



# Assumptions and Expectations Concerning People Who are Deaf

Presented by:

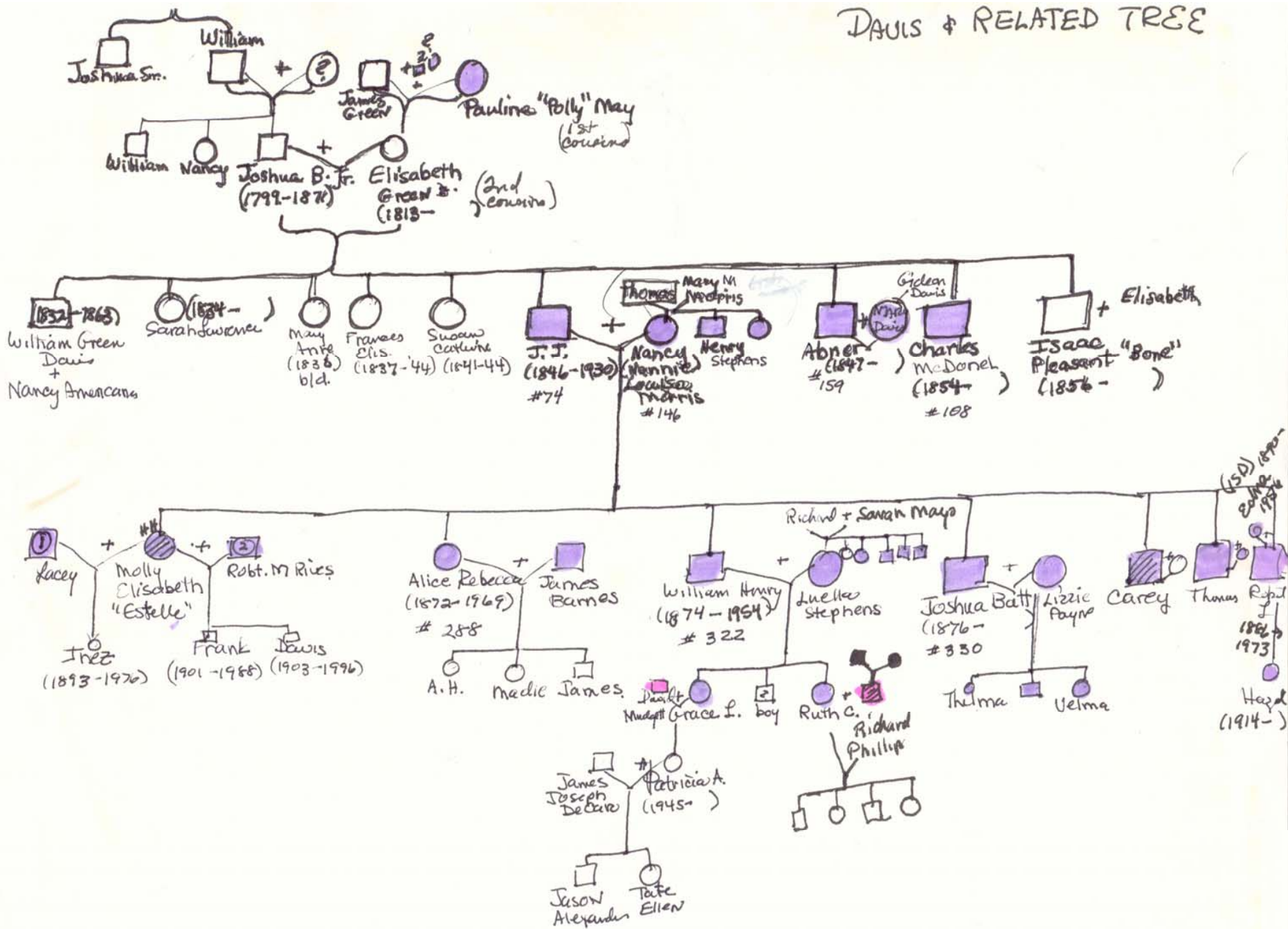
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# DAULS & RELATED TREE





# 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



# What does this mean?

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



# Types of Employment Barriers

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



# 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.

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



# Swedish Study



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



- Attitudes of
  - parents
  - teachers
  - deaf community leaders





# 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.
- What type of barrier is it?
- (attitudinal or environmental)



# 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 requirements
  - Significant interaction with the public
    - the public is both hearing and deaf



# 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.)



# 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



# 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



# *“Ability”* Perspective

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Deaf people are people first, and deaf second.

“Ability” rather than “disability” perspective



# 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?

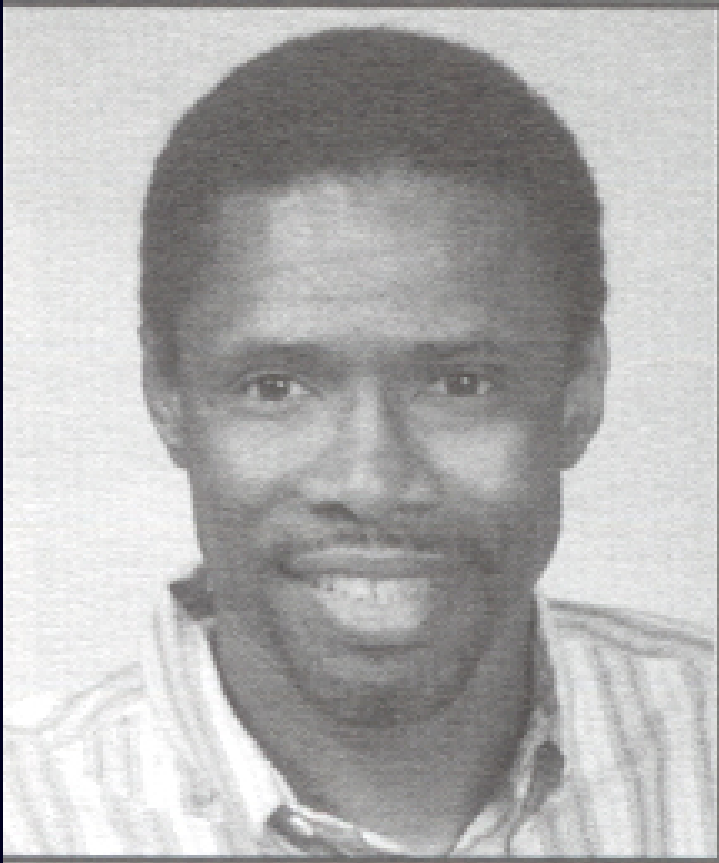


# Homework for your group presentation

- 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>)



# John T. Reid



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





# View Video Clip

## JT and The Frog Story