



Lesson Plan

Draft

Title: Assumptions and Expectations Concerning People Who Are Deaf

Day/Time/Location: June 24, 2002/09:00-12:00/LBJ-2590

Presenter(s): Patricia DeCaro
Consultant, NTID Office of the Dean
padnod@rit.edu

Goals:

1. to challenge participants to examine assumptions and expectations regarding the abilities of individuals who are deaf, and consider the effect this might have on their achievements and occupations.
2. to discuss the interrelated attitudinal and environmental barriers which combine to limit access
3. to challenge participants to consider ways in which “deaf can’t” assumptions can be changed to “deaf can” with accommodations.
4. to challenge participants to enter into the week of workshops looking for ways in which what they hear/see can be used to accommodate increased access for deaf individuals in China.

Objectives: by the end of this workshop the participants will be able to:

1. List one or two ideas from the workshop and the examples given which surprised them, or cause them to think/rethink previous assumptions or expectations as they apply to China.
2. Identify one or two specific, personal goals for affecting a change in their own classroom, college, or university, and write some preliminary thoughts about what steps might be taken. This idea to be “finished” with more definite ideas by the end of the week.
3. As a group, discuss one occupation which is widely considered to be inappropriate for deaf persons in China, and brainstorm ways in which “can’t” might be changed to “can with accommodation”.

Background preparation:

1. Read Patti Lago-Avery’s story (translated into Chinese)
2. other Short readings perhaps (to be decided)
3. Identify and bring a list of 3 job areas commonly thought inappropriate or not possible for a deaf person to perform (in China), and the most common reasoning behind those beliefs.

Materials: (I am still mulling over this list but this is a preliminary set of thoughts)

1. PP of the presentation
2. Segments from videotaped interviews of John Reid and Pam Linza along with a written script in Chinese (?)
3. PP of the Swedish study on attitudes/ careers
4. Patti Lago-Avery's story translated into Chinese but perhaps also summarized in the PP.

Workshop plan: (draft)

1. Introduction: (anticipated time 15 minutes with interpreting)
 - a. One deaf family – brief background of my large, genetically deaf family and their accomplishments. (chart form and photos)
 - b. Outline of workshop including description of evaluation and homework to be thinking about. (handout – in Chinese?)
2. Barriers and limits: What a deaf person “can’t” do. (anticipated time 60 minutes interpreted)
 - a. Attitudinal/environmental barriers : whose expectations?
 - b. USA economic comparison deaf/hh wages
 - c. “Can’t” versus “can with accommodations” view
 - d. Examples of limits/barriers and underlying assumptions. (**actual number depends on time**) (10)
 1. Patti Lago-Avery's story (previously read)
 2. Workers and management (Foster study)
 3. Communication abilities (Foster/Barefoot/DeCaro)
 4. Dave Mudgett's PhD story
 5. driving and accident assumptions (Moore)
 - e. Discussion: Some of the common beliefs in China (brought with them).
- list on overhead. (survey results relevant here) (15)
 - f. Chart of assumptions and consequences in Western history (10)
(timeframe, beliefs, resulting consequences for achievement)
 - g. Clips from Pam Linza and John Reid's interviews (especially frog story)
– translated into Chinese as a written script perhaps. Illustrations of attitudes and strategies that embody a “can do” belief.
(10)
 - h. Successful deaf role models, folklore messages about “how to make it in the hearing world”
(5)
3. Break: (10-15 minutes)
4. Data from the recent Swedish study regarding attitudes towards careers. . (estimated time for summary – 20 minutes interpreted)- **this can be shortened** . Powerpoint slide show (captions in Chinese)
5. Accommodations: (estimated 30 minutes)
 - a. NTID graduates in fields not previously open to deaf individuals.(list of fields and income tax data (Walters)

- b. Examples of accommodations in specific areas of work (Telephone tester, etc.)
 - c. Educational strategies : AAS/AOS, transition programs, BS with support services, improvement for deaf students helped all students
 - d. Employer contacts and support, as well as “practice” interviews
6. Activity: (Activity estimated time 25 minutes)
- Working in groups, select one of the jobs thought not possible for deaf individuals in China, discuss the attitudinal and environmental barriers, and begin to brainstorm accommodations that might make access and success possible.(chart to “fill in”)
- a. Directions (written in Chinese – short – answer questions)
 - b. Create a preliminary list of strategies to be posted for further discussion and ideas as the week progresses. (see follow-up activities)
7. Evaluation and closure: (haven’t really worked this out yet) (10 minutes)
- a. List one or two ideas from the workshop and the examples given which surprised you, or caused you to think/rethink previous assumptions or expectations as they apply to China.
 - b. Please hand in preliminary list of results from activity, to be posted in the course for sharing, adding, discussion through the week.

You will have a chance to meet Patti Lago and Harry Lang (or who?) at lunchtime.

Follow-up activities:

- 1. As you proceed through the various workshops of the week, be thinking of how the job your group selected to think about could be accommodated and add ideas to the online posting. This might be presented to the entire group in some form on Friday (??)
- 4. As you proceed through the workshops of the week, identify one or two specific, personal goals for affecting a change in your own classroom, college, or university, and write some preliminary thoughts about what steps might be taken. This idea to be “finished” with more definite ideas by the end of the week. This is to be shared with Pat DeCaro only (somewhat like Major Johnson’s commitment postcards)