



Assumptions and Expectations Concerning People Who are Deaf

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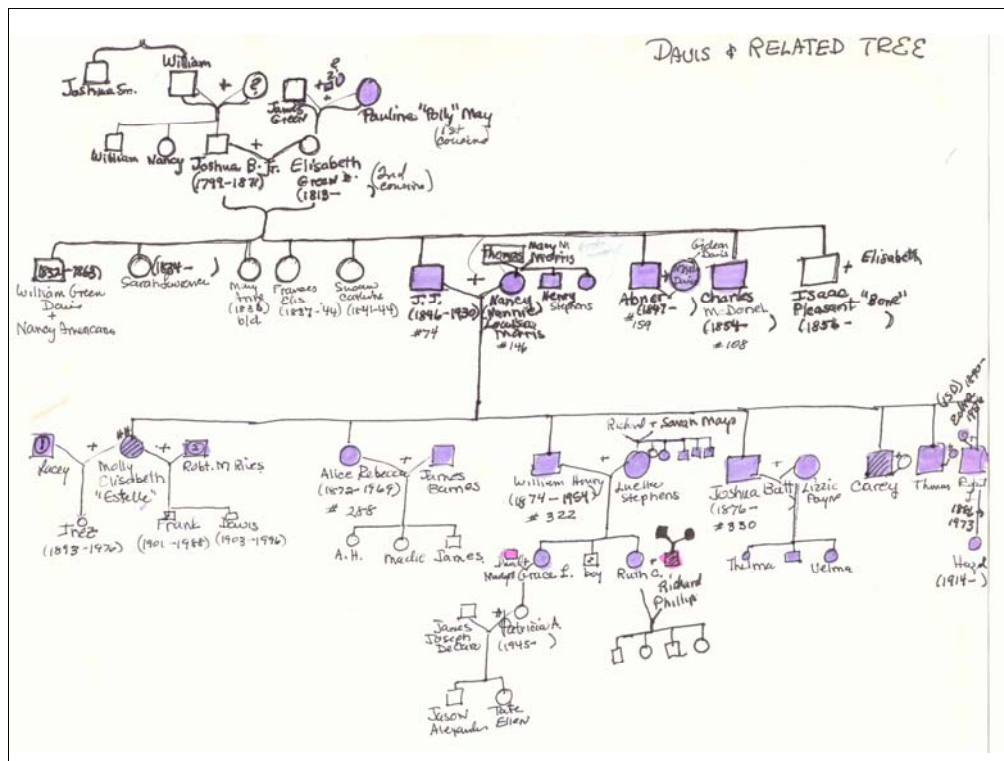
假设和期待

关于聋哑人的假

MS/CA

演讲人: Patricia Mudgett-DeCaro

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Davis (戴维斯) 家谱



Grandfather, Great Uncle, Parents & Uncle

- Bachelors, Masters, and Doctorates earned
- Teachers, Dean of Students at Gallaudet and Head of the Counseling Center
- State and National Officers in Deaf Organizations

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祖父、大叔、父母和叔叔

- 获得了学士、硕士、博士学位的
- 教师、加劳德特大学的学生处处长和咨询中心的领导
- 国立和州立聋哑人组织里的公务员



What does this mean?

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

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这是什么呢？

我看见了聋哑人能做的一切——而不是他们不能做的事情。



Types of Employment Barriers

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

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就业屏障的类型

- 环境因素
 - 身体或者生理构造上的一电话、火警
- 态度因素
 - 真实的或者想象的
 - 在咨询顾问、雇主、父母、老师和其他的聋哑人之间



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."

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聋人故事

- 社会屏障和限制

Dave Mudgett 是我的父亲，他是一个深度聋哑人。他于1929年获得了加劳德特大学的学士学位，后来他又去了伊利诺伊大学，在没有任何聋人支持服务的情况下，取得了他的硕士学位。他的导师建议他继续深造取得博士学位，这样的话，他将成为第一个或者第二个拥有博士学位的聋哑人。然而，他拒绝了这个建议，他说：“关键是什么呢？因为我是个聋哑人，我永远只可能是个老师。”



Deaf Community Stories, cont.

- Deaf individuals share information, experience, and advice that help others to learn how to live successfully in the hearing world.

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聋人故事，续

- 聋哑人之间分享信息，经历以及互相建议，帮助其他聋人学习怎么成功的生活在这个有声的世界中。



Swedish Study



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



- Attitudes of
 - parents
 - teachers
 - deaf community leaders

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1. In 1999 Dr. James DeCaro and Patricia A. DeCaro conducted a study in Sweden entitled “Occupations for Deaf people in Sweden: The expressed attitudes of parents, teachers and deaf community leaders.”

1、1999年，迪卡诺夫妇James DeCaro博士和Patricia A. DeCaro 在瑞典指导了一个研究项目，名为“瑞典的聋哑人职业”。这个研究项目表达了父母、老师和聋哑人社区领导的态度。



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

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18 种不同的职业

- 销售人员
- 酒店经理
- 医生
- 大学讲师
- 钻井员
- 卡车司机
- 建筑师
- 计算机技师
- 厨师
- 保育员
- 机械师
- 绘图员
- 裁缝
- 木匠
- 会计
- 铸造工人
- 农夫
- 皮鞋匠



Activity

- On your handout, circle the occupations that you might **not** encourage a deaf person to explore.
- What type of barrier is it?
- (attitudinal or environmental)

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小活动：

- 在发给你的资料里圈出那些你不鼓励聋哑人去做职业。
- 障碍是什么？
- （态度上或者环境上）



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

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瑞典研究项目的结果

1. Advice to hearing was more positive than to deaf for selected occupations.

Distinction between Deaf and Hard of Hearing in Sweden.

在选择职业上，给有听力的人的建议比给聋哑人的建议更积极些。差别体现在瑞典的聋哑人和弱听人群中。

a. parents and teachers

- sales person, hotel manager, doctor, university lecturer.

a. 父母和老师

销售人员、酒店经理、医生、大学讲师

b. deaf community leaders

doctor, hotel manager

b. 聋人社区领导

医生、酒店经理



Discussion

- Characteristics of “selected” occupations
 - Communication requirements
 - Significant interaction with the public
 - the public is both hearing and deaf

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讨论：

“被选择的” 职业的特征

- 交流要求
- 公众间重要的互动
 - 公众既可以是听力健全的人也可以是聋哑人



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 a deaf professional will only work with deaf clients.)

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1. Discussion: All limits involved communication.

Everyone assumed further that a deaf person had to work with other deaf people only.

In contrast, deaf leaders said a university lecturer could use an interpreter in reverse, and a sales person could work out a buddy system, writing systems..etc. Still doctor was not recommended

because “there were not enough deaf patients to support more than a very few deaf doctors in the country.”

1、讨论（瑞典研究项目）：所有的限制都涉及了交流

大家进一步假设，聋哑人仅仅和聋哑人工作在一起。

相反来说，聋哑人领导认为大学讲师能通过使用反向翻译；销售人员能创建出朋友合作系统，写作系统等。

然而医生这个职业并不是很推荐给聋哑人做，因为“在这个国家里，还没有足够多的聋哑病人去支持更多的聋哑医生的服务。”



However....



Dr. Carolyn Stern

Deaf physician works with an interpreter behind her hearing patients. (There are about 40 doctors/dentists in the USA now)



Roberto Wirth

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

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1. In Rochester, NY, Dr. Stern who is deaf works with an interpreter behind her hearing patients and an NTID graduate runs one of the most up-scale hotels in Rome, at the top of the Spanish Steps

在纽约州的罗切斯特市，Stern Carolyn博士是一名聋哑医生，她得病人是听力健全的普通人，她通过使用翻译给病人看病。（在美国，大约有40多个这样的医生/牙医）

Roberto Wirth 毕业于NTID, 现在是一个5星级酒店 Hassler Hotel的总经理。该酒店位于罗马，规模很大。



Work Accommodations

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

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1. Work or study sites can be studied to understand what the actual communication and safety requirements are and then create ways to address or accommodate modifications.

1, 研究一些工作或者学习的网站能了解到什么是真正的交流和安全要求, 然后创建方法去进行必要的调节修正。



Work Accommodations

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

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

修正改变的是工作被做的方式，而不是工作要求。



Deaf telephone installer

Accommodation techniques used:

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

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1. A deaf man working for AT&T became a telephone installer. How?

- Printed business card that said “My name is Z, station installation technician. I am totally deaf. I am here to do the work you requested. Please show me what you would like done”
- He gives the customer a pad and pencil for messages
- The test kit was modified to use small lights to show what signals were coming in.
- He was given a portable TDD to use to communicate from the field with departments at the main office.

No other accommodations needed. He is expected to meet the same quality and work objectives as all other installers – in fact he has done better.

1, 一个聋哑人成为了AT&T的电话安装员。他是怎么成为的呢?

- 打印的名片上写着: “我的名字叫Z, 电话安装技师。我是一个聋哑人, 我来这里是按照你的要求服务的, 请写下你的要求。”
- 然后她给顾客一个本子和一只铅笔
- 试验装备被修改为使用小灯来显示进来的信号。
- 给了他一个便携式的TDD, 他可以通过使用它和他所在部门的人员交流。不需要其他的修正需要。期待他能达到和其他安装员同样的工作目标和工作质量。事实上, 他做得更好。



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.”

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Jean Cordano

我记得在一次工作面试时，管理人员问我跟病人接触的情况。我回答道：“如果我能在一个900床的医院里和病人融洽相处，为什么我不能在这个90床的医院和病人融洽相处呢？关键是好好对待。她也问了我怎么接电话。我建议他们在我的实验室里安装一个信号灯，这样，来电话时我就能知道了，然后我会去接线总机查看信息。



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.”

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Robert Menchel

“学习怎么去和人交往，怎么去克服那些存在于商业社会里的障碍——使用电话的问题。现在，有了TDD和计算机，问题变得相对容易解决，但是跟你的主管领导要求TDD并不是足够合理的一件事。所以，你不得不使其正当化。”



Modifications

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

Examples: AT&T Assisted Phones

Captioned Television

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修正

许多修正不仅有利于聋哑人，也有利于听力健全的正常人。

例子：AT&T帮助电话

字幕电视



“Ability” Perspective

Deaf people are people first, and deaf second.

“Ability” rather than “disability” perspective

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1. “Deaf people are people first, and deaf second. They should be approached from an “ability” rather than “disability perspective.”

聋哑人首先是人，其次才是聋哑。

看待他们应该从“能力”的角度，而不是从“残疾”的角度。



Summary

- We all make assumptions about what a deaf person can and can't do.
- We must think carefully about “why/why not” – is it a real barrier?
- How can we modify the situation?

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总结

- 我们中的所有人都假定什么是聋哑人能做的和什么是聋哑人不能做的。
- 我们必须仔细思考“为什么/为什么不”——这是真正的障碍吗？
- 我们怎样能改变这个状况？



Homework for your group presentation

- List a few jobs that you don't think deaf people can do.
- Think about why not and how to change things.
- For example airplane pilot, dancer, researcher...what do you think?
- (Have a look at this <http://www.zak.co.il/deaf-info/old/restrictions.html>)

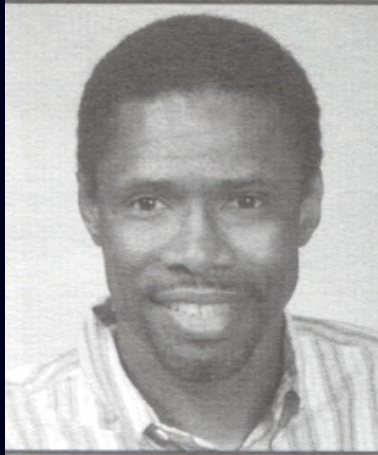
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小组家庭作业:

- 列出你们认为聋哑人不能做的工作
- 想一想为什么他们不能做，怎样去改变
- 例子：飞行员，舞蹈演员，研究员等，你们是怎么想的？
- 看看这个网站 <http://www.zak.co.il/deaf-info/old/restrictions.html>



John T. Reid



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

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John Reid, an Admissions Counselor at NTID, tells a wonderful story that sums it all up.

John Reid是NTID的咨询顾问，他给我们讲述了一个美好的故事—青蛙的故事。



View Video Clip JT and The Frog Story

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观看录像：
JT和青蛙的故事