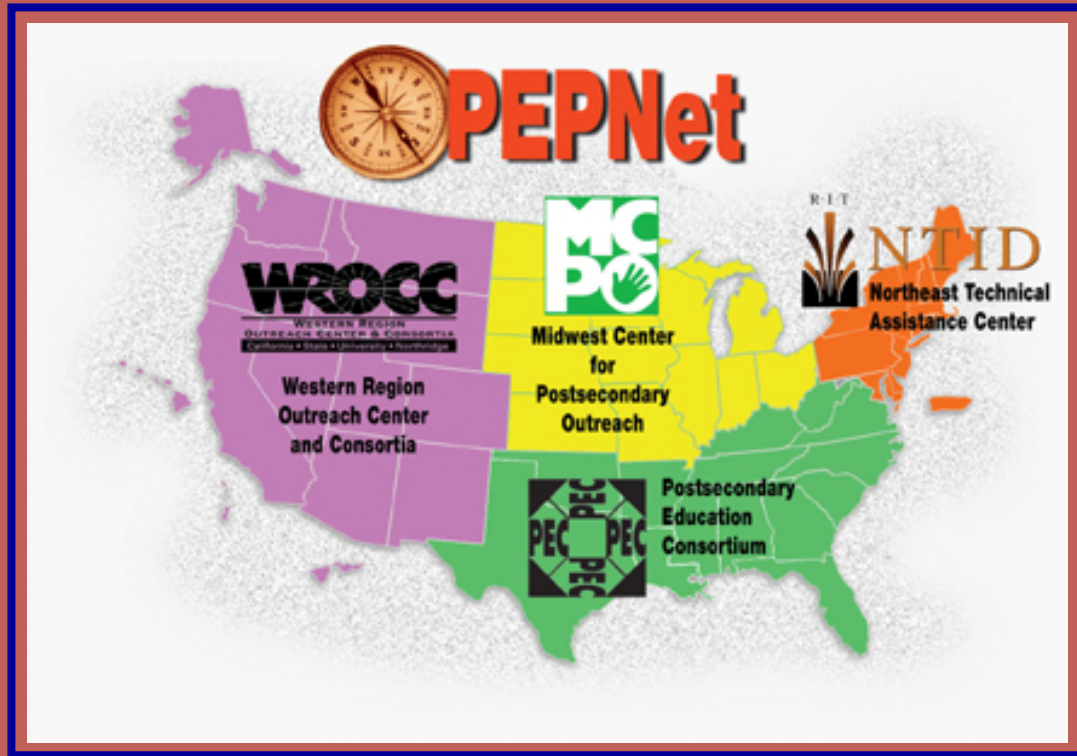


PEPNet

Postsecondary Education Programs Network



www.pepnet.org

Where to Get PEPNet products

www.pepnet.org



PEPNet
O N L I N E

The Postsecondary Education Programs Network
June 15, 2006

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Welcome to PEPNet online.

PEPNet, the Postsecondary Education Programs Network, is the national collaboration of the four Regional Postsecondary Education Centers for Individuals who are Deaf and Hard of Hearing. The Centers are supported by contracts with the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The goal of PEPNet is to assist postsecondary institutions across the nation to attract and effectively serve individuals who are Deaf and Hard of Hearing. Visit our four [Regional Centers](#).

[Click here for a text-only site.](#)

New PEPNet newsletter now available

PEPNet Perspectives is the new collaborative newsletter of the four PEPNet regional centers. This newsletter combines each centers individual strengths into a single resource that can be used on a national level. [Click here to download and read the newsletter](#)

A Guide to Speech-to-Text Services in the Postsecondary Environment is now

Search

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**Click on “Resource Center” for
PEPNet products!**

PEPNet Resource Center

National Center on Deafness

Home • NCOD • WROCC • About PRC • Contact Us

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PEPNet Products of the Month

May 2006



Signs of Survival



Orientation to Serving College Students
Who Are Deaf or Hard of Hearing



Handbook Templates



Make a Difference



Guide to Working
With Deaf and Hard
of Hearing Students



Tech Savvy

<http://prc.csun.edu>

Transition training for Teachers of the Deaf



PEPNet Resource Center
PRC # 1175



Four sections in training package

- Student Responsibilities and Documentation Guidelines
- Student Panel
- Legal and Practical Issues
- Vocational Rehabilitation



Uses of training package

- Comprehensive, stand-alone package, ideal for teachers of the deaf in rural areas.
- Professional development days for Teachers of the Deaf
- Parent workshops
- Collaboration with high school Guidance Counselors



Gates to Adventure!



PEPNet Online Training for Students
who are Deaf or Hard of Hearing

<http://www.pepnet.org/train.asp>

Concerns About Transition

- Career planning
- Postsecondary options
- Academic skills
- Life management
- Access and accommodations
- Self-assessment
- Self-determination
- Rights and responsibilities



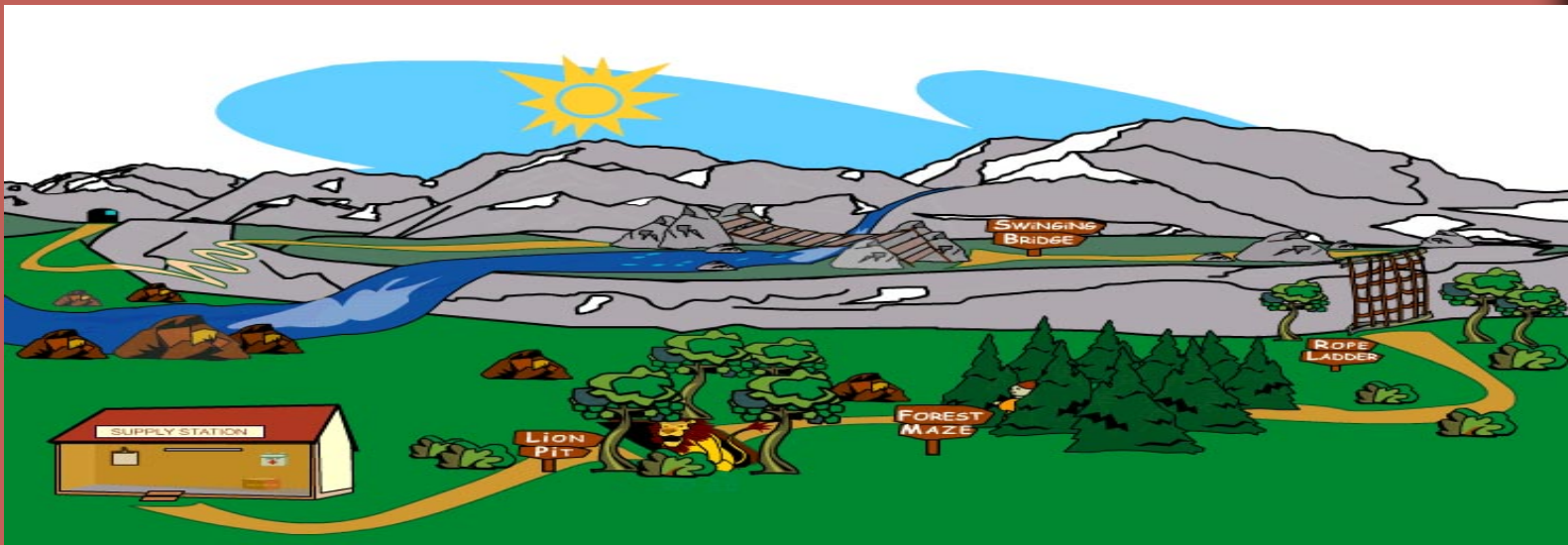
How Do We Address This?

- Online format
- Highly interactive, attractive program
- Links to additional resources
- Related/supplemental materials for teachers and counselors



Making It Interesting

Format to attract young people



Settings

- Individuals working through the program on their own at the direction of a teacher, counselor, mentor or parent
- Individuals working through the program together with a teacher, counselor, mentor or parent
- Small groups working through the program under the direction of a teacher, counselor, or other resource staff



A Guide for Postsecondary Counselors and Disability Service Providers working with Deaf and Hard of Hearing Students

Guide for Counselors:







- A Few Things Counselors Should Know
- Using an Interpreter
- Choosing an Interpreter
- Therapeutic Issues
- Special Considerations with Groups
- Academic Counseling Issues Accommodation
- Issues
- Student Support Issues
- Student Transition Issues
- Tips for Counselors
- Technology Issues
- Glossary



Download:
<http://www.jsu.edu/depart/dss/pec/counseling/>

SUCCESS IN THE WORKPLACE:

Employing People Who are Deaf and Hard of Hearing

-  **Success in the Workplace: Building Employment Relationships That Work!**
-  **Success in the Workplace: Hiring People Who Are Deaf & Hard of Hearing (# 1167)**
-  **Deaf Mentor Video Series (Vol.1-5,# 1162-1166)**
-  **Working Together: Supervising People with Disabilities**
-  **It's About Abilities: Employing Deaf and Hard of Hearing Individuals #1093**
-  **Deafness 101 #1056**



More resources... Online!

ONLINE RESOURCES

Work Opportunity Tax Credit <http://www.edd.ca.gov/wotcintr.htm>

Disability-related resources <http://www.disabilityinfo.gov>

Americans with Disabilities Act <http://www.ada.gov>

Deafness/Hard of Hearing <http://deafness.about.com>

Assistive Technology <http://weitbrechtcom.com>

Job Accommodation Network <http://www.jan.wvu.org>

Typewell Transcription System <http://www.typewell.com>

Equal Employment Opportunity Commission
<http://www.eeoc.gov>

Greater Los Angeles Council on Deafness
<http://www.gladinc.org>

American Sign Language Browser
<http://commtechlab.msu.edu/sites/aslweb>



Achieving Goals!



<http://netac.rit.edu/goals/>



ACHIEVING GOALS!

Career Stories of Individuals Who are Deaf and Hard of Hearing

Browse Categories

Accounting/Finance/Banking

Arts/Entertainment/Media

Business/Insurance/Real Estate

Education/Training/Library

Engineering/Architecture

Community/Social/Consulting Services

Government/Public Sector/Military

Information Technology

Law Enforcement/Security

Legal

Maintenance/Repairs

Manufacturing Operations

Medical/Health Care

Restaurant/Hotel/Food Service

Retail Merchandising

Science

Telecommunications

Transportation/Warehousing

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ACHIEVING GOALS!

Career Stories of Individuals Who are Deaf and Hard of Hearing

Medical/Health Care

1 thru 10 of 21 | [Next](#)



Name: Samuel Atcherson

Occupation: Ph.D. Student/ Graduate Assistant

Company: University of Memphis

Samuel says: *"If you want to become a physician, a lawyer, or a business owner, you CAN. Success cannot be defined by what other people think; success has to be defined by you. ...'Work hard now, and play later, or play now, and work hard later.'"*
[more...](#)



Name: Candie Barrere

Occupation: Veterinarian

Company: Total Pet Care, Maumee OH

Candie says: *""Don't let anyone tell you what you can or cannot do. Only you can determine what your limitations are, if any." "*
[more...](#)



Name: Barbara A. Brauer

Introducing..... *Achieving Goals! Videotapes*

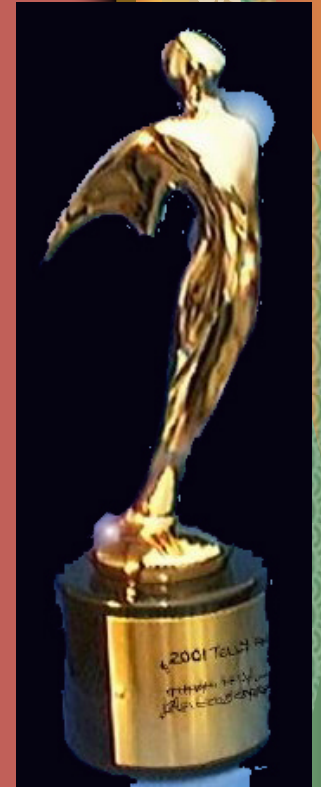
■ Vol.1 Phenomenal Professionals # 1133

■ Vol. 2 Brilliant at Business # 1153

■ Vol. 3 DEAFinitely Dynamic # 1169

■ Vol. 4 Tech Savvy! # 1211

■ Vol. 5 Coming soon Summer '06



C-Print® speech-to-text service (<http://www.ntid.rit.edu/cprint/>)

- Training now online
- Popular with users who rely on English
- Interpreters can be cross-trained to provide C-Print as well as interpreting services



NETAC Tipsheets

- Produced by NETAC
- One-page handouts on single topic
- 33 topics so far
- Free!



NETAC Tipsheets

<http://www.netac.rit.edu/publication/>

NETAC Tipsheet

Oral Transliterating

What does an oral transliterator do?

An oral transliterator provides communication access to a person who is deaf or hard of hearing and who uses speechreading and speaking as a means of communicating. The oral transliterator, positioned in front of the deaf person, audibly repeats the spoken message for the deaf person, making it as speechreadable as possible. This is called Expressive Oral Transliterating. An oral transliterator also can audibly voice the spoken message of a deaf person for the hearing audience. This is called Voicing or Voice-Over.

When are oral transliterators used?

Oral transliterators are used in a variety of situations: educational settings; religious services and ceremonies; job interviews; medical and legal settings; areas of employment; conferences and workshops; town meetings, etc. They are especially helpful when:

- there are multiple speakers (such as a discussion)
- the speechreader cannot see the speaker clearly (for example, in a large auditorium)
- the speaker is not speechreadable (such as a speaker with facial hair covering the lips)

What are the characteristics of an effective oral transliterator?

- 1) Oral transliterators must be speechreadable (lipreadable) to an average speechreader with little or no effort. They must have natural and clear articulation with no exaggerated lip movements or mannerisms.
- 2) Effective oral transliterators are naturally expressive when they speak, using facial and body expression to enhance the speechreading process.
- 3) Oral transliterators must have the ability to speak audibly. It is very distracting to the hearing audience to hear an oral transliterator whispering loudly or making "smacking" noises while transliterating.
- 4) Oral transliterators must have excellent short-term memory and must be able to understand easily the speech of a variety of both hearing and deaf speakers. The ability to listen to information and hold it in one's short-term memory while simultaneously "mouthing" (for expressive oral transliterating) or voicing (for voice-over transliterating) other information is vital.

- 5) Oral transliterators must be able to concentrate for long periods of time in the midst of all sorts of distractions - visual and auditory. This not only involves listening to the speaker/s and concentrating on the message, but always being aware of what is happening in the environment and relaying this information to the consumer.
- 6) Oral transliterators must be comfortable with the English language. There are times in the process of transliterating when it is necessary to paraphrase, rephrase, or make appropriate substitutions of original information to aid in the speechreading process. All of this involves manipulating the English language while maintaining the intent of the speaker's message.
- 7) Oral transliterators need to have knowledge of speech production and the speechreading process to enable them to identify speech sounds or words that are not easily visible on the lips.
- 8) Oral transliterators must use verbal and nonverbal techniques to support the speechreading process, especially in coping with the potential limitations mentioned above. Sometimes a particular word is not visible on the lips or is homophonous (a word articulated in the same place, thus looking the same on the lips as another word, which can be confusing to the speechreader. The oral transliterator can use the verbal technique of adding a clarifying word before the "difficult" word. For example, in the sentence, "She had a beautiful vase," the oral transliterator would transliterate, "She had a beautiful flower vase," or "She had a beautiful vase for her flowers." A nonverbal technique would be using palm writing to clarify two numbers that look the same on the lips (such as fifty and fifteen). The oral transliterator would hold up her palm and write the correct number on the palm for the speechreader to "read."
- 9) Oral transliterators must have a thorough understanding of the Registry of Interpreters for the Deaf (RID) Code of Ethics and of their role as described in the Code.

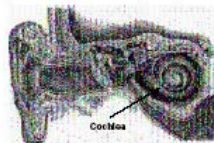
NETAC Teacher Tipsheet

Serving Deaf Students Who Have Cochlear Implants

Overview

More and more deaf people, both children and adults, are receiving cochlear implants (CIs) today than ever before. Given this trend, it is fair to assume a greater number of deaf students will be arriving at postsecondary institutions with cochlear implants than at any other time previously. This makes it important for the Disability Support Services staff to have at least a rudimentary understanding of cochlear implants and their impact.

Cochlear implants are electronic devices which are implanted in the cochlea and designed to provide



useful hearing and improved communication ability to individuals who have profound hearing losses and are unable to achieve speech understanding with hearing aids. They do not restore hearing to "normal."

How cochlear implants work

Cochlear implants are designed to bypass cochlear hair cells that are non-functional and provide direct stimulation to the auditory nerve.

Every CI is comprised of the following:

1. electrode array(s)
2. microphone
3. signal processor
4. signal coupler (transmitter and receiver)

Two different models are shown:

A: behind the ear processor
B: body processor

A - Behind the Ear Processor



How does a CI produce hearing?

- The microphone picks up sounds and sends them to the processor.
- The processor then selects and codes sounds that produce useful speech, music, etc.
- From the processor, sounds are transmitted through the skin to the receiver/stimulator via the magnetic headset.
- The codes are then converted to electric signals that activate the electrode array.
- The electrodes then stimulate the auditory nerve. The brain recognizes the electric signals as sounds.

Community Rehabilitation Programs

NETAC Tipsheet

A community rehabilitation program (CRP) that focuses on employment services for people who are deaf or hard of hearing can best provide a full range of customized services by working collaboratively with other local agencies. Pooling resources, whether financial or staffing, is an efficient way for collaborative agencies to assist both employers and employees in eliminating or reducing barriers to successful employment. Changes in the employment / labor market are inevitable, but what remains the same is that there are still many people in need of employment services, not only to secure employment opportunities, but to maintain job security and receive career advancement.

People who are deaf/hard of hearing and who are considered to be "low-functioning" often are diagnosed with a secondary disability due to problems in behavior, educational development, mobility, employment, independent living skills, inadequate communication skills, or some other major life function. They also experience communication barriers in preparing for, obtaining, and maintaining employment. For these reasons it is essential that CRPs have specialized professional staff who are educated and knowledgeable in three areas: hearing loss, communication skills, and their professional disciplines. Hearing loss refers to the medical and sociocultural aspects of deafness. Communication skills refer to the ability to use ASL and knowledge of the communication systems used by people who are deaf/hard of hearing. Finally, the staff must know assistive technology, evaluation, community resources, placement accommodations, and other professional skills, as well as current issues in vocational rehabilitation.

A holistic perspective of the consumer who is deaf/hard of hearing allows for the best chance of achieving financial and personal self-sufficiency. Basically this group of people need the same array of services as their hearing counterparts. The primary issue is accessibility.

Accessibility to services goes beyond the availability of an interpreter; clients who are deaf or hard of hearing and "low functioning" often need to work directly with

professionals who can communicate through a variety of modalities other than American Sign Language (ASL), including communication methods that are not considered to be a formal language. The use of gestures, drawings, physical objects, or demonstrations to convey meaning are frequently used to facilitate communication.

Specialized services essential to successful long-term placement of persons who are deaf/hard of hearing should include the following:

- Vocational evaluation
- Job coaching
- Long-term follow-up. This does not suggest that placement, career planning, counseling, and job-seeking skills training are less important; it's just that vocational evaluation, job coaching, and long-term follow-up are services not commonly found in CRPs but are critical to the success of this population.

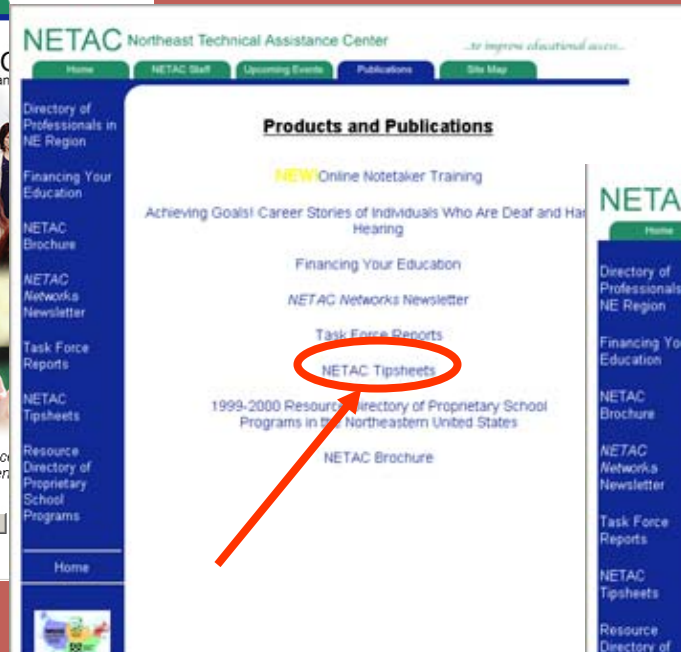
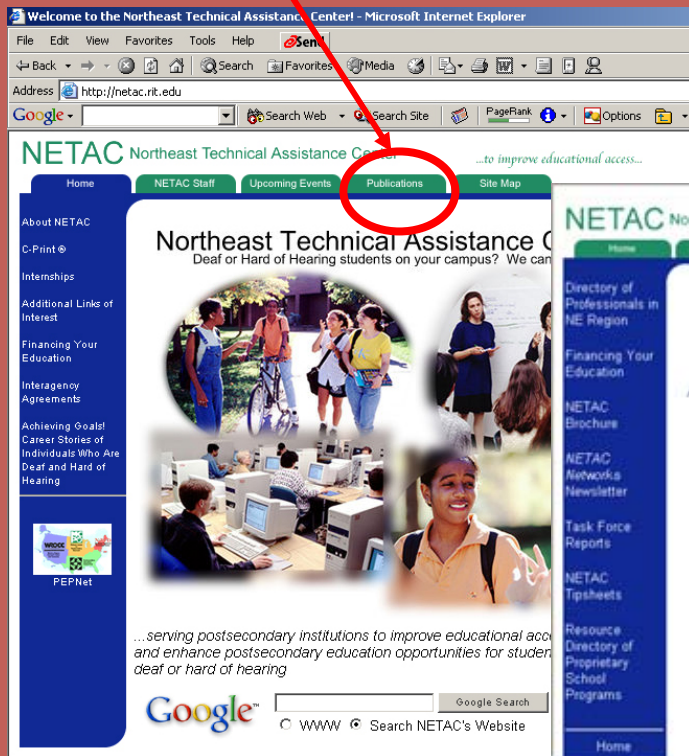
Vocational Evaluation

Vocational evaluation is a critical component to the rehabilitation process when serving persons who are deaf or hard of hearing. Counselors, teachers, and other professionals who work with this group need to be informed of the large number of tests and assessment tools available on the market today and how they can be utilized when working with a deaf person. Rehabilitation professionals traditionally have relied on standardized tests and compared the deaf person to a norm group when predicting vocational potential and designing an appropriate vocational rehabilitation plan. Some communication and language preferences of the deaf client must be considered before selecting psychometric instruments or work samples that will be used to measure their aptitude and determine appropriate rehabilitation services. Since communication deficits are the most common characteristic of the underserved deaf population, it is critical that the person's communication skills be assessed prior to evaluating aptitudes, educational levels, or vocational interests.

The Communication Assessment Model assumes that in order to accurately assess the individual's communication strengths and weaknesses, one must

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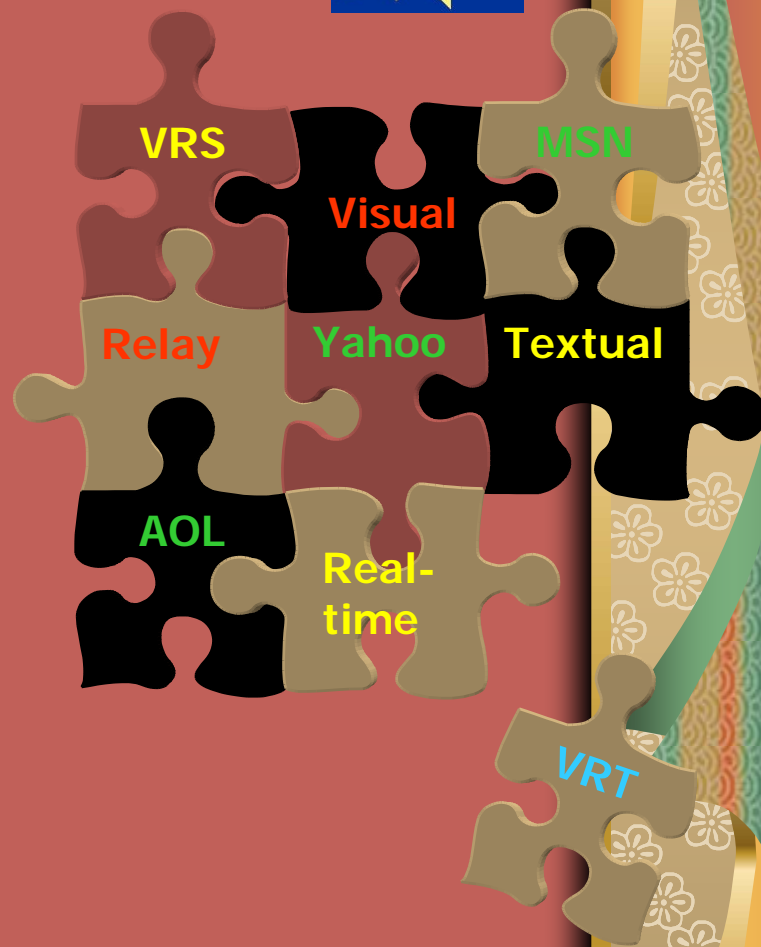


I Can See What You Hear!



Internet technology is transforming the interactions of individuals who are deaf or hard of hearing

Textual, visual and real-time alternatives for accessible communications



Video Remote Interpreting (VRI)

■ Uses video-conferencing technology to provide interpreting services from off-site locations

■ What's needed?

- Web camera(s)
- Display screen
- Microphone/speaker
- Software
- Fast internet connection



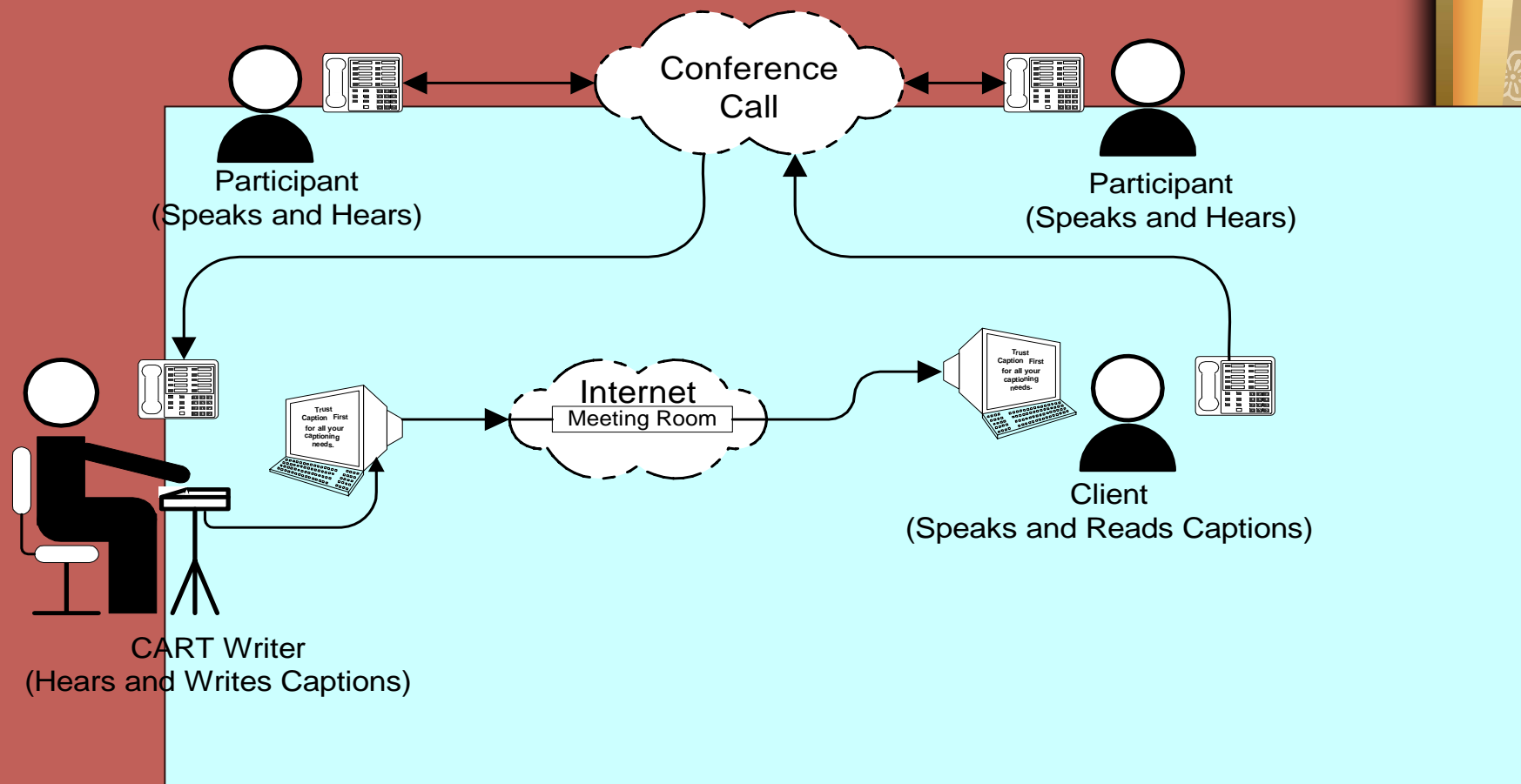
Amy Hogle, UWM Interpreter Coordinator, working in the PantherCom studio.

Remote CART

- CART provider listens to the speaker via telephone
 - Writes the realtime account
 - to a Web site that the student is logged onto
- OR**
- Text appears on the student's computer screen



How Is It Set Up?



Remote CART via Internet

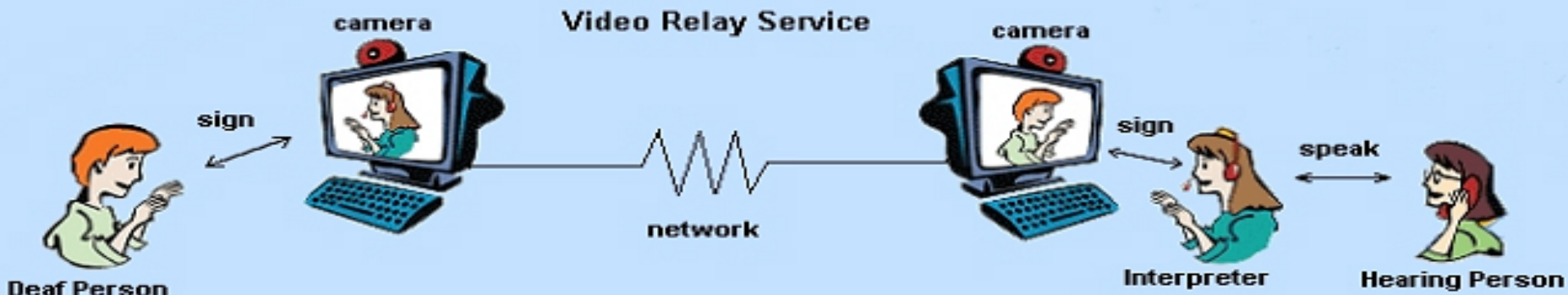
Captioning of Videos

- Process of converting the audio portion of a film, video, or CD-ROM into text
- Open captions vs. closed captions
 - Check equipment to make sure captions will show!
- Captioning existing materials?
 - Professional services available
 - Can purchase software for in-house use



Video Relay Service (VRS)

- Allows sign language users and hearing persons to communicate via videoconferencing with a remote video interpreter
- Uses web-cam and high-speed internet connection
- Log onto VRS website; connect with video interpreter who calls any phone number



Internet Relay Service

- Place text relay calls online without TTY
- Users connect to a Communications Assistant through the Internet relay website:
 - Type outgoing messages on computer keyboard
 - Read incoming messages on computer monitors



Guide to Working With Deaf and Hard of Hearing Students # 1185

 Pocket- sized handbook:

Professors

Vocational trainers

Counselors

Career counselors

Employers

Topics include a general understanding of deafness, classroom accommodations, and communication tips.



Excellence in Career Counseling: Improving Services for Students Who Are Deaf and Hard of Hearing # 1116

 Information:

Needs of Deaf and Hard of Hearing
students

Career aspirations

Suggestions for improving career
counseling services



Visit
PEPNet Web site

<http://www.pepnet.org>



QUESTIONS???

