inappropriate clothing, or move the video camera while talking.

THAT DEAF GUY

BY MATT & KAY DAIGLE



When you are finished with your conversation on video, and you prepare to hang up, give your interpreter useful feedback. Useful feedback are constructive, which recognizes the areas of strength and the areas that needs improvement. For any interpreter you work with, be sure to show appreciation for their work.



Worksheet

Module 5: Self-Esteem and Self-Determination

KEY TERMS: *Define each of the following terms.*

1. Telecommunications
2. Video stream
3. Broadband
4. Bandwidth
5. Video Relay Service
6. Video Remote Interpreting

CONCEPT REVIEW

7. What is the difference between VRS and VRI?
8. Name the organization that handles complaints about VRS.
9. Name three common etiquette tips to remember while using video.

Notes:

Preparing for Self-Advocacy

Overview

This module examines the value of understanding the impact of attitude on self-advocacy, in addition to an exploration of reasonable accommodations for communication access and its benefits. The topic of discrimination is also addressed. The learner will also discuss how reasonable accommodations also benefit hearing people.

Goal

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

Objectives

By the end of this module, participants will:

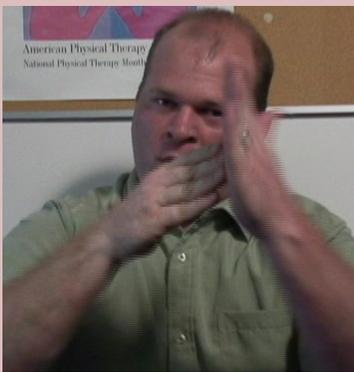
- Define key terms such as attitude, discrimination and reasonable accommodation.
- Explain how attitude affects self-advocacy.
- List at least three reasonable accommodations for communication access.
- Identify how communication access benefits hearing people.

Estimated length of module: 2 – 3 hours

Preparing for Self-Advocacy

In the last few modules, you learned the basics of what you need to know about interpreting services so that you can begin advocating for your own communication access. As you now prepare yourself to explain to others your needs, let's discuss the impact of our attitude and approach and how this affects our relationship with people around us.

Video



Video 6.1: A Bad Call while Making an Appointment

A Deaf patient is told to bring his own interpreter to a dental appointment.

reason for filing a complaint was concern about an interpreter's attitude (Gajewski, 2008). Deaf people pay attention to the attitude shown by interpreters.

Attitude is important not only for interpreters, but also for Deaf people. Your attitude and behavior also affect how people respond to you. If you have healthy self-esteem and self-confidence and a positive attitude, then you will be more prepared to ask for what you need from the right people.

As explained in *Creative Job Search* from the Minnesota Workforce Center:

Employers are looking for people with a positive work attitude. Often employers emphasize attitude over skills, training, and experience. Look for ways to show your enthusiasm for the job, willingness to learn, spirit of cooperation and respect for the employer. Prepare yourself mentally with positive self-talk. Review your skills for reinforcement of your qualifications. Pay attention to what you're telling yourself before the interview-- Is it positive, truthful, and realistic?

Source: www.deed.state.mn.us/cjs/cjsbook/interview1.htm

In-Class Discussion

- How was the Deaf man's attitude negative?
- Can you think of other examples of negative attitudes that you have seen?
- What are examples of positive attitudes?

Attitude

Attitude means a tendency to respond positively or negatively towards a certain idea, object, person, or situation. In other words, it is how you feel or behave about something.

In Module 3, we discussed the importance of attitude for interpreters. Deaf people also mention attitude frequently as a very important characteristic for interpreters. In a study of complaints via RID's Ethical Practices System (EPS), the most frequent

F.Y.I.

To discriminate means to make a distinction in favor of or against a person or thing on the basis of the group, class, or category to which the person or thing belongs rather than according to actual merit. In other words, discrimination means to make decisions against you or in favor of you. Although you may face discrimination, not all discrimination happens because you are Deaf. It may be for other reasons, such as your gender or your skin color. Regardless of why you face prejudice, discrimination based on your gender, age, skin color or race, religion, beliefs, or disability is illegal in this country.



Video



Video 6.2: A Positive Attitude

An excerpt from Sam Supalla's "For a Decent Living" (DawnSignPress ASL Literature Series) is shown.

Let's use a job interview as an example. If you are on the phone setting up an interview appointment with a company you want to work for, how should you request an interpreter? Take a look at the following possible ways.

"I'd like to request a sign language interpreter for the interview. Here's how you can book one: the agency to contact is ACME Interpreting Services. Their phone number is (123) 456-7890."

– or –

"I demand an interpreter for the interview. The law requires it. If you don't, I'll sue you for discrimination!"

Which approach shows that you are willing to work with the company? Yes, the first one is better because it is polite, informative and assertive. A company will be afraid to work with you if you show anger with threats of lawsuits in the very first conversation.

Being confident and assertive is important when you request communication access. However, there is a very thin line between aggressiveness and assertiveness. Be careful that you are not aggressive. This can push people away instead of making them motivated to work with you.

Having a positive attitude does not mean ignoring discrimination. Some companies may still discriminate against people who are Deaf. If your attitude is negative, companies can sometimes use this as an excuse. "We're not firing you because you are Deaf. We're firing you because you have a bad attitude."

Let's look at an example of a positive attitude from ASL literature. In *For a Decent Living* by Sam Supalla, a man is looking for work at a factory during World War II. A hearing boss thinks that Deaf people can't be good workers. Watch the video to see how the Deaf man shows he can do the job.



In-Class Discussion

- What were the challenges faced by the Deaf man in the story?
- How did he show a positive attitude in his search for work?
- How was this video different from the one we watched at the beginning of this module?



F.Y.I.

Find the Right Person to Ask

Sometimes the first person you ask about providing access may not have the power to decide about providing an interpreter or other accommodations. To save time and frustration, find the right person who has the authority to provide the communication access you need.

Dealing with Discrimination

It is normal to become frustrated, angry or disappointed from many years of being denied communication access. Maybe you have worked at a company for many years, but you were never provided with interpreters and have always been left out of meetings and conversations. What are potential solutions to this situation instead of getting angry and yelling at your co-workers and bosses?



Applying Your Learning

You will role-play a situation at work and how to request what you need.

Assume Good Intentions

Remember that many people have never met Deaf people before and may have some wrong ideas about what Deaf people are like. This does not mean they are discriminating against you on purpose. They may simply not realize that what they are doing is discrimination. The best way to change things is to educate them. One way to educate people is by example. What this means is that they will look at you and learn about Deaf people. You can choose to be friendly, polite, respectful and assertive in teaching them what you need as a Deaf person.

Even if you have a positive attitude, the person you meet may not have a good attitude. Remember that you cannot control another person's attitude or behavior. Your behavior and attitude are what you have control over.

So how do you make sure your attitude is right? One way is to plan in advance what you want to do. Using the job interview example, you can make a plan that looks like the following:

When should I request an interpreter for the interview?

1. Wait until the employer contacts me for an interview.
2. If the employer contacts me via phone, have contact information ready for an interpreter agency. I should also find out if the employer is covered by the Americans with Disabilities Act (ADA).
3. If via e-mail, make sure information is clear about how to book an interpreter and why I need the interpreter.
4. If the employer says, "No," I can offer to send them more information.
5. Identify what my rights are and what resources I can use to educate the company and then send the information. (This could mean requesting a meeting accompanied by someone from a local resource agency.)

A plan can help you keep calm if the other person says, "No, we can't provide an interpreter because it's too expensive." It is easy to get upset by this comment, but often if you explain why you need an interpreter and that it will help you show why you are qualified for the job and how you can help the company, they may be more willing to provide one.



The U.S. Department of Justice defines reasonable accommodation as any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. This also includes adjustments to make sure that a qualified individual with a disability has rights and privileges equal to those of employees without disabilities.

Know Your Rights

It is important to understand how laws help to provide access for Deaf people. The National Association of the Deaf has a good description of your rights under the ADA at www.nad.org/issues/employment/discrimination-and-reasonable-accommodations. Some highlights include:

- The ADA generally applies to companies with 15 employees or more.
- Reasonable accommodations are required for the provision of equal opportunity in applying for a job, doing the essential functions of a job, and having equal benefits and the privilege of employment.

Video



Video 6.3:
Calling with a Positive Attitude
The same Deaf patient explains why an interpreter is needed for an appointment and who should pay for it.



ACME Employment SomeTown, USA

ACME Employment
SomeTown, USA

Dear Applicant:

Thank you for your application for our position.

We would like to offer you an interview, but are sorry that we cannot provide an interpreter. This is too expensive for us. Would you be willing to come to an interview without an interpreter?

Sincerely,

John Doe
Vice President

Reasonable accommodations include:

- Telecommunication devices for the Deaf (TTYs),
- Videophones and video conferencing software,
- Instant messaging software,
- Amplified telephones,
- Visual alarms,
- Assistive listening systems,
- Visible accommodations to communicate audible alarms and messages, and
- Provision of qualified sign language interpreter services.

This means that as long as you are able to do the most important parts of a job, employers need to make changes to the situation to allow you to do the work. For a review of the ADA, watch Video 1.3 again.

Working with Local Agencies and Resources

If you have been assertive, but still do not get the communication access you need, there are more ways you can self-advocate.

One way is to contact local agencies or programs and find out if they can help. In Module 1, we discussed the importance of knowing your resources. This is especially true when you are preparing to self-advocate. We will discuss resources more in Module 7 so you can know what agencies to contact if you need information or assistance. For instance, you can contact your vocational rehabilitation counselor or independent living center to see if they have any information for your supervisor or the person whom you are trying to explain about interpreters. The agencies can also help you decide if the self-advocacy plan you have is good or needs more details.

In Module 7, you'll do more applying of the skills you have learned so far. But first, let's learn more about what resources exist for you to get further information and assistance for your advocacy needs.

Rethinking Communication Access

Interpreting services are for hearing people too. People who interact with Deaf people are also people who need communication access services. Since the Deaf community is very small, Deaf individuals often work alone, away from other Deaf people. The responsibility for communication access becomes shared when hearing people understand that they need this service to communicate with Deaf people as well.



Applying Your Learning

You apply for a job and receive the following letter. Your instructor will lead a discussion about this letter.



Worksheet

Module 6: Preparing for Self-Advocacy

KEY TERMS: *Define each of the following terms.*

1. Attitude
2. Discrimination
3. Reasonable accommodations

CONCEPT REVIEW

4. How does having a positive attitude affect your approach to self-advocacy?
5. List three examples of reasonable accommodations for communication access.
6. List three reasons why communication access for Deaf people also can be good for hearing people.

Notes:

Utilizing Resources for Action

Overview

This module shares four types of resources for self-advocacy and recommends approaches for searching and identifying resources. After viewing other Deaf people share their self-advocacy success stories, the learner will establish a self-advocacy goal and develop a plan of action.

Goal

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

Objectives

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 concepts.
- Successfully analyze the self-advocacy experiences of another Deaf person.
- Develop an action plan for specific self-advocacy needs or goals.

Estimated length of module: 2 – 3 hours

Utilizing Resources for Action

We've arrived at the last module of this training. When you recognize a goal you want to accomplish, you need to apply your self-advocacy skills to identify resources available to you as well as potential obstacles. Some research and self-evaluation are required so that you can develop an action plan that fits your needs.

Community Resources

Resources are sources of support or assistance available for you when you need them to help you reach your goals. Resources can be agencies, people, or information.

When you advocate for communication access, you should know what resources are available to you. Resources include information, help and solutions that can get you what you need or want. There are many resources that can help you learn more about your rights. Below are just a few of the possible resources for you, listed in alphabetical order.

Commissions for Deaf and Hard of Hearing People

Most states have commissions for Deaf and hard of hearing people. Some commissions focus on all disabilities, while others focus on Deaf and hard of hearing issues. Commissions are agencies with board members chosen by the governor; board members are usually representatives from the community, such as Deaf people, hard of hearing people, Deaf-Blind people, and parents or experienced people.

Commissions for Deaf people are usually state-level, and some provide legislative support while others coordinate direct services. All provide advocacy and information related to your rights under state and federal law. Not all have staff to provide you with one-on-one support and help, but each commission can give you more information on how to deal with different things, such as communication access.

Video



Video 7.1: Collecting Information with a Plan

A Deaf person makes calls after developing a plan.

Deaf Service Agencies

Some states have a government-level agency that specializes in serving Deaf and hard of hearing people. Many states also have non-profit agencies, such as Communication Service for the Deaf (CSD) in South Dakota, Greater Los Angeles Agency on Deafness (GLAD) in California, Chicago Hearing Society (CHS) in Illinois, and Deaf-REACH in Washington, D.C.

Both types of agencies provide a variety of services, such as equipment distribution programs (for TTYs, signaler systems, and other equipment), advocacy, training, adult basic education, interpreter services, and more.

Human Rights Commissions

Human rights commissions are available in many

F.Y.I.

Write down all the names, addresses, e-mail addresses, and websites of everyone you talk with so that you have all the names and phone numbers or e-mail addresses you need to find information. In Appendix A, under module 7, there is an example of how you can do this.



Some other websites that may help in your search for advocacy resources:

- Advocacy Skills: www.headinjury.com/advocacy.htm
- Nine Tips for Effective Advocacy: www.donorsforum.org/policy/nineq.html
- Getting to Know the Agency:

www.hearclink.org/state/system/questions.asp?ID=MA

states to help prevent discrimination against any type of group. If you feel that you have been discriminated against for any reason, you may contact your state's Human Rights Commission. They have information on federal, state and local laws that prohibit discrimination based on gender, disability, race, age, sexual orientation, and other factors. They can also provide you with information on whom to contact.

Independent Living Centers

Independent living centers are private, non-profit community-based organizations that provide services and advocacy by and for people with different types of disabilities. Independent living centers participate in many activities to make sure that people with disabilities are given equal access and equal rights. According to the ILUSA Web site (www.ilusa.com/links/ilcenters.htm), there are hundreds of independent living centers in the United States. A good resource is the National Council on Independent Living (www.ncil.org); its Web site also has a listing of different agencies specializing in disabilities and advocacy.

The best way to find out if you have independent living centers in your area is by looking in your phone book or doing an Internet search using the words "independent living center" and your town

or county name. Many independent living centers have specialists who work with Deaf people are familiar with interpreting. You can contact them, explain your situation, and ask them for help. If there are no independent living centers in your area, see if there are other agencies with Deaf services in your area.



In-Class Discussion

- What can you do if an organization you contact cannot help you?
- Is there a list of state resources available? If not, create one of your own.

Vocational Rehabilitation Agencies

Vocational rehabilitation (VR) is a government agency for people with disabilities who need support and services to prepare for work or to find and keep a job (www.deed.state.mn.us/rehab/vr/main_vr.htm). Each state has its own VR agency and has different rules for who can receive VR services. Most VR services are free and can include helping you find jobs through job training, practicing interviews, preparing action plans, going to college or training programs and helping with accommodations for your job or school.

A website that has a list of each state's VR service and contact information is at wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SVR.

Legal Agencies and Assistance Centers

This training talks about many things related to the law, but it cannot replace getting advice from a qualified lawyer. If you are thinking about taking action related to a legal matter, you may want to get advice from a lawyer first. Legal agencies are also a good first step.

Many states have legal agencies working with people with disabilities. To find legal resources for people with disabilities in your state, contact the commission for Deaf and hard of hearing people

in your state if there is one, or look on the Internet or in the phone book.

Disability law centers specialize in cases involving discrimination against people who have disabilities. Programs and services vary by state, but disability law centers generally provide advocacy and protection for individual rights, legal advice and legal representation. Many will provide services at no cost to clients, but some may require small fees.

Another option is to check Legal Aid in your state. Legal Aid agencies provide people with low-income or who cannot afford attorneys with legal advice and representation. There are other agencies that can provide legal assistance listed below.

U.S. Department of Justice

(www.usdoj.gov)

The U.S. Department of Justice (DOJ) makes sure that all Americans are given fair justice and enforces federal laws. Its website has plenty of information related to different disability laws, such as the ADA and Rehabilitation Act of 1973.

Disability Business Technical Assistance Centers

(www.adata.org)

The Disability and Business Technical Assistance Center (DBTAC) is a national network of 10 regional centers that provide ADA information, referrals, resources, and training.

U.S. Equal Employment Opportunity Commission

(www.eeoc.gov)

The U.S. Equal Employment Opportunity Commission (EEOC) is a federal agency that works to stop employment discrimination. The EEOC investigates discrimination complaints in the workplace.

Job Accommodation Network

(www.askjan.org)

The Job Accommodation Network (JAN) is provided by the U.S. Department of Labor's Office of Disability Employment Policy. JAN provides employers, employment providers, people with

disabilities, their family members and others with information about job accommodations, entrepreneurship, and related subjects for people with disabilities.

National Disability Rights Network

(www.napas.org)

The National Disability Rights Network (NDRN) provides legally-based advocacy services to people with disabilities through its Protection and Advocacy Systems and Client Assistance Programs.

Membership Advocacy Organizations

Organizations in this category are member-run, with its Board elected by a process that represents its memberships. Those organizations provide services to, or on behalf of, its members.

American Association of the Deaf-Blind

(www.aadb.org)

American Association of the Deaf-Blind (AADB) is an organization of, by, and for Deaf-Blind Americans and their supporters. AADB ensures that all Deaf-Blind persons achieve their maximum potential through increased independence, productivity, and integration into the community. AADB provides information, referral, and technical assistance on topics related to deaf-blindness. The organization also works closely with RID and NCIEC to improve interpreting services for Deaf-Blind people and to increase the number of qualified interpreters. Finally, AADB provides advocacy, trainings, and workshops about Deaf-Blind topics.

Deaf Women United

(www.dwu.org)

Deaf Women United (DWU) is an organization of, by, and for Deaf women. Founded in 1985, its goals are to provide tools, information, a system of communal support, and training in the areas of organizational management, personal growth, and empowerment.

Hearing Loss Association of America (www.hearingloss.org)

The Hearing Loss Association of America (HLAA), established in 1979, is the nation's leading organization representing people with hearing loss. HLAA provides assistance and resources for people with hearing loss and their families to learn how to adjust to living with hearing loss. HLAA also works with communication access, public policy, research, public awareness, and service delivery related to hearing loss. In addition to a national office, there are local chapters.

National Asian Deaf Congress (www.nadcongress.org)

The National Asian Deaf Congress (NADC), founded in 1997, provides advocacy and resources for Asian Deaf and hard of hearing people. NADC also provides training opportunities for employment, education, and leadership, and works to encourage positive self-esteem, communication and professionalism. NADC has information and research about Asian Deaf people, and also provides assistance on immigration and acculturation.

National Association of the Deaf (www.nad.org)

Deaf leaders who believed in the right of the American Deaf community to use sign language, to congregate on issues important to them, and to have its interests represented at the national level, established the National Association of the Deaf (NAD) in 1880. The NAD provides advocacy in early intervention, education, employment, health care, technology, telecommunications, youth leadership, and more. Many states also have chapters.

National Black Deaf Advocates (www.nbda.org)

The National Black Deaf Advocates (NBDA), established in 1982, is the oldest and largest consumer organization of black Deaf and hard of hearing people in the United States. It has 30 chapters around the nation, and serves as a national advocate for thousands of Deaf and hard of hearing

African-Americans. NBDA provides different programs, including focusing on interpreters of color.

National Council of Hispano Deaf and Hard of Hearing (www.nchdhh.org)

The National Council of Hispano Deaf and Hard of Hearing (NCHDHH) aims to have all Deaf Hispano people have equal rights and access to succeed in the United States. Among its many goals is to advocate for public policy.

Registry of Interpreters for the Deaf (www.rid.org)

RID, founded in 1964, is a national membership organization representing professionals who facilitate communication between people who are Deaf or hard of hearing and people who can hear. RID provides certification and information for interpreters and also has many resources related to interpreting, Deaf people's rights, and other topics.

Other Resources

The following is a short list of additional sources of information. There are many other sources not mentioned here.

People You Know

Some of your best information will come from people you know. Your friends, teachers, family, co-workers and others may know different resources that can help with communication access. Talk with them and ask them if they know anyone who can help you. If they don't, that's all right. Continue asking people until you find some information.

Local Agencies

Although many agencies and organizations are national or statewide, there are many local agencies that may have the information you need. Look in the phone book or on the Internet to find agencies. If they don't have the information you need, they may give you the name and contact information for other agencies.

Internet

A wonderful resource is the Internet. Do a search online and find what services or resources are in your area. Ask your friends and family for some websites they know that may help you. Not everyone has a computer or can afford an Internet connection, but there are ways to find such resources. Public libraries often have computers people can use. Workforce centers or vocational rehabilitation agencies may have places where you can use computers for free to look for jobs.



Applying Your Learning

- If you do not have a computer, how can you look for information on the Internet?
- Do an Internet search on agencies that can help with advocating for communication access, and begin a list of resources. Your instructor will give you different words to use in your search.

Getting the Information You Need

Now that you have all the resources you need for information about your rights to communication access, what should you do? How do you contact each agency?

There are many ways to do this. First, you must know what you want to ask. Think about what you need to find out. Create a list of questions you want to ask each agency, and be prepared to explain what you are looking for clearly. Let's say that you would like to find out information about what interpreter agencies are available in your area and what their rates are. You want to share this information with your boss because you need interpreters for your monthly staff meeting.

What are the first steps you should take?

1. Look at your list of resources.
2. Create a list of questions, such as, "What



A good tip is to always carry paper and a pen with you any place you go. That way, you can write down important information, or communicate with people if necessary.

interpreter agencies are in the area? Do you know how I can contact them? Do they have certified interpreters?"

3. Think about what you will say when you contact each agency. Will you e-mail them or call them?
4. If you choose to call them, prepare what you will say. One example is: "Hello, my name is Jane, and I'm calling to find out information about what interpreter agencies are in the area. Are you the right person, and if not, whom should I talk with?" Be sure to get the right spelling of that person's name, and ask if that person has a direct phone number in case you get disconnected.
5. When you have the right person on the phone, say who you are and explain why you are calling.
6. If that person does not know, ask if s/he knows of any other resource or contact you could follow up on.
7. At the end, thank that person for his/her time.

If you have many resources to call, think about how much time this will take. Plan your time well because you may have to call back different agencies at different times. Sometimes the person you want to speak with may be away at a meeting or is not available. Checking your resources may take a few hours or even a few days. The important thing is to be patient, persistent and polite.

Now that you have all the skills and resources you can begin creating an action plan for your self-advocacy efforts.

Review

We have studied many components of self-advocacy for communication access:

- Advocacy
- Communication access
- Self-advocacy
- Self-esteem and self-determination
- Accommodations
- Qualified interpreters
- Reasonable accommodations
- Ethics
- Behavior
- Grievance
- Attitude

Take some time to discuss these concepts. Do you still have questions? Are there some topics that seem especially important to you?

Applying What You've Learned to the Real World

In previous modules, you learned about the skills and resources needed to self-advocate for communication access.

In this final module, you will make an action plan. Where is it that you need better access to communication? The need can be large or small. The important thing is that it will make a positive difference for you or someone you care about. Before you create your action plan, let's take a look at someone else's experience in advocating for communication access.

Plan Implementation

Once you have an action plan in place, consider it your guide. It is not written in stone. Once you begin following the steps you have identified, you will gain the experience you need to judge your progress. If something unexpected happens, you can review your plan to see if you need to update

your strategy. The main purpose of writing down your action plan is to think about your resources and your options. You can also share your written plan with your family, friends and mentors who can provide feedback based on their experiences. Also, consider meeting other people who have goals similar to yours.



Applying Your Learning

You will now practice asking questions for what you need. Your instructor will lead you through this activity. It is not always easy finding information. If you become frustrated, take a five-minute break.

Creating an action plan

Now that you have seen another person's plan as an example, take the time to start your own action plan. Use worksheet 7-2 to identify what you want to do, what resources you have and need, and how you want to move forward. After you have created your plan, share your ideas with your group or instructor.



Video



Video 7.2: An Advocacy Success Story

Karl and Elizabeth Allen share their journey in advocating for installation of High Speed Internet for access to a video-phone at their home.



Video



Video 7.3: More Advocacy Stories
Three more individuals share their experience about advocating for communication access.

Commitment to Self-Advocacy

This training has provided you with tools to advocate for yourself. Remember, when you self-advocate, you are not on your own. You have resources available in your community that can support you as you achieve your goals. Use worksheet 7-3 to make an ongoing commitment to self-advocacy by considering your strengths and areas of improvement one or two times a year. To make sure that you know what you could do when writing a new action plan, connect with your local advocacy organizations, and develop a strong support

system you're your family and friends. Now that you have your first action plan, you are ready to get started on your own personal self-advocacy journey. Good luck!

"Don't wait until everything is just right. It will never be perfect. There will always be challenges, obstacles and less than perfect conditions. So what. Get started now. With each step you take, you will grow stronger and stronger, more and more skilled, more and more self-confident and more and more successful."

–Mark Victor Hansen

Video



Video 7.4: Congratulations!
The narrator reviews what you have learned and provides final words of reflection.



Worksheet

Module 7: Utilizing Resources Around You

KEY TERMS: *Define each of the following terms.*

1. Resources
2. Independent Living Centers
3. Commissions for Deaf People

CONCEPT REVIEW

4. What are four types of resources or agencies you can contact for more information?
5. List at least four steps you should take before contacting resources for more information.
6. What are some key words you can use to search for resources on the Internet?

APPENDIX A:
Supplemental Materials

Module 1: Letter

Sometimes you may need to write a letter to request better communication access. In Module 1, Deaf and hard of hearing students were unhappy with the quality of interpreters at their college. They decided to advocate for better communication access by sending a letter to their disability services coordinator.

Joe Smith
Director of Disability Services
ACME University
123 Main Street
SomeTown, IL 12345



August 15, 2009

Dear Mr. Smith:

Education is an important part of our lives. As students at ACME University who are Deaf or hard of hearing, we rely upon interpreters to understand what is spoken in our classes. However, we have struggled in many of our classes this semester because of the quality of interpreters provided to us.

We are concerned that the university has hired interpreters who are not skilled and cannot understand our signs nor interpret accurately. As a result, many of us are falling behind in classes and even failing our courses. We request that interpreters with better qualifications be hired for our classes.

I would be happy to meet with you to discuss this further and to provide specific details. I may be contacted at (800) 555-1234. I look forward to improved access at ACME University for our students.

Sincerely,

John Jackson
Spokesperson
Deaf and Hard of Hearing Students at ACME University

Module 2: Negative Self-Talk

Imagine the following scenario.

Someone you know says this to you: "You #*!@ jerk".

- What would you think?
- How would you feel?
- What would you do?

Now imagine the voice talking is your own and that you are thinking such thoughts about yourself.

You may not even need to imagine this. You may recognize a similar kind of negative self-talk dominating your own thoughts.

"...I'm such a fool to think I could get that job. Look how I screwed up during my last interview. And I forgot my references! I bet even the employment counselor thinks I don't have a chance."

This self-critical voice works by:

- Emphasizing past failures.
- Ignoring anything good that happens.
- Setting impossible standards of perfection.
- Assuming others' thoughts about you are negative.
- Calling you names.

Feelings... Thoughts... Actions...

The negative thoughts may be mild or mean, and when mean, it's difficult not to believe them.

Think back to the relationship between feelings, thoughts, and actions.

We are always thinking. It's as if we are talking things over with ourselves.

- Negative thinking may be a clue that you have uncomfortable feelings such as sadness, hurt or anger that need to be acknowledged and released.
- When thoughts are mostly negative due to low self-esteem, feelings of anxiety, anger and sadness are experienced more often.

As a result, actions are more likely to include withdrawing from people and avoiding new situations, or perhaps acting on our hostility with sarcasm or blaming.

Tuning in to Your Personal Thoughts

- Believe it or not, these negative thoughts serve a purpose. If you are anxious about trying something new and your own thoughts say, "I can't do that! I'm a stupid fool to even think of it!" you are likely to listen, not give it a try, and, sure enough, your anxiety is relieved.
- The critical voice protects you in a backward kind of way from fear of failure and rejection. Negative thinking may become automatic because it is ingrained in your self-image and you end up living your life that way.
- Positive, encouraging interactions during childhood go a long way toward promoting positive self-talk when we are adults. But if that was not the case when you were growing up, it doesn't mean you can't work to develop positive self-talk now.
- Tuning in to your personal thoughts is the first step in doing something about negative self-talk.

Source: www.peelregion.ca/health/commhlth/self-est/selftalk.htm



Module 3-1: Tips for Working with Interpreters

To maximize the effectiveness when working with an interpreter, here are some tips you can use:

Meet with the interpreter beforehand

- Clarify unique vocabulary, technical terms, acronyms, jargon, seating arrangements, lighting and other needs.
- Provide the interpreter with any written materials ahead of time.
- Reserve seats for the Deaf or hard of hearing participants.
- Provide a clear view of the speaker and interpreter.
- Deaf or hard of hearing participants may still choose to sit elsewhere.

Interpreter should be in the consumer's sight line

- This allows Deaf or hard of hearing participants to pick up visual cues and the expressions of the speaker.
- In small group discussions, consider using a circle or semi-circle seating arrangement instead of a theater style arrangement.

Be aware of lighting

- Provide good lighting so the interpreter can be seen.
- If lights will be turned off or dimmed, be sure the interpreter can still be seen clearly (use a spotlight or small lamp to direct light toward the interpreter).

Talk directly to the deaf or hard of hearing person

- Maintain eye contact with the Deaf or hard of hearing person.
- Avoid directing comments to the interpreter (i.e. "Tell him..." or "Ask her..."), respond directly to the deaf or hard of hearing person.

Speak naturally

- Speak at your normal pace. Interpreters will ask you to slow down, pause or repeat if necessary.
- Interpreters listen for concepts and ideas, not just words, to render an accurate interpretation.

Avoid private conversations. Everything will be interpreted

- Whatever the interpreter hears will be interpreted. Do not ask the interpreter to censor any portion of the conversation.
- Ask the Deaf or hard of hearing person directly if they are following the conversation.

One person should speak at a time

- An interpreter can only accommodate one speaker at a time. Encourage the group to follow this rule.
- If you are facilitating a group discussion, be aware that the interpreter will be several seconds behind. Pause before recognizing the next speaker to allow the interpreter to finish with the current speaker.

Avoid asking the interpreter for opinions or comments regarding your meeting

- Interpreters follow a code of ethics that requires impartiality and confidentiality with all assignment-related information.
- Do not assume the interpreter has prior knowledge of the Deaf person or will be interpreting future appointments.
- Provide a short break every hour
- Interpreting is mentally and physically taxing.
- Do not expect the interpreter to interpret during these breaks.

Source: Minnesota Department of Human Services, 2009.

Module 3-2: Analyzing Scenarios of Self-Advocacy

Instructor Note: First, describe each scene to the participants. Have selected participants act the parts. You may choose to have only one participant play the role of the person needing to advocate and play the other role yourself. Another option is to print this sheet and cut into strips to hand out. If needed, think of situations that are more applicable to the participants' goals and experiences. After the activity, discuss the choices made by the participant and other possible options.

Situation 1

A Deaf parent is picking up his/her child from elementary school and checks with the teacher to make sure that an interpreter will be provided for their upcoming parent-teacher conference

ROLE 1: The Deaf parent who wants to attend the child's parent-teacher conference.

ROLE 2: The hearing teacher who has never had a child with a Deaf parent before. You don't have any idea about how to get an interpreter or who would pay for the interpreting services.

Situation 2

A Deaf adult comes into the emergency room of a local hospital along with his/her 13-year-old daughter. The daughter stays in the waiting room while the Deaf person goes into an examination room.

ROLE 1: The Deaf person has a bad stomach pain. You would like to have a qualified interpreter for your visit.

ROLE 2: The nurse in the emergency room is not sure of the procedure for contacting an interpreter. You notice that the 13-year-old daughter is in the waiting room and that she is able to sign. You wonder if she could interpret.

Situation 3

A company where a Deaf person works is having a holiday party. Attendance is mandatory. This is an important time where many employees network and discuss about improving the company.

ROLE 1: The Deaf person. You just received an invitation from your boss for the party. You want to be able to communicate with your co-workers at the party and want to ask your boss if an interpreter will be provided.

ROLE 2: The hearing boss. You have just given an invitation to the Deaf employee. You have not given any thought that an interpreter might be beneficial for all people at the party.

Module 4: NAD-RID Code of Professional Conduct Scope

The National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf, Inc. (RID) uphold high standards of professionalism and ethical conduct for interpreters. Embodied in this Code of Professional Conduct (formerly known as the Code of Ethics) are seven tenets setting forth guiding principles followed by illustrative behaviors.

The tenets of this Code of Professional Conduct are to be viewed holistically and as a guide to professional behavior. This document provides assistance in complying with the code. The guiding principles offer the basis upon which the tenets are articulated. The illustrative behaviors are not exhaustive but are indicative of the conduct that may either conform to or violate a specific tenet or the code as a whole.

When in doubt, the reader should refer to the explicit language of the tenet. If further clarification is needed, questions may be directed to the national office of the Registry of Interpreters for the Deaf, Inc.

This Code of Professional Conduct is sufficient to encompass interpreter roles and responsibilities in every type of situation (e.g., educational, legal, medical). A separate code for each area of interpreting is neither necessary nor advisable.

Philosophy

The American Deaf community represents a cultural and linguistic group having the inalienable right to full and equal communication and to participation in all aspects of society. Members of the American Deaf community have the right to informed choice and the highest quality interpreting services. Recognition of the communication rights of America's women, men, and children who are deaf is the foundation of the tenets, principles, and behaviors set forth in this Code of Professional Conduct.

Voting Protocol

This Code of Professional Conduct was presented through mail referendum to certified interpreters who are members in good standing with the Registry of Interpreters for the Deaf, Inc. and the National Association of the Deaf. The vote was to adopt or to reject.

Adoption of this Code of Professional Conduct

Interpreters who are members in good standing with the Registry of Interpreters for the Deaf, Inc. and the National Association of the Deaf voted to adopt this Code of Professional Conduct, effective July 1, 2005. This Code of Professional Conduct is a working document that is expected to change over time. The aforementioned members may be called upon to vote as may be needed from time to time on the tenets of the code.

The guiding principles and the illustrative behaviors may change periodically to meet the needs and requirements of the RID Ethical Practices System. These sections of the Code of Professional Conduct will not require a vote of the members. However, members are encouraged to recommend changes for future updates.

Function of the Guiding Principles

It is the obligation of every interpreter to exercise judgment, employ critical thinking, apply the benefits of practical experience, and reflect on past actions in the practice of their profession. The guiding principles in this document represent the concepts of confidentiality, linguistic and professional competence, impartiality, professional growth and development, ethical business practices, and the rights of participants in interpreted situations to informed choice. The driving force behind the guiding principles is the notion that the interpreter will do no harm.

When applying these principles to their conduct, interpreters remember that their choices are governed by a "reasonable interpreter" standard. This standard represents the hypothetical interpreter

who is appropriately educated, informed, capable, aware of professional standards, and fair-minded.

Tenets

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

Applicability

A. This Code of Professional Conduct applies to certified and associate members of the Registry of Interpreters for the Deaf, Inc., Certified members of the National Association of the Deaf, interns, and students of the profession.

B. Federal, state or other statutes or regulations may supersede this Code of Professional Conduct. When there is a conflict between this code and local, state, or federal laws and regulations, the interpreter obeys the rule of law.

C. This Code of Professional Conduct applies to interpreted situations that are performed either face-to-face or remotely.

Definitions

For the purpose of this document, the following terms are used:

Colleagues: Other interpreters.

Conflict of Interest: A conflict between the private interests (personal, financial, or professional) and the official or professional responsibilities of an interpreter in a position of trust, whether actual or perceived, deriving from a specific interpreting situation.

Consumers: Individuals and entities who are part of the interpreted situation. This includes individuals who are deaf, deaf-blind, hard of hearing, and hearing.

1.0 CONFIDENTIALITY

Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved.

Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Illustrative Behavior - Interpreters:

1.1 Share assignment-related information only on a confidential and "as-needed" basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).

1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).

1.3 Inform consumers when federal or state

mandates require disclosure of confidential information.

2.0 PROFESSIONALISM

Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.

Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

Illustrative Behavior - Interpreters:

2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.

2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.

2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).

2.5 Refrain from providing counsel, advice, or personal opinions.

2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

3.0 CONDUCT

Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior - Interpreters:

3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.

3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.

3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.

3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.

3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.

3.6 Refrain from the use of mind-altering substances before or during the performance of duties.

3.7 Disclose to parties involved any actual or perceived conflicts of interest.

3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.

3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.

3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR CONSUMERS

Tenet: Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior - Interpreters:

4.1 Consider consumer requests or needs regarding language preferences and render the message accordingly (interpreted or transliterated).

4.2 Approach consumers with a professional demeanor at all times.

4.3 Obtain the consent of consumers before bringing an intern to an assignment.

4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to col-

leagues reflects upon the profession in general.

Illustrative Behavior - Interpreters:

5.1 Maintain civility toward colleagues, interns, and students.

5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.

5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.

5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.

5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior - Interpreters:

6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.

6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.

6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.

6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.

6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.

6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.

6.7 Render pro bono services in a fair and reasonable manner.

6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior - Interpreters:

7.1 Increase knowledge and strengthen skills through activities such as:
pursuing higher education;
attending workshops and conferences;
seeking mentoring and supervision opportunities;
participating in community events; and
engaging in independent studies.

7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Source: www.rid.org/ethics/code/index.cfm

For more information, contact:

Registry of Interpreters for the Deaf
333 Commerce Street
Alexandria, VA 22314
(703) 838-0459 TTY
(703) 838-0030 Voice
(703) 838-0454

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Module 6-1: Request for Communication Access

Request for Communication Access

I request a certified sign language interpreter for my next appointment.

To arrange interpreting services, you can contact:

Having an interpreter will ensure that I receive the information I need to make informed decisions and that you will be able to provide the best quality service possible.

Under the Americans with Disabilities Act and other legislation, organizations such as this one are required to be accessible and must provide reasonable accommodations. A qualified sign language interpreter is one of the accommodations named in the law. The law also states that an interpreter is to be paid for by the organization as a normal business expense or part of the overhead cost of doing business.

If possible, place the request with at least two weeks notice to provide time for locating a qualified interpreter.

For more information about legal requirements for providing reasonable accommodations, visit: www.nad.org/issues/employment/discrimination-and-reasonable-accommodations.

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www.nciec.org • 2012*

Request for Communication Access

I request a certified sign language interpreter for my next appointment.

To arrange interpreting services, you can contact:

Having an interpreter will ensure that I receive the information I need to make informed decisions and that you will be able to provide the best quality service possible.

Under the Americans with Disabilities Act and other legislation, organizations such as this one are required to be accessible and must provide reasonable accommodations. A qualified sign language interpreter is one of the accommodations named in the law. The law also states that an interpreter is to be paid for by the organization as a normal business expense or part of the overhead cost of doing business.

If possible, place the request with at least two weeks notice to provide time for locating a qualified interpreter.

For more information about legal requirements for providing reasonable accommodations, visit: www.nad.org/issues/employment/discrimination-and-reasonable-accommodations.

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Module 6-2: Alternate Request for Communication Access

Create a card that you can pass out to different agencies that makes your request for communication access clear. Be sure to include information so they will know how to provide the services you need. An example is below.

I NEED COMMUNICATION ACCESS.

I request a certified interpreter for this situation. To find a qualified interpreter, you can contact:

INTERPRETER REFERRAL AGENCIES IN YOUR AREA:

Name of Agency:

Contact person's name:

Phone Number:

Website:

E-mail address:

Name of Agency:

Contact person's name:

Phone Number:

Website:

E-mail address:

Name of Agency:

Contact person's name:

Phone Number:

Website:

E-mail address:

Module 6-3: Practice Persuasion with Message Delivery

- But I don't have an interpreter...
- I think we can communicate in writing...
- I can't afford to pay for an interpreter!
- Well, I just won't serve deaf people. I have the right to refuse service to anyone.
- I will just charge the deaf person for the interpreter.
- I thought interpreters volunteered. I will just look for a volunteer.
- We have served deaf people in the past, and they brought their own interpreters.
- Well, people who speak Spanish bring a family member. I will just ask the deaf person to do the same.
- Why can't their child interpret?

Module 7-1: Analyzing an Example of Self-Advocacy

Choose one story from Video 7.3 or Video 7.4 and answer the questions below. This will help you practice creating action plans.

GOAL:

(What did the Deaf person want to achieve through self-advocacy?)

SITUATION:

(What was the situation?)

ORGANIZATION:

(What type of organization was it? A company? Is it a for-profit or non-profit organization? How many employees did it have? Did it provide public accommodations? What laws might apply?)

RESOURCES:

(What people, organizations, or information helped support the Deaf person's efforts?)

CHOICES:

(What choices did the Deaf person have for advocacy?)

PLAN:

(What were the steps for self-advocacy in the story?)

Module 7-2: Creating Your Action Plan

Fill out the worksheet below, using Worksheet 7-1 as a guide.

GOAL:

(What do you want to achieve through self-advocacy?)

SITUATION:

(What is the current situation you are experiencing now?)

ORGANIZATION:

(What type of organization is it? A company? Is it a for-profit or non-profit organization? How many employees does it have? Does it provide public accommodations? What laws might apply?)

RESOURCES:

(What people, organizations, or information can help support your efforts?)

CHOICES:

(What choices do you have for advocacy?)

PLAN:

(What are the steps that you can take to self-advocate? Use the choices and the resources that you have.)

Module 7-3: Commitment to Self-Advocacy

Use additional paper if you need more space.

My advocacy allies:

(Names and contact information for the people who support you in my efforts to advocate for communication access).

My key mentor:

(Name the most important person who help you learn how to self-advocate).

My emergency list:

(Names and contact information of people you can contact in an emergency).

My strengths:

(Areas that you feel confident about).

Where I need help:

(Areas that you need some support for improvement).

My commitment:

(How you will practice your new advocacy skills).

Module 7-4: Sample Log

When gathering information and resources, it is important to keep track of who you talk with and when. Below is an example of a log you can use to keep records.

Name, Address and Phone	E-mail	Website	Date Talked To	Notes

APPENDIX B:
Glossary and Acknowledgements

Glossary

Accommodations: Services or modifications provided to meet your needs.

Advocacy: To try and make things happen in support of what you need or want.

Attitude: A tendency to respond positively or negatively toward a certain idea, object, person, or situation. How you feel or behave about something.

Behavior: The way people act.

Broadband: A type of Internet that can transfer data at high speeds.

Certification (as applied to interpreters): Passing tests to show specific skills.

Code of Professional Conduct (as developed by the Registry of Interpreters for the Deaf): Formerly the Code of Ethics, a set of guidelines listing standards of behavior for certified interpreters.

Commissions for Deaf People: Typically state-level, agencies that provide advocacy and information related to your rights as outlined by state and federal laws.

Communication access: Having the chance to fully understand everything.

Discrimination: To make decisions in favor of or against a person or thing based on the group, class, or category to which the person or thing belongs rather than according to actual merit.

Ethics: The right or wrong ways to act in certain situations.

Grievance: A complaint filed when a consumer, hearing or Deaf, or another interpreter, feels an interpreter has violated the Registry of Interpreters

for the Deaf Code of Professional Conduct, violated a rule set by the Federal Communications Commission, or violated a standard etiquette established by the interpreting agency or the consumer.

High Speed Internet: See “Broadband”.

Independent living center: Private, non-profit community-based organizations that provide services and advocacy by and for people with disabilities.

Interpreter: Someone who makes sure people speaking different languages can communicate with each other.

Licensure (as applied to interpreters): Meeting state requirements, such as certification, attending classes or other training.

Qualified interpreter (as defined by the Americans with Disabilities Act): Someone who can interpret effectively, accurately and impartially both receptively and expressively, using any necessary specialized vocabulary.

Reasonable accommodation (as defined by the Americans with Disabilities Act): Any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. This also includes adjustments to make sure that a qualified individual with a disability has rights and privileges equal to those of employees without disabilities.

Real-time: Happening right now, such as a live event.

Relay Service: See “Telecommunications Relay Service”.

Resource: A source of support or help, such as people, agencies or information, for when you

want to reach your goal(s).

Self-advocacy: Speaking up for yourself.

Self-determination: The ability to decide for yourself about things that affect you.

Self-esteem: Confidence in yourself and belief in your abilities to do things.

Self-talk: What your “internal voice” says to you.

Telecommunications: Transfer of sounds or images over great distances in the form of electromagnetic signals, such as telegraph, telephone, radio or television.

Telecommunications Relay Service: Also known as TRS, or web-based relay services, is an operator assisted service that allows people who are Deaf, hard of hearing, Deaf-Blind, or speech disabled to make calls to a standard telephone through a keyboard, an assistive device, or a videophone/webcam.

Video Stream: Video that is compressed and sent through the Internet to be displayed by the viewer in real-time.

Video Relay Service: Also known as VRS, is a type of interpreting service that is provided for the purpose of communication access to a standard telephone.

Video Remote Interpreting: Also known as VRI, is a type of interpreting service that is provided for the purpose of communication access during an in-person meeting.

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APPENDIX C:
Learning Metrics

DEAF SELF-ADVOCACY KNOWLEDGE CHECK

What Are Your Thoughts?

Please share your thoughts about Deaf self-advocacy. Please pick the best answer.

1. *A qualified interpreter is:*

- a. Someone I feel comfortable with.
- b. Able to interpret so the hearing person and I understand each other clearly.
- c. Someone the hearing person chooses.
- d. A certified interpreter.

2. *Equal Communication access is:*

- a. Everything in ASL.
- b. An interpreter with me always.
- c. An interpreter at medical, legal and work meetings.
- d. When I understand information equal as hearing people.

3. *To use interpreting services with video technology, I need:*

- a. Blackboard.
- b. Broadband.
- c. Special permission from the Federal Communications Commission.
- d. My own room.

4. *From the ADA, pick ONE sentence from this list that does NOT describe reasonable accommodation:*

- a. When I do something for myself, I feel good.
- b. Sometimes I make a mistake, but that's okay because next time I will do it better.
- c. I know what is best for me.
- d. Most of the time, I think others know what is best for me.

5. *Pick ONE sentence from this list that does NOT describe positive self-esteem.*

- a. When I do something for myself, I feel good.
- b. Sometimes I make a mistake, but that's okay because next time I will do it better.
- c. I know what is best for me.
- d. Most of the time, I think others know what is best for me.

6. *The interpreter must:*

- a. Never share my information with anyone without my permission.
- b. Wear only black.
- c. Always help deaf people make important decisions by giving advice.
- d. Share information with my counselors, teachers, staff and other case workers.

7. *Who is the best advocate for you?* (Please pick ONE).

- Other Deaf people
- My parents
- Teachers
- Counselors
- Myself
- Police
- Lawyer
- Politician

8. *Which sentence best describes how you feel about your self-advocacy.*

- a. I am not comfortable advocating for myself. Others should do it for me.
- b. I am not comfortable advocating for myself but want to become a good self-advocate.
- c. I advocate for myself but am still a little uncomfortable and want to improve.
- d. I do advocate for myself and am mostly comfortable doing it.

9. I know how to find a qualified interpreter. **T** **F**

10. The NAD & RID Code of Professional Conduct protects only Deaf people. **T** **F**

11. When requesting an interpreter, my attitude is important. **T** **F**

12. Sign language interpreter services are always free. **T** **F**

13. Video Relay Service is the same as Video Remote Interpreting. **T** **F**

14. An action plan is an outline of goals and objectives for self-advocacy. **T** **F**

Directions: Please take the next 5-10 minutes to reflect on your experiences with the Deaf Self- Advocacy Training (DSAT). Your feedback will be valuable in helping the Consortium identify improvement activities. If you have any questions about this form, please contact Cathy Cogen at 617.373.3027 (Voice), 857.366.4190 (VP), or by email at C.Cogen@neu.edu. Thank you!

1. Date of Training: _____

2. Location of Training: _____

3. Name of Trainer: _____

4. Which sentence best describes how you now feel about your self-advocacy? (Check one answer).

- I am not comfortable advocating for myself; others should do it for me.
- I am not comfortable advocating for myself but wanted to become good self- advocate.
- I advocate for myself a bit but am still a little uncomfortable and want to be a better advocate.
- I do advocate for myself and am mostly comfortable doing it.

5. I know how to find a qualified interpreter? (Check one answer).

- True
- False

6. Please tell us what you think.

Our Question	Your Answer			
A. How much did you learn in this class?	<input type="checkbox"/> Very much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very little	<input type="checkbox"/> Nothing
B. What is the most important lesson you learned in this class?				
C. What I liked best about this class is:				
D. What I didn't like about this class is:				
E. What I would change about this class:				
F. I would recommend this training to others:	<input type="checkbox"/> Yes		<input type="checkbox"/> No	
G. Any other comments?				

7. What is your hearing status? (Check one answer).

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Deaf | <input type="checkbox"/> Hearing |
| <input type="checkbox"/> Deaf-Blind | <input type="checkbox"/> Others: |
| <input type="checkbox"/> Hard of Hearing | |

8. What is your highest level of education attained? (Check one answer).

- | | |
|---|---|
| <input type="checkbox"/> Some high school | <input type="checkbox"/> Bachelor degree |
| <input type="checkbox"/> High school graduate/GED | <input type="checkbox"/> Graduate coursework |
| <input type="checkbox"/> Some college | <input type="checkbox"/> Post graduate degree |
| <input type="checkbox"/> Associate degree/ Vocational certificate | |

9. Please list your credentials? (Check all that apply).

- State credential (Please list):
- National credential (Please list):
- Not yet credentialed

10. What is your gender? (Check one answer).

- Female
- Male
- Transgender
- Other gender

11. What is your ethnicity? (Check one answer).

- | | |
|--|--|
| <input type="checkbox"/> American Indian/ Alaskan Native | <input type="checkbox"/> Native Hawaiian/ Other Pacific Islander |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Other (Please list): |
| <input type="checkbox"/> Hispanic or Latino | |

12. Which state/territory is your primary place of residence? (Please identify name of state/territory).

13. Are you a Vocational Rehabilitation (VR) client?

- Yes
- No

