



Deaf Self-Advocacy Training: Curriculum Tool Kit

SECOND EDITION

TRAINER VERSION



NCIEC

National Consortium of Interpreter Education Centers



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

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Western Region Interpreter Education Center at Western Oregon University and El Camino College

The National Consortium of Interpreter Education Centers are funded from 2010–2015 by the US Department of Education Rehabilitation Services Administration, CFDA #84.160A and #84.160B, Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind.

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Preface

Welcome to the Deaf Self-Advocacy Training Curriculum Tool Kit.
It contains a wealth of teaching tools and strategies designed to enhance your training experience.

CD #1: Trainer Curriculum

- Trainer Manual
- PowerPoint presentation with accompanying video vignettes embedded within the PowerPoint presentation

CD #2: Additional Tools

- Overview of modules
- Games and activities
- DSAT promotional flier samples and print-ready posters
- Attendance sign-in sheets and name tents
- Certificate of completion for participants
- Evaluation Form
- Pre-test and post-test questions translated into ASL

CD #3: Student Curriculum

- Student Manual

DVD #4: Student Take Home DVD

- Vignettes of Deaf individuals in advocacy situations
- ASL Glossary

While spearheaded by NCIEC, the Deaf Self-Advocacy Training Curriculum Tool Kit is the product of many individuals who have contributed countless hours to the project. Among them are the thirty initial field test trainers and the following fourteen Master Trainers who continue to guide the development of the curriculum's Second Edition:

**Jimmy Autrey • Alma BeBee • Julie Burton • Keri Darling • Tammy Ennis • Sheryl Emery • Corina Gutierrez • Ann Horn •
Lillian Garcia Peterkin • Tim Riker • Charlene Scully • Alberto Sifuentes • Laura Thomas • Kimberly Thornsberry • Randi Turner**

NCIEC would also like to acknowledge the Texas Department of Assistive and Rehabilitative Services (DARS) for their numerous contributions to the curriculum and the resources on CD #2: Resources.

We hope that the Deaf Self-Advocacy Training, Curriculum Tool Kit makes a difference in the lives of Deaf, hard of hearing and Deaf-Blind individuals. Do let us know your thoughts and experiences as you implement this curriculum.

The NCIEC DSAT Workgroup

Introduction

Overview

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

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

The DSAT curriculum was developed in four phases.

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

Communication Service for the Deaf (CSD) was engaged to identify current,



best and effective practices associated with self-advocacy through the use of surveys, focus groups, interviews and literature review.

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

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



Phase 3: Field Test Curriculum Through Widespread Consumer Training

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

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

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

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



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

Phase 1: Determining Current and Best Practices

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

Focus groups were conducted in Ohio, Maryland, South Dakota, and Oklahoma. All questions were provided in ASL for the focus group discussions. A note-taker was assigned to record all the participant comments. Participants examined three scenarios and answered three questions: How do you feel? What do you do? What should you do? After discussing the three scenarios, five additional questions unrelated to the scenarios but pertain-

ing to self-advocacy and the understanding of one's legal rights regarding communication access were asked.

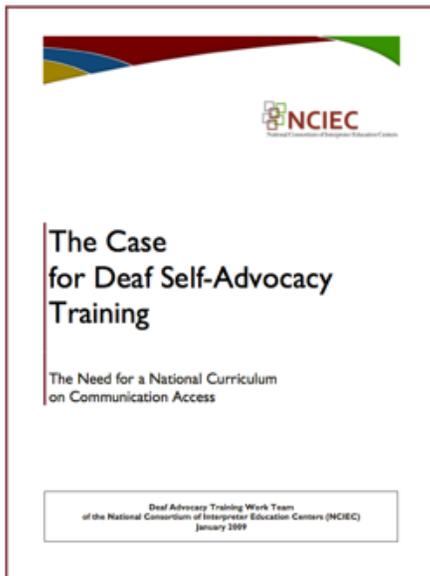
CSD also conducted 12 interviews with experts who validated the information gathered to date. The interviewees had expertise in the fields of deafness, cultural competency, vocational rehabilitation, education, consumer advocacy, and interpreting.

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

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

CSD's recommendations included:

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



Survey results indicated:

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

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

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

- 71% of counselors believe that this cur-

riculum will be of “significant benefit” to their consumers, while only 1% noted that it would not be of any benefit to their consumers.

- Training is necessary, must include deaf role models, be interactive with group activities and opportunities for one-to-one tutorials.
- Formats least likely to achieve success – lecture, computer-based instruction and instruction via video or online.
- Content should include knowledge of the law and interpreting, knowledge and skill development regarding advocacy processes, enhancing self-determination and self-esteem and knowledge of support systems.
- Start education young, keep it concrete and engage in role playing activities.

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

Phase 2: Field Testing of the First Edition Curriculum

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

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

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

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

Of, By and For Deaf People

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

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

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

Dedicated to an “...of, by and for the deaf, hard of hearing, and Deaf-Blind” philosophy

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

Goals and Objectives

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

Module 1: Advocating for Yourself and Others

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

By the end of this module, participants will:

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

Module 2: Self-Esteem and Self-Determination

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

By the end of this module, participants will:

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

Module 3: Working with Interpreters

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

By the end of this module, participants will:

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

Module 4: Ethics of Working with Interpreters

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

By the end of this module, participants will:

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

Module 5: Interpreting Services Using Video Technology

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

By the end of this module, participants will:

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

Module 6: Preparing for Self-Advocacy

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

By the end of this module, participants will:

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

Module 7: Utilizing Resources for Action

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

By the end of this module, participants will:

- Define key terms such as resources, independent living centers and commissions.
- Identify four types of resources for self-advocacy.
- Demonstrate how to search for and identify resources via the Internet and other sources.
- List at least four steps to perform prior to contacting resources.
- Demonstrate understanding of the previous modules as a result of a review of the concepts.
- Successfully analyze the self-advocacy experiences of another Deaf person.
- Develop an action plan for specific self-advocacy needs or goals.

A Guide to the Icons

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



Indicates that a video is to be shown at this point in the module.



Useful information that supplements the module contents.



Interesting tidbits that complements the areas of learning.



A list of recommended games and activities in Appendix B used by master trainers that can also be modified for other modules.



Activities that apply the module's contents to real-life scenarios.



Questions to be answered at the end of a module to evaluate learning.



A trainer-led discussion of various concepts, videos, and experiences.

Target Audience

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

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

Supplemental Content

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

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

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

Format

Each module is presented bilingually, with the instructor/trainer presenting all information in ASL and written English. Each PowerPoint file comes with embedded videos supplement the classroom materials, analyzed via discussion and individual work. When editing the PowerPoint slides, it is important not to separate this file from the folder with the linked videos. If this happens, the embedded videos will not play. Each module offers an

estimated length of time for instruction; however, trainers should determine what lengths of time for each module are appropriate for their students.

Teaching Environment

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

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

Instructor Qualifications

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

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

In addition to being Deaf, trainers should have:

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

A Note About Terminology

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

Primary Focus

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

Language Access and Curriculum Contents

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

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

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

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

NCIEC Mission

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

Deaf Self-Advocacy Training (DSAT) Work Team Purpose

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

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

Discuss the students' reactions to Video 1.2. Ask questions such as:

- Did you experience either situation?
- 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.

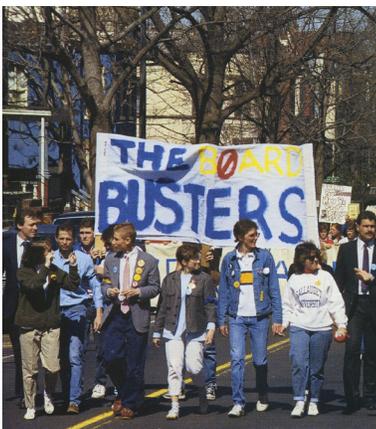
You decide to discuss this problem with the other Deaf students at your college. They tell you they have the same frustrations. You and the other Deaf students decide to meet with the interpreters to discuss the problem. When that does not lead to an improvement, your group decides to write a

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

Discuss different examples of how class participants have advocated in the past, and if it was for others or for themselves. The examples do not have to be related to communication access, but urge them to think of examples where they needed communication access and how they advocated or could have advocated 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

Using the first scenario (Video 1.2), ask a student to role-play the Deaf employee and someone role-play the hearing supervisor.

Strategies:

1. After the students act out the scenario, discuss the different choices for communication access.
2. For further discussion, ask the participants the following questions.
 - Why is it important for the employee to ask for an interpreter?
 - How will having an interpreter present at the meeting help?
 - How can the employee advocate for the provision of an interpreter?
 - If the supervisor says no, what can be done?
 - What can you do if you go to a meeting at work, but can't understand what is being said because you don't have an interpreter?
 - What are the advantages of achieving this assertively and peacefully?

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.



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.

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.

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

Discuss why it is important to self-advocate instead of expecting others to advocate for you. Share examples of where self-advocacy could be used. What are drawbacks of trying to self-advocate 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

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.

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.

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.

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>

In-Class Discussion

Sometimes students will go to a meeting, class, or appointment and have limited or no communication access. Go through the list of laws, shown above, that protects the civil rights of Deaf and hard of hearing people. Discuss the definition of communication access and what happens when communication access is not present. Have the students share examples of when they did not have access to communication. Ask what can assist them in gaining access. Discuss possible avenues to communication access, and write them on the board. Avenues could include:

- Qualified interpreters
- TTYs or videophones
- Videophones and/or video conferencing software
- E-mail
- FM systems
- Note-takers
- Communication Access Real-time Translation (CART)
- Closed Captioning
- New technologies (such as pagers or cell phones with improved video 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.

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.

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

Discuss each of the seven ways suggested by the NAD, especially the “know your rights” part. Also make sure the students have a solid understanding of what “accommodation” means, what accommodations can be, and how accommodations can differ from person to person.

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.

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

Discuss outcomes of Video 1.4. How did an interpreter make a difference for the Deaf individuals in this situation?

Strategies:

1. Ask participants to practice requesting interpreters as a role-play.
 - You have recently signed up for an exercise class. You would like to have an interpreter for the first class. Have someone act as a staff person at the YMCA who you talk with for your interpreter request. This staffer should ask, “We can’t afford one. Can’t you bring a family member to interpret?” and “But don’t you know English? We can just write.”
 - There is a community education class in accounting that your boss requires you to take. You need an interpreter. Have someone act as the person responsible for community education classes.
2. Ask participants to consider the financial burden/hardship of providing accommodation.
 - Discuss how some non-profits may be exempt from providing interpreters or accommodations due to financial burdens/hardships. Refer to Video 1.3, Howard’s explanation of the ADA.
 - In what situation is it legal to deny requests for interpreters? How should we deal with this denial? What other options do we have?
 - Ask for ideas on possible alternatives, such as having an interpreter for the first class only but not subsequent classes.



Suggested Activities

Refer to Appendix B for a list of activities to use as an icebreaker for this training and as an end-of-day treat.



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 mind set 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

Discuss what self-esteem is. What are examples of low and high self-esteem? How does being Deaf or hard of hearing affect self-esteem, either positively or negatively? Ask the students how they would feel if:

- Their boss demands that they work on a day they already have plans with family.
- They have to learn something new at work.
- They have a job interview that they are nervous about.

Discuss their emotions (feel free to write words such as "Happy, excited, calm, nervous, etc." on the board) and how the emotions tie to 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 de-

serve 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

Talk about esteem-busters such as:

- Hearing people who do not think Deaf people can do anything,
- Other Deaf people who have low self-esteem, and
- Comparing yourself to other people.

Also discuss how self-talk can influence self-esteem. Next, hand out the Module 2 fact sheet (located in Appendix A) about self-talk and discuss.

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:



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

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.

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

After the visualization, ask students if they noticed a difference in how they felt about the situation. Did practicing in their mind make them feel less scared to deal with the situation? Discuss how this can relate to their self-advocacy efforts.

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.



Applying Your Learning

Have students participate in one or more of the following activities, or create your own using “suggested activities” at the end of this module.

Strategies:

1. Is there something about yourself or perhaps something you have done that you feel good about? Why do you feel good about it? How has it affected your self-esteem? What does it tell you about yourself? (Source: www.good-character.com/BCBC/SelfEsteem.html)
2. Have students write two good things about other students in the group without putting down their own names. The compliments should be on a separate piece of paper for each student. Give the lists of compliments to each student, and ask how they feel after they read the positive things other students wrote 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?

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.



In-Class Discussion

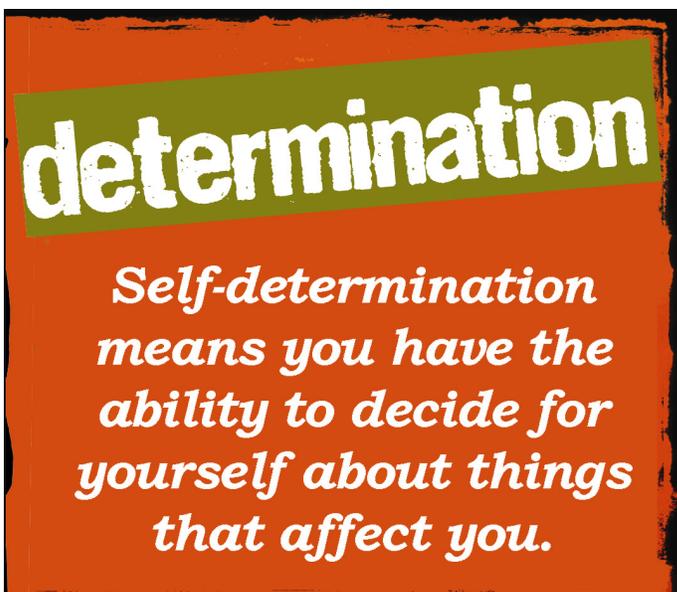
Discuss situations where students wanted to make their own decisions, but were pressured to not do so. How did this make them feel? How did it affect their self-esteem? Also discuss the group home example and how this would make them feel or how it would affect their self-esteem. Next, have students come up with different approaches and strategies.



In-Class Discussion

Students should realize that being independent doesn't mean they don't need other people; other people are valuable resources in the quest for self-advocacy. Discuss the concept of interdependence as compared to independence and how both are valuable assets to advocacy. Have students either write down or discuss the following:

- List advocacy skills.
- List some skills that you need assistance with.
- List skills you would like to learn.
- List ideas of how you can get assistance.



determination

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

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 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

Many times, Deaf people are uncomfortable admitting that they are Deaf. For example, some Deaf people avoid saying that they are Deaf on their resumes or applications. Others may not use relay services to make calls, instead, they ask hearing people to make calls for them. Discuss with the class different situations or reasons they might not want to identify themselves as Deaf. Come up with solutions to those situations. Feel free to role-play different scenarios.





Video



Video 2.2: Making a Request

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

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.



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).

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.



Suggested Activities

Refer to Appendix B for a list of activities to use as an icebreaker for this training and as an end-of-day treat.



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.

In-Class Discussion

Discuss why the nurse who tried to sign in Video 3.1 shouldn't be considered an interpreter. Also discuss why the Deaf mother was so frustrated with the 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.

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.

What is an Interpreter?

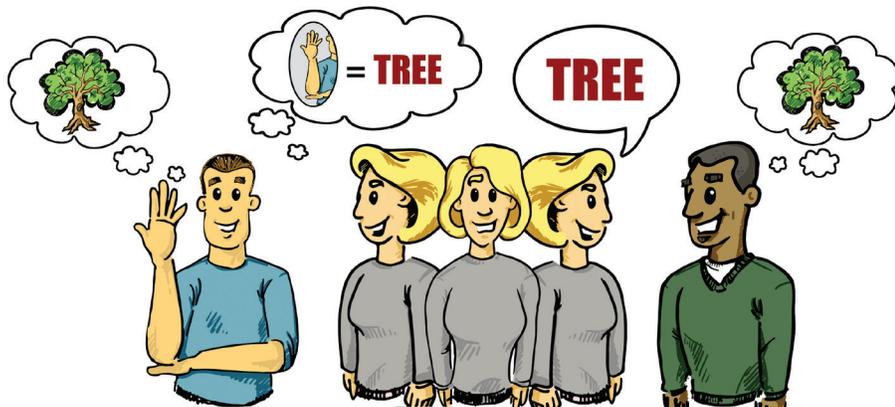
An interpreter is someone who makes sure people speaking different languages can communicate with each other.

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

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

ILLUSTRATION A



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



In-Class Discussion

Discuss with the students the meaning of “qualified”. For instance, does “certified” mean one is qualified? Provide different examples, such as whether someone who has recently become certified is qualified to interpret a trial or a major surgical procedure.

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 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.

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.



Video



**Video 3.2:
Characteristics
of Quality
Interpreters**
*Mary Lightfoot
talks about the
good characteris-
tics needed to be a
good interpreter.*

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 40). 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.



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.



In-Class Discussion

Discuss whether your state has its own certification system and/or prefers national certifications.

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/edu_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

Referring back to the discussion in Module 1, talk about what “accommodation” means in relation to interpreting, and how “reasonable” accommodations may differ from person to person. Different people have different perceptions of what this means. For instance, a request to have an interpreter at a doctor’s appointment next month is very reasonable. A request to have a specific interpreter at an appointment the same day of a request may not be seen as reasonable. Discuss other examples of reasonable or unreasonable requests.

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.”

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 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

Discuss the benefits of having a CDI for an appointment. Share information about possible scenarios when deaf people would like to request a CDI. If possible, invite a CDI to come and talk about his/her work and share some suggestions. Also distinguish 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 qualified interpreters? Ask participants to share experiences of unqualified interpreters and qualified interpreters. Also ask if they have other ideas of what can be done to make sure quality interpreting is provided.

Video



Video 3.4: Scenarios for Discussion
Three different scenarios are shown, with choices for steps to take.

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.

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

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.

why you need to know your rights, and be ready to self-advocate when necessary.

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.

Suggested Activities

Refer to Appendix B for a list of activities to use as an icebreaker for this training and as an end-of-day treat.



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

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.

Video



Video 4.2: RID Code of Professional Conduct

The Registry of Interpreters for the Deaf discusses the CPC.

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 4.1: An Unprepared Interpreter

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



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.

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.

In-Class Discussion

What does the interpreter do that is wrong? In real life, if this happened, how would be the CPC important? How does the CPC create trust between interpreters and consumers?

Video



Video 4.3: A Humorous Look at Interpreter Ethics

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

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.

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.

Video



Video 4.4: RID Ethical Practices System

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

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? How do you find out?

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.

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.

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 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.

Video



Video 4.5: How to Work with Interpreters
A Deaf person explains how to work with interpreters.

In-Class Discussion

Discuss how the explanation was given. Is there something students would add to the explanation? In Appendix A, there is a handout created by Minnesota's Department of Human Services – Deaf and Hard of Hearing Services Division that provides tips on working with interpreters. Have students review the handout and see if there is more that could be added.

Applying Your Learning

Someone needs to volunteer to act like a hearing person who has never worked with an interpreter before.

Strategies:

1. Practice explaining to the hearing person the best way to work with the interpreter. Use the list of tips for working with interpreters from Appendix A as a resource.
2. This exercise can be done in small groups or in pairs.

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.

Suggested Activities

Refer to Appendix B for a list of activities to use as an icebreaker for this training and as an end-of-day treat.



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? Discuss how Deaf people in the late 1800's and early 1900's lived: driving to their friend's homes for surprise visits, leaving notes on doors if they weren't home, asking neighbors to make personal calls for them, and/or asking their hearing children to interpret 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? Discuss the recent events within the VRS industry that led FCC to make new rules.

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



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/>.

natural conversation.

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,



Video 5.3: Reporting a Grievance about Video Interpreting Services

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

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 work for VRS companies, 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 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.

When you notice that a VRS provider does not resolve your concern quickly, you may file a re-

port 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.

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.

In-Class Discussion

Ask the participants if they've experienced problems with VRS? If so, what kind of problems? What did the participant 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

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? Why do companies use automated phone 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

This activity can be done in pairs or as a full group. Ask participants to take turns role-playing as a Deaf person or as a hearing supervisor.

Strategies:

1. Ask the students to practice explaining to each other why they need access to interpreting services using video technology, and how it works.
2. Ask participants to describe the technology using their own words.

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? Discuss the options consumers have in filing a complaint when using VRI.

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



Video



Video 5.5: Video Etiquette Tips by Pinky the VRS Ambassador

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

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 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.

Suggested Activities

Refer to Appendix B for a list of activities to use as an icebreaker for this training and as an end-of-day treat.

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:

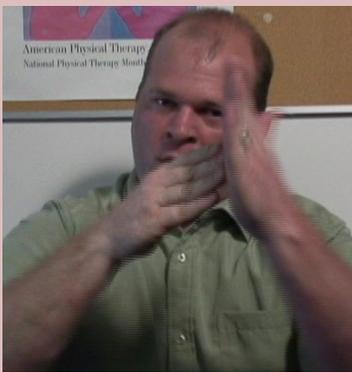
- Define key terms such as attitude, discrimination and reasonable accommodation.
- Explain how attitude affects self-advocacy.
- List at least three reasonable accommodations for communication access.
- Identify how communication access benefits hearing people.

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

Discuss the example of the attitude shown by the Deaf person in Video 6.1. What made this a negative attitude? 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

Discuss the following questions with the students:

- 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?
- What was the difference in the Deaf person's response?



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

Have one person play the role of an employee at a company that has not been providing interpreters for monthly staff meetings. Have another person play the boss. Role-play various methods for resolving these situations.

Strategies:

1. Ask your boss if the company is willing to host a training about Deaf culture, ASL and how to communicate with Deaf people. Many states have programs that provide training at no or little cost. (See resources in Module 7 for more ideas.)
2. If you have a difficult time communicating with your boss without an interpreter, try calling your boss from home using VRS to show how much easier it is to communicate with an interpreter. Tell your boss that you have many ideas that you would like to share to help the company, but need an interpreter to be able to share them in the staff meetings.

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).



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.

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.

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

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.

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

As a group, read the letter from ACME Employment shown on page 69. Imagine yourself as a job-seeker who had applied for a job with this company. Ask the following questions.

Strategies:

1. How would you respond if the company has fewer than 15 employees? Discuss advocating for an interpreter. How would you respond if the company has more than 15 employees? What are your options?
2. This exercise can also be done in small groups or in pairs.



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

Sometimes organizations may not understand the realities of Deaf people's lives or may not have the staff or funding to give the needed support. Discuss options if this happens and how students would handle such situations. If a directory of state resources exists, share it with students, or develop a list by having students search for resources locally and statewide.

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

It is now time to practice identifying resources that can help you start thinking about possible choices to include in your action plan. The Internet is the best place to start, although there are other very good options. Discuss where you can find Internet access if you do not have a computer.

Strategies:

1. What do you think is the best way to find resources? Discuss.
2. Do an Internet search on agencies that can help with advocating for communication access and begin a list of resources. Use different terms when doing online searches, such as “Deaf advocacy Alabama” or “disability law Nebraska. Compare with other students the results of using different keywords.
3. Role-play to learn how to find information, how to approach individuals or organizations (via phone/VRS) and how to keep track of this information.

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



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.

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 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?



In-Class Discussion

Discuss the experiences shared by Deaf individuals in Videos 7.2 and 7.3. Select one of the stories to focus on and use Worksheet 7-1 to identify the parts of the action plan that Deaf individual used.

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

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.

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.

Video



Video 7.3: More Advocacy Stories

Three more individuals share their experience about advocating for communication access.

Applying Your Learning

Have students practice asking questions for what they need. It's not always easy finding resources. Make sure the students do not get frustrated or give up. If they become frustrated, give them a five-minute break and then try another resource.

Strategies:

1. Find out what the law is for providing interpreters for a city council meeting.
2. Investigate processes for participating in your neighborhood association meetings.
3. Identify local programs for youths (and try to narrow it down to a specific age range).
4. List local, regional and national activities for a recreational interest (marathons, rock climbing, book clubs, and more).

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.

NOTE TO TRAINER: The sharing of ideas, whether in pairs or large group, helps create a sense of accountability. You might encourage students to commit to checking in with each other from time to time to see how plans are going. Knowing that you are not alone, as well as having other people who demonstrate that they care, can be important motivating factors for actually carrying out ideas. With your action plan, let's watch a final video.

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.

Suggested Activities

Refer to Appendix B for a list of activities to use as an icebreaker for this training and as an end-of-day treat.



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.

*Created by the NCIEC Deaf Self-Advocacy Training Project
www.nciec.org • 2012*

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www.nciec.org • 2012*

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:
Suggested Activities

Module 1 Suggested Activities

1. Pre-Training Ice Breaker

Divide the group into two. Ask them to make two circles, one inside another. Make sure everyone is facing someone. Everyone shares something about himself or herself to the person in front of them. The inner circle keeps moving until it does a full circle.

2. So Many Ways to Communicate

List all the communication devices/methods that Deaf, HOH and Deaf-Blind use to communicate with anyone. Use a flipchart or whiteboard to write on.

3. The Top 10 Reviews of ADA

Participants answer Top 10 Reviews on PowerPoint in CD #2.

4. ADA: Top 10 Things You Need to Know

Participants compete as individuals or in small groups by answering questions correctly.

5. View the following recommended videos

Through Project Endeavor under "Access to Communication" at www.projectendeavor.com/videolibrary.aspx:

- ADA Title I - IV
- Real Time Captioning
- Note pad or other writing devices
- FM Loop System
- Sign Language Interpreter
- AOL Instant Messenger (AIM)
- Assistive Listening Devices
- Cochlear Implant Patch Cord
- Flashing lights
- Pager or Text Device
- Communication modes

Module 2 Suggested Activities

1. Accomplishment Foam Board

Pick a word that represents something important to you, such as an accomplishment. Write this word on a foam board, and decorate it. When everyone is finished, each person shows his/her board and explains why he/she picked that word.

2. Power of Words -- Balloon Exercise

Ask participants to throw any word (positive or negative) and the trainer will demonstrate how the balloon rises or lowers with each positive or negative word.

3. Self-Esteem Collage

Make collages of ideas, ideals or images they want for themselves by using magazines. Encourage students to include words and pictures about advocacy in their collages. Ask them to put the collage in their rooms where they will be able to see it everyday.

4. Creating the Self-Empowered Person

Have a participant lay on the floor on top of large butcher paper, and then another participant draws an outline around the person. After writing their names on the top of each outline, hang each paper on the wall. For each participant, students should write three compliments and encouragement on post-it notes and put on their outline.

5. Negative Trash

Put a trash can in the middle of the room. Students write three negative words or phrases they want to remove from their thoughts. One at a time, students read their thought, crinkle the paper and toss it in the trash can.

6. Being Positive Feels Sweet Like Candy (Boost Your Ego)

Each student is offered as many M&M's as they would care to eat. For each M&M, students are asked to share something positive about themselves. Participants who take more M&M's will disclose more about themselves.

Module 3 Suggested Activities

1. Convoluted Communication

The trainer shares a story with one person in private. That person then shares the same story to another person in private, and this goes on until everyone has heard the story. The last person will share the story with the group, and they compare it with the trainer's version of the story.

- 2. View the following recommended videos**
Through Project Endeavor under “Access to Communication” at www.projectendeavor.com/videolibrary.aspx:
- Interpreting Agencies

Module 4 Suggested Activities

1. Tenets of CPC with Role-Play

Divide the class into small groups, and give each one or two tenets of CPC. Each group writes a few possible situations that apply to each tenet. Each group role-plays their scenario to the class.

Module 5 Suggested Activities

1. Who are the VRS Providers?

As a group, develop a list of various VRS providers currently providing services in the United States. If the group creates a short list, the trainer can add more names of VRS providers. Discuss the services provided by each company, and how they are different from each other.

2. Comparing VRS Providers

Call the customer service representatives for each VRS provider, and ask them to explain their current product offerings. Ask them to describe features that make their service different from other companies. Ask them if they also provide VRI.

3. Learning More about VRI

Arrange a videoconference with a local or national VRI provider (preferably one that does not provide VRS), and ask them about their challenges in explaining VRI. Discuss the approach used by the provider in describing their services.

4. View the following recommended videos

Through Project Endeavor under “Communication Access” and “Internet” at www.projectendeavor.com/videolibrary.aspx:
- Relay TTY - CapTel
- Video Etiquette - IP-Relay
- Broadband 101 - Video Relay Service
- Internet 101 - Video Remote Interpreting
- Internet 102

Module 7 Suggested Activities

1. Names of Organizations/Agencies

Choose a name of an organization/agency paper to tape on an individual’s back. After reading the name, participants need to give hints to the individual that will help him/her guess correctly the name of the organization/agency.

2. Charades

Two teams play against each other. Each team will have a list of words from all modules. When one team performs the definition of the word, the other team guesses the correct vocabulary. When a team guesses correctly all the words performed by the other team, they win.

3. Know Your Rights Jeopardy

Participants play the game based on what they have learned from all modules.

4. Password

A vocabulary exercise. Participants take turns standing with back to the screen trying to guess word by listening to hints shared by peers.

5. Self-Advocacy Crossword Puzzle

A puzzle in which words corresponding to numbered clues are to be found and written in to squares.

6. Who Wants to be a Millionaire?

Divide participants into teams to play against each other.

7. Family Feud

Divide participants into teams to play against each other.

APPENDIX C:
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.

Acknowledgements

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The Deaf Self-Advocacy Training work team gratefully acknowledges and thanks the members of the Deaf community and vocational rehabilitation field who took the time to review this curriculum.

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APPENDIX D:
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

APPENDIX E:
Module PowerPoint Slides

Module 1 PowerPoint

Deaf Self-Advocacy Training Module 1: Advocating for Yourself and Others



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Introduction



- What is this course?
 - Why is it important?
 - What will you learn?
 - How it will help you?
 - What will you do?

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Goal

Identify the difference between advocacy and self-advocacy to develop applicable skills for communication access advocacy.

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Video 1.1: Introduction to DSAT

- Click icon to add media



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Video 1.2: Communication Access Challenges

- Think about:
 - Frustrations.
 - Solutions.
- What should you do?

- Click icon to add media



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Advocacy

- What does *advocacy* mean?
 - Support and education.
 - Making the things you need happen.
- Why is advocacy important?
 - What would happen if nobody advocated?



Have you advocated for something before?

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Ways to Advocate

- How can you advocate?
 - Know your rights.
 - Get support.
 - Contact the people involved.
 - Talk to the media.



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Self-Advocacy

- How is *self-advocacy* different from *advocacy*?
 - Advocating for yourself.
 - Knowing what you need.
- Why is self-advocacy important?
 - Helps build confidence.
 - Gives you more opportunities.
 - Gives other Deaf people more opportunities.
 - Gives you equal access.
 - Teaches hearing people something new.

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Seven Steps to Self-Advocacy



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

The following steps are recommended by the National Association of the Deaf (NAD).

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Video 1.3: Americans with Disabilities Act

- Click icon to add media



Howard Rosenblum, Esq. CEO of NAD

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Communication Access

- What does communication access mean?
 - Having the chance to fully understand everything.
- Why is communication access important?
- What are examples of communication access?

Our focus in this training is on interpreting services.

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Video 1.4: Communication Access with an Interpreter

- How was communication access achieved?
- What are the advantages of achieving this assertively and peacefully?

- Click icon to add media



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Applying Your Learning

- YMCA exercise class.
 - Things to think about.
 - Alternatives.
- Accounting class.
 - Things to think about.
 - Alternatives.



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Module 2 PowerPoint

Deaf Self-Advocacy Training Module 2: Self-Esteem and Self-Determination



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Goal

Understand the relationship between self-esteem, self-determination and self-advocacy, and that a higher self-esteem can lead to better self-advocacy.

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Video 2.1: A Bad Day at Work

- Click icon to add media



(Video 2.1)

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Self-Esteem

- What is self-esteem?
 - Confidence in yourself.
 - Belief in your abilities to do things.
- How can self-esteem help you in advocacy?
 - How can low self-esteem influence you?
 - How can high self-esteem influence you?

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In-Class Discussion

- How would you feel if...?
 - Your boss demands that you work on a day you already have plans with family.
 - You have to learn something new at work.
 - You have a job interview you are nervous about.

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Building Self-Esteem

Build self-esteem through:

- Positive self-talk
 - Saying, "I can do it!" or "Good for me! I did it well!"
 - Criticizing yourself is not positive self-talk.
- Visualization
 - Imagining positive things.



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Boosting Self-Esteem

Applying Your Learning



Activities:

- Self-esteem boosters.
- Positive affirmations.
- Collage of goals.

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Self-Determination

- What is self-determination?
 - The ability to decide for yourself.
 - Skills, beliefs, and knowledge to express what you need.

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Steps to Self-Determination

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

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Video 2.2: Making a Request

- Click icon to add media



(Video 2.2)

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The Self With Esteem and Determination

- How can high self-esteem help self-determination?
- Is it good to always work alone in advocacy?
 - When is it good to work with others?
 - How do you ask for what you need?
 - When do you ask for support?

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Video 2.3: Checking on an Interpreter Request

- How do you follow up on your request for interpreting services?
- Who should you ask when you follow up?
- How does following up reflect self-esteem and self-determination?

- Click icon to add media



(Video 2.3)

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Module 3 PowerPoint

Deaf Self-Advocacy Training Module 3: Working with Interpreters



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Goal

Understand how to define a “qualified interpreter” and how to get quality interpreting services.

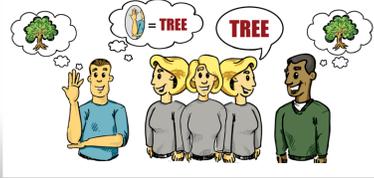
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Video 3.1: A Visit to the Emergency Room

- Why was the mother so frustrated with the communication?
- Can the nurse be considered an interpreter?
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How Does Interpreting Work?



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Qualified and/or Certified

- What are the differences between a *qualified* interpreter and a *certified* interpreter?
- Why is certification important?
- What is licensure?
- What are the different types of certification in your state?
- What are the educational requirements for certification?

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Video 3.2: Characteristics of Quality Interpreters

- Click icon to add media

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Who Provides the Interpreters?

- Always request an interpreter just in case.
- To decide who pays for the interpreters, consider:
 - Location of meeting and the organization(s) involved.
 - Size of company.
 - Situation.
- Know what the law says in your:
 - City, county, state and country.

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Video 3.3: Working with Deaf Interpreters

- How would you benefit from working with a Deaf Interpreter?
- Where could you use a Deaf Interpreter?
- What is the difference between a Deaf Interpreter and an advocate?
- Click icon to add media

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High-Quality Interpreting

- Make your request as early as possible.
- Ask for a certified interpreter.
- Let the interpreter referral agency know if you want a specific interpreter.
- Provide information to the other party about how to hire interpreters.
- Give background information to the interpreter before an assignment.

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High-Quality Interpreting

(Continued)

- Suggest where the interpreter should stand or sit.
- If you don't understand the interpreter, say something.
- Request a Certified Deaf Interpreter when necessary.



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It's Your Choice

- Think about what you want to do in each situation.
- Decide what the best steps are.
- Look at the *Tips for Working with Interpreters* handout.
- Discuss your choices with the group.



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Video 3.4: Scenarios for Discussion

- What do you do if you are provided an unqualified interpreter?
- Did this happen to you before?
- How did this affect your appointment?
- Click icon to add media

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Video 3.5: Requesting a Qualified Interpreter

- What should you do to make sure you get an qualified interpreter?
- Let's practice!
- Click icon to add media

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Module 4 PowerPoint

Deaf Self-Advocacy Training Module 4: Ethics of Working with Interpreters



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Goal

Understand the roles of interpreters, and how to effectively work with interpreters.

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Video 4.1: An Unprepared Interpreter

- Click icon to add media

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Interpreter Ethics

- Ethics show the values of each person.
 - They become clear through action.
 - They help people decide what is right or wrong.
 - They are not the same for each person.
- How do we know what to expect from interpreters?

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Video 4.2: RID Code of Professional Conduct

- Click icon to add media

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Code of Professional Conduct Tenets

- Interpreters adhere to standards of confidential communication.
- Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
- Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
- Interpreters demonstrate respect for customers.

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Code of Professional Conduct Tenets

(continued)

- Interpreters demonstrate respect for colleagues, interns, and students of the profession.
- Interpreters maintain ethical business practices.
- Interpreters engage in professional development.

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Video 4.3: A Humorous Look at Interpreter Ethics

- Click icon to add media

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Video 4.4: RID Ethical Practices System

- What are your rights with interpreters?
- What should you do when you see an interpreter do something wrong?
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Filing a Complaint

If you are not satisfied with a RID-certified interpreter, you can file a grievance or complaint:

- File within 90 days.
- Go through mediation.
- If that does not work, a hearing will be held.

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Common Problems

- Interpreters acting as "helpers."
- Children interpreting for adults.
- Interpreters charging too much or too little.
- ASL learners working as interpreters.
- Other problems.



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Video 4.5: How to Work with Interpreters

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Explaining How to Work with an Interpreter

Applying Your Learning

- Explain to a hearing person on how to work with an interpreter.
- Use the tip sheet from the appendix.

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Video 4.6: A Prepared Interpreter

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Module 5 PowerPoint

Deaf Self-Advocacy Training: Module 5: Interpreting Services Using Video Technology



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Goal

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

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Video 5.1: Interpreting Services Through Video

Discuss:

- What challenges are there in getting what you need to use video conferencing?
- What is the difference between VRS and VRI?

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Broadband

- High Speed Internet is also called broadband.
- There are several different types of broadband:
 - Cable Internet through TV cable network.
 - Digital Subscriber Line (DSL) through phone lines.
 - FIOS through fiber optic network.
 - Satellite Internet service.

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Hardware and Software

Hardware (equipment that has its own software)

- Videophones
 - VP-200
 - Ntouch
 - OJO
 - Tandberg
- Webcam
 - Built-in or external

Software (Applications that works with webcams)

- Skype
- Tango
- Facetime
- ooVoo
- Go-to-meeting
- P3/Z4/ntouch PC

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In-Class Discussion

Comparing VRS and VRI

What are the similarities?

- Both use videoconferencing technology.
 - Could use the same type of equipment/software.
 - Broadband is required.
- Could be the same interpreter and/or call center.

What are the differences?

- VRS is 24/7.
- VRI is not always 24/7.
- Purpose of service is different.
- More types of equipment used for audio.
- Physical location of Deaf and hearing persons.
- The organization who pays to provide the service.

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Video 5.2: History of Telecommunications Access

- What would your life look like now if you did not have phone access?
- How did advocacy contribute to this history?

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Video 5.3: Reporting a Grievance about Video Interpreting Services

- When and how do you submit a grievance for VRS?
- When and how do you submit a grievance for VRI?

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Video 5.4: Automated Phone Service

- What kind of automated services have you used?
- How do you benefit from using automated services?
- How do businesses benefit from automated services?

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Video 5.5: Video Etiquette Tips by Pinky the VRS Ambassador

- What other tips can you think of?
- Why are those tips important?

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Very Important Tip



Don't forget to appreciate the interpreters you work with!

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Module 6 PowerPoint

Deaf Self-Advocacy Training Module 6: Preparing for Self-Advocacy



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Goal

Know how to approach self-advocacy situation with the appropriate attitude, goals, and resources.

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Attitude

- What is *attitude*?
 - A tendency to respond positively or negatively towards a certain idea, object, person, or situation.
 - How you feel or behave about something.
- Why is attitude important?

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Video 6.1: A Bad Call while Making an Appointment

- What kind of attitude did this person show?
- Have you seen people talking like this?
- Can you share examples of a positive attitude?
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Requesting Interpreters

Which response is better?

"I'd like to request a sign language interpreter for the interview. Here's how you can book for 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!"

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Having a Good Attitude

- Confidence, positive, and assertive.
- Does not mean ignoring discrimination.
- Discrimination means to make decisions against you or in favor of you.
 - Not always because you are deaf.
 - May be due to other reasons such as gender, skin color, religion, age, or beliefs.



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Video 6.2: A Positive Attitude

- What were the challenges faced by the Deaf person in this story?
- How did he show a positive attitude?
- How was this video different from video 6.1?
- Click icon to add media

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Creative Communications

THAT DEAF GUY



BY MATT & KAT DAIGLE

WOW, THAT'S PRETTY CLEVER!

- What was your most creative communication tool?
- How does this flexibility help?

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Dealing with Discrimination

Applying Your Learning

- Very normal to become angry or disappointed.
- Assume good intentions.
- Think of potential good solutions.
- Role-play different situations.
- Think about different solutions.

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How to Plan for an Interpreter Request

- Have control over your behavior and attitude.
- Be prepared when you request for an interpreter.
- Have an action plan ready.
- Know your rights.
- Work with local agencies and resources.

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Video 6.3: Calling with a Positive Attitude

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Job Interview Letter

Applying Your Learning



Dear Applicant,

Thank you for your application for our position. We would like to offer you an interview, but we only have one interview slot available. Would you be willing to come to an interview without an interpreter?

Sincerely,

John Doe
Hiring Manager

- How would you respond if this company has less than 15 employees?
- What if it had more than 15 employees?
- What are your options?

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Module 7 PowerPoint

Deaf Self-Advocacy Training

Module 7: Utilizing Resources for Action



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Goal

Identify local, state, and national resources in order to apply learned skills in self-advocating for communication access.

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Community Resources

- What is a resource?
 - Source of support or assistance.
 - Can help you reach your goals or advocate.
 - Can be agencies, people, or information.
- Why are resources important?

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Possible Resources

- Commissions for Deaf and Hard of Hearing.
- Deaf Service Agencies.
- Human Rights Commissions.
- Independent Living Centers.
- Legal Agencies and Assistance Centers.
- Membership Advocacy Organizations.
- Vocational Rehabilitation Agencies.

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Video 7.1: Collecting Information with a Plan

- Click icon to add media



(Video 7.1)

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Membership Advocacy Organizations

- American Association of the Deaf-Blind.
- Deaf Women United
- Hearing Loss Association of America.
- National Asian Deaf Congress.
- National Association of the Deaf.
- National Black Deaf Advocates.
- National Council of Hispano Deaf and Hard of Hearing.
- Registry of Interpreters for the Deaf.
- Sacred Circle.

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Other Resources

- People you know.
- Local agencies.
- Internet.
- Others.



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Finding Resources

Applying Your Learning

- Use the Internet to find resources.
- Plan how you will approach each resource.
- Make a list.



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Video 7.2: A Story of Advocacy

- Click icon to add media



(Video 7.2)

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Getting the Information You Need

- Contacting agencies can be hard work.
- Think about what you want to ask.
- Prepare your questions.
- Have a list of resources and their contact information ready.
- Plan your time well.
- Have a positive attitude.

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The Real World

- Create an action plan.
- Identify what you need to do.
- List resources you have and need.
- Decide how you move forward.
- Use worksheets given to you.

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City Council Meeting

Applying Your Learning

- Find out what the law is for providing interpreters at your city council meeting.
- Remember to plan well.
- Keep up a positive attitude.

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Video 7.3: More Advocacy Stories

- Click icon to add media



(Video 7.3)

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Review

- Advocacy.
- Communication access.
- Self-advocacy.
- Self-esteem
- Self-determination.
- Accommodation.
- Qualified interpreters.
- Reasonable accommodations.
- Ethics.
- Behavior.
- Grievance.
- Attitude.
- Video Conferencing
- Broadband

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Video 7.4: Congratulations!

- Click icon to add media



(Video 7.4)

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