



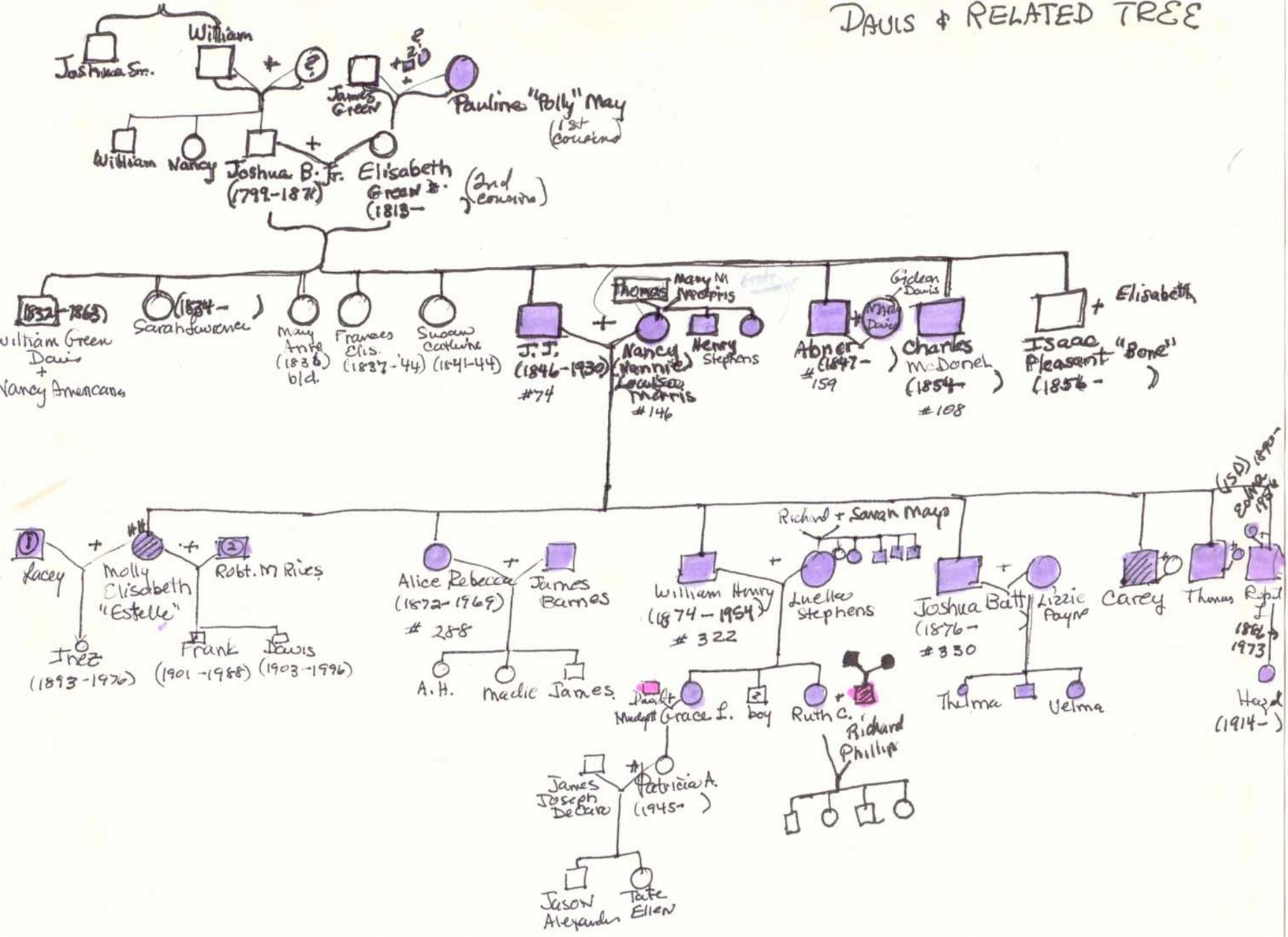
Assumptions and Expectations Concerning People Who are Deaf

Presented by:

Patricia Mudgett-DeCaro

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DAULS & RELATED TREE





Grandfather and Great Uncle

- BA Gallaudet (late 1800s)
- Teachers
- Texas School for the Deaf



Parents

- BA Gallaudet (1929 & 1932)
- MA University of Illinois (1950s)
- Teachers
- Artists/Drama Club
- State and National Officers in Deaf Organizations



Uncle

- BA Gallaudet
- MA in Rehabilitation
- Doctorate American University
- Dean of Students at Gallaudet and Head of the Counseling Center



What does this mean?

I saw what a deaf person **CAN** do -
not what they can't!



Deaf Community Stories

- *Society's barriers and limits*

My dad, Dave Mudgett, profoundly deaf, got his bachelor's degree from Gallaudet College in 1929 and later went to the University of Illinois, with no support services, to obtain his Masters degree. At the end his advisor strongly urged him to go for a PhD. He would have been the first or second truly deaf person with a PhD. However, he declined, saying, "What is the point? I will never be any more than a teacher because I am deaf."



Deaf Community Stories, cont.

- How to make it in the hearing world.

Types of Employment Barriers



- Environmental
 - physical or structural--telephones, fire alarms
- Attitudinal
 - real or imagined
 - among counselors, employers, parents, teachers, and other deaf people

Discouragement and Encouragement



Patti Lago-Avery's story

- Hearing loss in sudden drops
- Usher's Syndrome



You must have hearing.....

“They tried to guide me away from working in fields that required me to use my hearing....they discouraged me from going into social work.”



How could I teach speech?

“The head of the Deaf Education program would not consider me as a candidate for their program because I was deaf...

how would I teach young deaf kids how to talk and use good speech?”



“My broken spirit...”

“I spent 6 months interviewing ... for different types of hospital careers.

Everywhere I went I was told this was not a job that a deaf person can do.

**Of course, with my broken spirit,
I believed them.”**



At last.....encouragement!

“It was like a lifeline had been thrown to me and I broke down in tears. I was so overwhelmed and grateful that someone wanted me and believed in me.”



Patti Lago-Avery

“ I decided that I would not let anyone else try to control my decisions, but I must find the strength to follow my heart. And this is exactly what I did.”



Patti Lago-Avery today

- Counselor for students who are deaf, hard of hearing, and deaf with secondary disabilities
- Presenter on deaf/blind issues
- Member of the Board of the American Association for the Deaf Blind



Activity

- Break into groups of 4
- Together identify one job that is NOT considered possible for a deaf person in your countries.
- Write down environmental and attitudinal barriers to this job.
- Discussion to follow.



Swedish Study



- 1999, Dr. James DeCaro and Patricia A. DeCaro



- Attitudes of
 - parents
 - teachers
 - deaf community leaders



The Questionnaire

- Attitude instrument designed for research in England
- Adapted for the current study
- Contains 36 items regarding various occupations
- Addresses attitudes toward advising equally qualified deaf and hearing students



18 Different Occupations

- Sales Person
- Hotel Manager
- Doctor
- University Lecturer
- Driller
- Truck Driver
- Architect
- Computer Technician
- Cook
- Child Care Worker
- Machinist
- Draftsperson
- Tailor
- Carpenter
- Accountant
- Foundry Worker
- Farmer
- Shoemaker



Activity

- On your handout, circle the occupations that you might not encourage a deaf person to explore.



Results from Swedish Study

Selected Occupations From the List

Parents and Teachers

- Doctor
- Hotel Manager
- Sales Person
- University Lecturer

Deaf Community Leaders

- Doctor
- Hotel Manager



Discussion

- Characteristics of “selected” occupations
 - communication
 - require significant interaction with the public
 - the public is both hearing and deaf

(Safety was not a concern.)



Discussion: Swedish Study

- Deaf leaders said
 - university lecturer could use an interpreter in reverse
 - sales person could work out a buddy system
 - doctor not recommended because
 - “there were not enough deaf patients to support more than a very few deaf doctors in the country.”
 - (This makes the assumption that deaf professional will only work with deaf clients.)



However....



Dr. Carolyn Stern

Deaf physician works with an interpreter
behind her hearing patients



Roberto Wirth

NTID graduate, President and General Manager
of 5 star Hassler Hotel, at the top of the Spanish
Steps in Rome



Achieving Goals Videotapes

- Vol.1 Phenomenal Professionals Nov.'02
- Vol. 2 Brilliant at Business Feb. '03
- Vol. 3 'Deafinitely' Dynamic Summer '03
- Vol. 4 Computers Winter '04
- Vol. 5 Trades Fall '04



Vol.1

Phenomenal Professionals

- Dr. Angel Santiago, Optometrist



Dr. Kimberly Dodge, Veterinarian



Claudia Gordon, Attorney



- Dr. Scott Smith, pediatrician





Vol. 2

Brilliant at Business

- Jimmy Libman – Gimmee Jimmy's Cookies
- Lee Kramer – Kramer Financial Services
- Elizabeth Rios – Sprint Relay Account Executive
- Theresa King – King Me Enterprises





Break Time –
see you back in 10 minutes



Work Accommodations

- Determine *actual* requirements
 - Communication
 - Safety
- Create ways to address necessary modifications



Work Accommodations

*Modification changes the way
a job is done,
not the job requirements*



Deaf telephone installer

Accommodation techniques used:

- Business Card
- Pad and pencil
- Modified test kit
- Portable TDD



Jean Cordano

- “I remember at the job interview the administrator asked me about patient contact. I said “If I could get along in a hospital of 900 beds, why not at this hospital of 90 beds?” My point was well taken. She also asked me how I would respond to the phone. I suggested that a signal light be installed in the laboratory to let me know that I had received a call; then, I would go to the switchboard to pick up the message.”



Robert Menchel

- “...Learn how to deal with people and how to overcome some of the barriers that were in the business world.... Problem of using the telephone. Today, with TDDs and computers, this problem is relatively easy to solve, but it is not enough just to approach your supervisor and ask for a TDD. You have to justify it.”



Modifications

- Many modifications benefit hearing people as well as their deaf colleagues.

Examples: AT&T Assisted Phones

Captioned Television



Educational Modifications

- Slower classroom pace
- Note-taker
- Sign Language Interpreter
- Transition Programs



Activity

- Break into the same groups. Think about accommodations or modifications that might make your selected job more accessible for a deaf person.
- Briefly share with all your thoughts.
(5 minutes for each group)



“Ability” Perspective

Deaf people are people first, and deaf second.

“Ability” rather than “disability” perspective



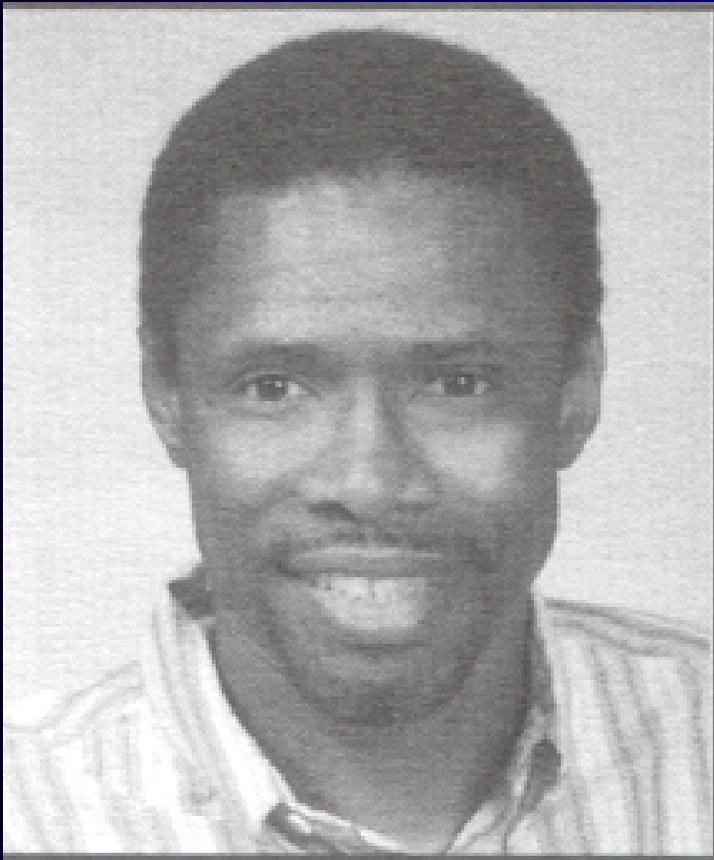
Attitudes are influential!

- Attitudes of
 - Parents
 - Teachers
 - Counselors
 - Significant Others
- Strong influence on how deaf people
 - Define themselves
 - Define their capabilities





John T. Reid



- “JT”
- NTID Admissions Counselor
- “Tale of the Frogs”



View Video Clip
JT and The Frog Story