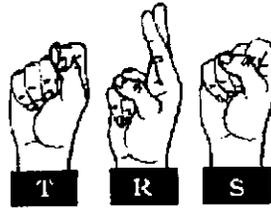


DEAF CULTURE



INTRODUCTION TO DIVERSIFIED CULTURE



INTRODUCTION TO DIVERSIFIED CULTURE

I. Who uses the relay service?

A. Hearing-impaired: a medical term encompassing all levels of hearing loss.

1. Deaf
2. Hard-of-hearing
3. Deafened

B. Deaf/Blind

C. Speech-Impaired

D. Hearing Population

II. Why is it important for us to understand our customers?

A. To dispel myths and misconceptions regarding deafness - see Attachment 1.1

B. Allows us to provide better quality service by meeting their needs.

III. Why is it important for us to recognize their special communication needs?

A. We can fulfill our role by providing equal telecommunication access.

B. We are committed to providing the best relay service possible. (ask for additional responses)

IV. Pathological vs. Cultural View of Deafness

(show comparison chart by Chris Wixtrom) - see attachment 1.2

V. Characteristics of Deafness (3 general background variables)

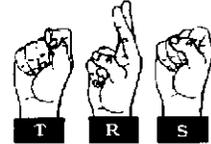
*Important to understand various speech and language skills.

A. Age of Onset

1. Parental impact/influences

- a. Parents don't learn Sign language to communicate with their child.
- b. Are there other siblings in the household?

2. Deaf parents and hearing parents react differently to the diagnosis of deafness in their children.



INTRODUCTION TO DIVERSIFIED CULTURE

- a. Deaf parents are comfortable knowing their deaf child has barrier-free communication flow at home and can use the parents as role models in learning to cope with deafness.
 - b. Hearing parents may feel their child is different and go through a grief process when they first learn that their child is deaf. When they try to get information and guidance, they may be confused by all the different opinions they receive.
3. Deafness can occur before or after language and speech skills develop.
- a. *Pre-lingual*: either born without hearing or lose hearing before age 5. Both speech and language are affected to varying degrees. When a hearing child starts first grade, they have a vocabulary of 3,000-15,000 words. If the deaf child does not have exposure to language they are at a disadvantage.
 - b. *Post-lingual*: those who became profoundly deaf, after age 5, but retained hearing long enough to establish fairly developed speech and language patterns.

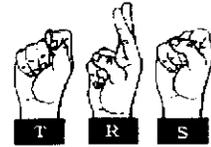
B. Degree of Deafness

1. Relative loudness levels of common sounds - see Attachment 1.3
2. Frequency in cycles per second - see Attachment 1.4
3. Range of hearing loss

Normal	0-15 dB
Slight	15-25 dB
Mild	25-40 dB
Moderate	40-65 dB
Severe	65-95 dB
Profound	95+ dB

C. Cause of Deafness

1. 50% includes:
 - a. Illness during pregnancy - Rubella (German measles)
 - b. Childhood illness - Meningitis or Chicken Pox
 - c. Heredity



INTRODUCTION TO DIVERSIFIED CULTURE

2. Other 50% includes:
 - a. Adventitious: caused by extrinsic factors like accidents, head trauma and unknown factors.
 - b. Presbycusis: caused by natural aging process in humans. Vast majority of "hard-of-hearing" people fall into this category; senior citizens, etc.
 - (1) Most deaf people have hearing children.
 - (2) More than 90% of deaf children have hearing parents.

IV. The Deaf Community

- A. A community is a social system in which people live together, share common goals, and carry out certain responsibilities to each other.
- B. A Deaf Community is a group of people who:
 1. live in a particular region,
 2. share the common goals of its members, and
 3. work toward achieving their goals
- C. Examples of Deaf communities
 1. State association of the deaf
 2. Local deaf club or chapter
 3. Deaf athletic association
 4. Schools for the Deaf and its alumni associations
 5. Church/religious services
- D. The Deaf Community is made of deaf and hard-of-hearing individuals who respect a common language (ASL), politics, common experiences and values, and a common way of interacting with each other and with hearing people.



INTRODUCTION TO DIVERSIFIED CULTURE

*Think about the various cultures around the world. Each culture usually has its own language, norms of behavior, rituals, identity, values, beliefs and relationships that differ from the other cultures. Give some examples!

I. Why is there a Deaf culture?

A. The Use of ASL as a Common Language

1. Through speech and lipreading, deaf people only get fragmentary information; however, ASL allows them to have a completely understandable, two-way conversation.
2. Not all deaf people are fluent in ASL. They are divided into the following classes:
 - a. *ASL monolinguals*--Deaf people who can communicate only in ASL and who have no exposure to English.
 - b. *ASL dominant bilinguals*--Deaf people who are more comfortable communicating in ASL than in signed or written English.
 - c. *Balanced bilinguals*--Deaf people who are comfortable communicating in either language and switch between languages with ease.
 - d. *English dominant bilinguals*--Deaf people who are more comfortable communicating in signed or printed English than in ASL.
 - e. *English monolinguals*--Deaf people who can communicate only in signed and/or printed English and have no knowledge of ASL.
 - f. *Semi-linguals*--Deaf people who can communicate in both ASL and English, but have not mastered the languages.

B. Identity of Deaf People

1. How deaf people identify themselves is very important in Deaf culture.
 - a. To deaf people, "hearing-impaired" is a term invented by hearing people. Deaf people who identify themselves as this are judged as not being able to accept their Deaf identity.
 - b. Deaf people immersed in Deaf culture identify themselves as "Deaf," while they refer to those outside Deaf culture as "deaf."

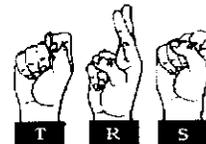


INTRODUCTION TO DIVERSIFIED CULTURE

- c. Deaf people rarely use decibels as a measure of hearing loss.
- d. People with good residual hearing are labeled "hard-of-hearing" and are often not completely trusted if they have not accepted their hearing loss and because they can pass off as a hearing person.
- e. Deaf students who grow up oral are seen as social outcasts unless they learn ASL and accept Deaf culture.
- f. Name Signs--Deaf people are often identified by their name sign within communities.

C. Cultural Values and Beliefs of Deaf People

1. Language, as in any culture, is the foundation of Deaf culture. Deaf people strongly advocate the use of ASL and encourage its use in deaf education.
2. Speaking, or speech, is discouraged when communicating with Deaf people in sign language. It is acceptable only if you are speaking with non-Deaf people. Deaf people believe mouth movement while signing is to show expression, not utter words.
3. Social relations are strong in the Deaf community. They tend to gather with Deaf friends at Deaf clubs, tournaments, and conventions due to the barrier-free communication environment.
4. Folk Stories and Beliefs
 - a. Abbe' de l'Eppe, founder of the first school for the deaf in France, is said to be the "father of sign language." He actually learned the language through deaf peasants.
 - b. Laurent Clerc, father of Deaf education in America, is believed to have brought sign language to America with Thomas Hopkins Gallaudet. Actually, sign language already existed, especially in Martha's Vineyard.
 - c. Origin of signs. For instance, the signs for "boy" and "girl" were intended to indicate a baseball cap and a bonnet. However, they were actually the signs for "le" and "la" in French.

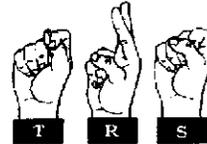


INTRODUCTION TO DIVERSIFIED CULTURE

5. Literature, Plays and Poems
 - a. Gil Eastman's *Sign Me Alice*
 - b. National Theater of the Deaf productions - *My Third Eye*
 - c. Dot Miles - *Gestures: Poetry in Sign Language*
6. Eyes and hands are referred to as deaf people's most valuable possessions. Nothing is more important to them than the ability to communicate.
7. Deaf people prize residential schools, for that is where they are exposed to Deaf culture, learn ASL, and find their Deaf identity. Thus, they fight to keep the schools open.

D. How to Communicate with Deaf People; Do's and Don'ts

1. Direct eye contact is important in Deaf culture. If a person talking with a Deaf person looks the other way, it means he/she is not paying attention or ignoring the Deaf person intentionally.
2. Attention-getting
 - a. Tapping a Deaf person's shoulder
 - b. Waving your hands
 - c. Stamping on the floor or pounding on a table
 - d. Flashing the room lights, usually in a group situation, to get everyone's attention.
3. Greeting--it is considered appropriate to greet a person and chat for awhile, even if you are in a hurry.
4. Ritual of introduction--Deaf people always introduce others by their full name and tell where they are from and which school they attended. The reason for this is Deaf people often form friendships by talking about a friend they have in common. The Deaf world is small and it is not surprising to meet someone who knows a friend of yours.
5. Code-switching: Deaf people talk to each other in ASL. However, if they meet a hearing person, they will usually switch to a manual English form of communication. It is always important to mention that a person is hearing during the ritual of introduction, so that they can code-switch. The reasons Deaf people do this are to include hearing people in the conversation, as well as keep their language unique and used by Deaf people only.



INTRODUCTION TO DIVERSIFIED CULTURE

6. Joking with Deaf people is done in a different manner. Facial expressions and exaggerated signs indicate that the Deaf person is joking. If a Deaf person does not do this, he/she is taken seriously.
7. Intermarriages among Deaf people are very common; 85-95 percent do so.
8. Ritual of farewell--Deaf people often look at their watch and say, "I have got to go soon" but actually leave an hour and a half later. Why? This is a cultural habit. Previously, the telephone was not used as a means of communication between Deaf people, so they had to take advantage of news in person. This behavior was passed on. Another reason is Deaf people prefer personal communication rather than talking on the TT/TTY, where it is hard to tell one's emotions.
9. Open/honest/straightforward talk--Deaf people are very blunt with each other. If one Deaf person thinks that another is portly, he will say so. Deaf people find no need to use politically correct terms or make indirect statements because they lose meaning.

E. Differences Between Hearing and Deaf Culture

1. Deaf people see, think and reason through vision. ASL is a visual language. Therefore, thinking in sounds is nonexistent among Deaf people.
2. Hearing people see, think and reason through sound. English is a language of sound. Therefore, thinking is auditory rather than visual.
3. Since two very different senses are used between the two groups to think and reason, cultural differences often surface.



DEAF HERITAGE

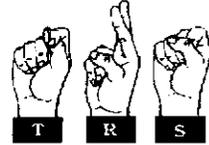
I. History in Europe

- A. **Aristotle concluded that the deaf were incapable of reason, due to their inability to hear.** People believed Aristotle and that is why the majority excluded Deaf people. This belief was generally accepted up to the Middle Ages.
- B. A handful of deaf people, mainly children of wealthy noblemen, were educated before the 1750's.
- C. Charles Michel Abbe' l'Eppe founded the first permanent school for the deaf to employ sign language in Paris in 1755.
 - 1. Abbe' l'Eppe was concerned about deaf people's salvation and believed that teaching them language and educating them would save their souls.
 - 2. When l'Eppe died in 1789, Abbe' Roch-Ambroise Cucurron Sicard headed the National Institution for Deaf-Mutes, aided by his two famous pupils, Jean Massieu and Laurent Clerc.
- D. Samuel Heinicke founded the first public school for the deaf to embrace the oral philosophy in 1778 in Leipzig, Germany.
- E. The Braidwood Academy, founded in Edinburgh, Scotland, became world famous and served as a model for many schools in Europe.

II. History in North America

A. History of the American School for the Deaf

- 1. Mason Cogswell, who had a deaf daughter named Alice, and William Bollings, who had two deaf children, wanted to establish a school for the deaf in America so that their children would not have to reside in Britain at the Braidwood Academy
- 2. John Braidwood, who left Scotland because of money problems, moved to America and attempted to open a school between 1812 and 1817, but failed.
- 3. Mason Cogswell's daughter, Alice, was playing alone when Rev. Thomas Hopkins Gallaudet noticed her and attempted to communicate.

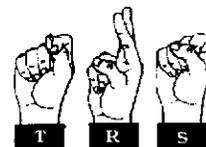


DEAF HERITAGE

4. Mason Cogswell agreed to fund Gallaudet's journey to England in 1815 to learn the teaching methods of the Braidwoods. However, the Braidwoods refused to teach him in order to protect the secret of their methods.
5. Gallaudet then went to the National Institution for Deaf Mutes in Paris, where he met Abbe' Sicard and Laurent Clerc.
6. Gallaudet convinced Clerc to come with him to America and establish a permanent school. They spent the entire journey home teaching written English to Clerc and French Sign language to Gallaudet.
7. Clerc became the first Deaf teacher at the Connecticut Asylum for the Deaf and Dumb in 1817, which was later named American School for the Deaf. Thomas Hopkins Gallaudet became the first superintendent.
8. Clerc and Gallaudet later married two of their students, Eliza Bordman and Sarah Fowler.
9. By 1843, six residential schools for the deaf were added in New York (1818), Pennsylvania (1820), Kentucky (1823), Ohio (1827), Virginia (1838) and Indiana (1843).
10. This time of the century was a peak for Deaf persons involved in deaf education because about half of the teachers of the deaf were Deaf themselves.

III. Alexander Graham Bell's View on Deafness

- A. Bell's father and grandfather were *elocutionists* (teachers of oral speech and delivery). His mother, Eliza, was deaf, but did not speechread well, so Bell often had to interpret for her through finger spelling.
- B. Bell's interest in deafness developed as he toured with his father, giving demonstrations on Visible Speech, a system developed by his grandfather used to describe spoken sounds through written symbols.
- C. Bell began teaching Visible Speech in 1870 to about 30 pupils at a school for the deaf in Boston. Since they had a lot of residual hearing, he succeeded at improving their articulation.
- D. In 1872, Bell began learning sign language and teaching speech at the American school at Hartford. He left in 1873 to do private tutoring.

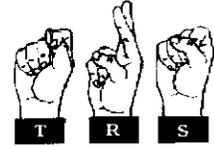


DEAF HERITAGE

- E. That same year, in 1873, Bell met his wife-to-be, Mabel Hubbard, when he was hired to teach her speech. Ironically, her father shared Bell's interest in telegraphy and agreed to help him financially in his attempt to improve upon telegraphy.
- F. Bell introduced his invention of the telephone at the American Academy of Arts and Sciences in 1876. He later used the money he earned to open and support oral schools and associations.
- G. In 1877-1878, Bell went to England to establish an oral day school. He founded another oral day school in Washington D.C. five years later.
- H. Bell believed that day schools were better suited for deaf children because they allow interaction with hearing society on a daily basis.
- I. In Bell's *Memoir upon the Formation of a Deaf Variety of the Human Race*, he expressed concerns about deaf intermarriages. He believed they should be forbidden to prevent the production of deaf children, despite the fact that very few intermarriages produce deaf children.
- J. Bell founded the Volta Bureau with \$100,000 in 1886. It is an organization supporting research on deafness.
- K. In 1890, Bell founded the American Association for the Promotion of the Teaching of Speech to the Deaf (AAPTSD). In 1956, it was renamed the Alexander Graham Bell Association.
- L. Bell opposed the use of sign language because he believed it would impede development of speech. He was committed to eliminating sign language.
- M. Bell emphasized education for the good of society, trying to integrate deaf people into society as much as possible, so that they could make contributions.

IV. Edward Miner Gallaudet's View on Deafness

- A. Edward Miner Gallaudet, born in 1837 to Thomas Hopkins Gallaudet & Sarah Fowler Gallaudet, followed in his father's footsteps in deaf education.
- B. Edward's mother, Sarah Fowler Gallaudet, had no usable hearing and unintelligible speech. Young Edward learned sign language in order to communicate with her.

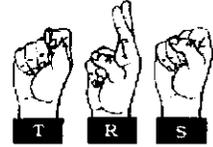


DEAF HERITAGE

- C. In 1851, Thomas Hopkins Gallaudet died, leaving Edward to work at the Hartford school part-time when he was 14 and attend Trinity College part-time.
- D. In 1857, Amos Kendall--another wealthy man who had supported Samuel Morse in expanding communication in telegraphy--approached Gallaudet with an offer to head the Columbia Institution for the Instruction of Deaf and Dumb and the Blind in Washington, D.C.
- E. Gallaudet proved himself an excellent lobbyist, visiting Congress yearly to expand the school's federally funded budget.
- F. In 1867, Gallaudet took a tour of Europe to visit schools for the deaf. He concluded that deaf children should be educated earlier, years of instruction should be increased, personnel increased, and speech and speech reading taught to those who can learn it. This was the beginning of the shift from manual to combined education.
- G. Edward Gallaudet believed that each child should at least have the opportunity to develop oral skills after learning manual communication.
- H. Gallaudet strongly believed that sign language was the *natural* language of deaf people and they should not be deprived of their right to its use.
- I. Gallaudet, unlike Bell, believed in emphasizing the individual in education. He believed every person is different and should be treated accordingly.

V. The Oral/Combined Debate Escalates

- A. Gallaudet and Bell had a mutual admiration for the other. Bell was offered a professorship at the college in 1867, but he declined to focus his efforts on inventing the telephone.
- B. Bell received his first honorary Ph.D. from Gallaudet in 1880.
- C. During the summer of 1880, hearing educators of the deaf from all over the world met in Milan, Italy, to make a controversial resolution.
 - 1. There were 164 participants at the second International Convention: 87 Italians, 56 Frenchman, 8 Englishmen, 5 Americans, and 8 others.

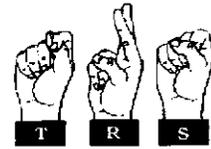


DEAF HERITAGE

2. All the participants (except the Americans) voted in favor of oralism as the best way to educate deaf children. The decision in favor of oralism over sign language redesigned Deaf education for the next 80 years, causing numerous teaching methodologies to arise for Deaf children that resulted in a few bilinguals among Deaf persons.
 3. European manual schools took a step backward when they banned sign language and changed to the oral method.
 4. Ironically, the 5 Americans represented 51 schools with over 6,000 pupils, even more than the number of students represented by the other 159 members of the convention.
 5. American schools for the deaf still used sign language, but oralism took the helm in education of the deaf and continued doing so until the 1960's.
- D. 1886 - the Conference of American Instructors of the Deaf passed a resolution for all schools for the deaf to teach speech. Both oralists and combinitists agreed that the number of students receiving speech instruction actually *dropped* that year. Bell blamed it on deaf teachers and asked Gallaudet to stop hiring them.
- E. In 1890 Gallaudet tried to establish a school to teach instructors how to educate deaf people. Bell opposed the move because he was against the idea of hiring deaf teachers. He testified against it before Congress, even though Gallaudet verbally promised him not to hire deaf teachers. Bell believed Gallaudet would hire deaf teachers anyway. The Senate originally approved Gallaudet's proposal, then reduced the money involved. At Bell's urging, they refused to continue funding of the school for instructors. Gallaudet fought back and passed an amendment for a normal school, and it remains to this day one of the most respected schools of deaf education.
- F. Bell and Gallaudet's resentment of each other grew to a climax in 1895 at the meeting of a possible merger of the CAID and the AAPTSD. Gallaudet denounced Bell's efforts to prevent the establishment of the Normal College. That incident marked a rift between the Combinists and Oralists that continues to this day.

VI. Alexander Graham Bell's Legacy

- A. *Alexander Graham Bell Association*--the AGB Association still promotes the use of residual hearing and speech to integrate deaf people with the world around them.



DEAF HERITAGE

- B. *Volta Bureau*--is located in Washington and performs research on deafness, including how to eliminate it.
- C. *The Volta Review* is the major publication of AGB.

V. **Edward Miner Gallaudet's Legacy**

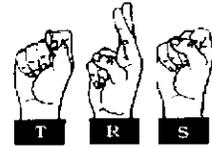
- A. Convention of American Instructors of the Deaf continued serving as an association of teachers dedicated to improving the education of deaf children in America.
- B. *American Annals of the Deaf* served to communicate the views of Deaf America.
- C. Gallaudet University is the only liberal arts university for the deaf in the world. Approximately 2,500 deaf and hard-of-hearing students attend Gallaudet.



The Deaf Community (Part 1)

I. Introduction to the Deaf Community

- A. The Deaf Community represents a wide range of people associated with deafness in various roles. The core of the Deaf community represents cultural values, political and social identity. It has over 150 years of a rich social life and folklore. Through efforts to meet their needs, deaf people have organized statewide, nationwide and international networks of social, religious, athletic, scholarly, political and literary organizations serving local, national and international memberships.
- B. There are four avenues or ways to gain acceptance into the Deaf community - see *Attachment 4.1*
1. *Political*--ability to exert influence on matters that directly affect the Deaf community. Example: "Deaf President Now" rally at Gallaudet.
 2. *Audiological*--refers to actual hearing loss. Obviously not available to hearing people.
 3. *Linguistic*--ability to understand and use ASL. Level of fluency related to level of acceptance into Deaf community.
 4. *Social*--participation in social functions with other members of the Deaf community.
- C. A person's attitude toward deafness is the most important criteria for being accepted. Everything is weighed in relation to a person's attitude toward deafness.
1. Hearing people generally are accepted on Linguistic and Social levels.
 2. It is possible for a person who is deaf or hard-of-hearing not to be a member of the Deaf community.



The Deaf Community

(Part 1)

II. Establishment of the National Association of the Deaf

- A. In the mid-1800's, Deaf people wanted to have a voice in what was happening to them. They were concerned about education of the deaf, industrial training of the deaf and, discrimination and lack of understanding about deafness.
- B. The first national convention took place in Cincinnati, Ohio, in August of 1880, a few months prior to the banning of sign language at the Milan Convention. Three deaf men, Robert McGregor (its first president), Edmund Booth and Edwin Hodgson, founded the NAD.
- C. The NAD worked to improve the image of Deaf people. They discouraged peddling and took action when state governments tried to ban deaf people from driving.
- D. Today, there are 51 affiliated State Associations, including the District of Columbia, that work with the NAD for the rights of Deaf people and try to further improve their lives.

III. Deaf People's Contributions to Society, but not limited to:

A. Communication

- 1. Samuel Morse, inventor of the Morse code for telegraphy, had a deaf wife. He invented the Morse code in order to communicate with her.
- 2. Alexander Graham Bell invented the telephone thinking he was creating a device that would allow him to communicate with his deaf wife, Mabel. Ironically, it isolated Deaf people even further until the invention of the TT/TTY and relay services.

B. Sports

- 1. Gallaudet quarterback, Paul Hubbard, invented the football huddle in 1892. He had to use the huddle because the other deaf football team could see everything they were signing. The huddle caught on with other teams.



The Deaf Community (Part 1)

2. Umpires first used signals to aid William "Dummy" Hoy, a deaf baseball outfielder for the Washington Senators and the Cincinnati Reds. The umpires started raising their arms to indicate a strike and that practice has been used ever since.

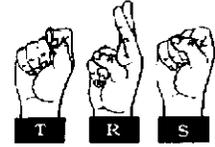
IV. Establishment of Mainstreamed Schools

A. The Passing of Public Law 94-142

1. In 1975, Congress passed P.L. 94-142, which stirred controversy in the Deaf community.
2. It was originally intended to provide access for handicapped children to the "least restrictive environment," and targeted disabilities like blindness.
3. Some people took advantage of this law to place the residential schools as the last option and place the deaf children in mainstreamed schools as the first option.
4. This law was a reverse discrimination against Deaf teachers from teaching in the mainstreamed public schools. Instead of hiring interpreters to voice for the Deaf teachers, public school systems hired "qualified" or "signed" interpreters without RID or state certifications to interpret.
5. P.L. 94-142 was renamed I.D.E.A., which stands for Individualized Development Education Act.

B. I.D.E.A. From a Hearing Parent's Viewpoint

1. The idea of mainstreaming appeals largely to hearing parents of deaf children because they usually have negative presumptions about residential schools. The idea of deaf children coming home from school is very pleasing.
2. Parents are led to believe the same thing the oralists taught--that deaf children will be easily integrated into society if they are mainstreamed, but with a sign language interpreter.



The Deaf Community

(Part 1)

C. From a Deaf Person's Point-of-View

1. I.D.E.A. has been taken advantage of to "save money," that is, close down residential schools paid for by state taxpayers. However, it is much more costly.
2. In a small town where there would be only 2 or 3 deaf pupils, the school would have to provide services like teacher training, sign language classes for interpreters, interpreter training expenses and salaries, speech teachers, a special psychologist for Individual Education Plans (as specified by I.D.E.A.), and so on.
3. The quality of the people hired may not be very high, since more professionals are needed, and there may be a shortage.
4. Some students may thrive in a mainstreamed environment, but like children who grew up oral, a lot of them grew up isolated.
5. Residential schools, with little budgets, would have centrally located resources with the best teachers, speech teachers, etc. if they had more financial support.
6. Deaf students at residential schools are accepted as equal, not looked down upon. They are able to learn their native sign language and Deaf culture.

V. American Athletic Association of the Deaf, Deaf Olympics

A. American Athletic Association of the Deaf

1. World Games for the Deaf was first held in Paris in 1924.
2. American participation began in 1935 with two Deaf athletes representing the United States.
3. In 1949, the first Winter Games for the Deaf were held in Austria.
4. The World Games came to America for the first time in Washington, D.C. in 1965.



The Deaf Community (Part 1)

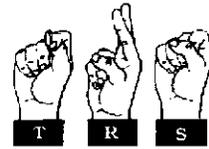
5. The most recent World Games were held in Sofia, Bulgaria, during the summer of 1993.

VI. National Theater of the Deaf

- A. The National Theater of the Deaf was established in 1967 after being ridiculed and rejected several times.
- B. The NTD became the first theater company to tour all 50 states and has appeared in most foreign countries.
- C. It inspired other countries such as England, Australia, France, Canada, and Sweden to establish their own theaters of the deaf.
- D. The NTD has many actors and actresses famous in the Deaf community:
 1. Bernard Bragg, who played in "The Quiet Man" and "And Your Name is Jonah."
 2. Ed Waterstreet was the Deaf father in "Love is Never Silent."
 3. Phyllis Frelich was the Deaf mother in "Love is Never Silent," and appeared in the Broadway play "Children of a Lesser God."
 4. Linda Bove taught sign language on "Sesame Street" and appeared in the movie, "Children of a Lesser God."
 5. Many other actors and actresses have pursued acting careers after performing with the NTD.

VII. Assistive Devices for the Deaf

- A. *Hearing aids*--Most people don't realize that a hearing aid does not necessarily correct the hearing. A hearing aid can distort background sounds that drown out what the person is trying to hear.
 1. *Audio tape*--we will listen to a tape that will give you an idea of what the person wearing a hearing aid actually hears. (play tape)



The Deaf Community

(Part 1)

2. Discuss: How did you feel? Were you surprised? How many of you know someone that wears a hearing aid? Do you feel frustrated when they don't hear you?
- B. Technology for Deaf people began only 30 years ago.
1. 1960s was the era of interpreters.
 2. 1970s was the era of TT/TTYs.
 3. 1980s was the era of closed captioning.
 4. 1990s is the era of relay services.
- C. Hearing ear dog
D. Flasher system
E. Closed-captioned television
F. Vibrating pagers
G. Vibrating alarms



The Deaf Community (Part 2)

I. Use of Sign Language Interpreters

- A. Rules for using an interpreter. *See Attachment 5.1*
- B. Discussion on interpreters. *See Attachment 5.2*
- C. *Certification of interpreters*--some states, but not all, classify interpreters by categories of expertise. Interpreters are tested on their expressive and receptive skills using the Quality Assurance Screening Test (QAST), Register of Interpreters for the Deaf (RID), National Association of the Deaf (NAD), or other state certification tests. Interpreters that are extremely skilled are classified in the higher levels, while those who just got their certification usually start at lower levels and work their way up as their skills improve.

II. Different Communication Systems Used in the Deaf Community

- A. *ASL (American Sign Language)* is a visual language with its own syntax, vocabulary and grammar. The signs of this language are based on hand shape, position, expression, movement and orientation of the hands in relation to each other and the body.
- B. *MCE (Manually Coded English)* are signing systems like Signed Exact English (SEE) made for hearing instructors who found it easier to sign according to their spoken language rather than learn ASL. MCE follows English word order but is NOT a language; it is a teaching aid used in class instruction.
- C. *PSE (Pidgin Signed English)* is a hybrid version of ASL and MCE. Deaf people often use PSE to communicate with hearing signers, since most hearing people are taught MCE or PSE rather than ASL. The reason for this is hearing people find it hard to learn ASL, and they find learning PSE easier because it still has English syntax rather than ASL syntax.
- D. *Cued Speech* is a system of eight hand symbols that go with particular sounds near the mouth. For example, in lipreading, it is difficult to tell the difference between "bat," "mat," and "pat." With cued speech, a deaf student could learn to lipread by watching cues to understand what is being said. However, cued speech is not a language of its own either; like MCE, it is merely a teaching aid.



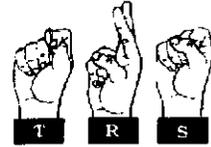
The Deaf Community

(Part 2)

- E. *Finger spelling* is a system in which hand shapes and hand positions combine to form individual letters of the alphabet by which one can literally spell out words. As one develops skills, this can be read almost as fast as speech.
- F. *Oral communication* uses speech and speechreading.
- G. *Simultaneous communication* uses speech at the same time as signs and finger spelling.
- H. *Speechreading*
 - 1. Speechreading is achieved through the recognition of spoken words via lipreading, facial expressions and gestures. Only 30% of the sounds can be recognized from lip shape. Therefore, context clues and the use of residual hearing are essential for success at speechreading.
 - 2. When speaking to someone who is deaf, speak normally. Your lips automatically form the words. If you try to emphasize movement of your lips, your lips don't form naturally and it makes it more difficult to read.
- I. *Total Communication* includes the full spectrum: gestures, speech, formal signs, finger spelling, reading and writing.

III. Why don't some deaf people have much exposure to English?

- A. Most children grow up and "pick up" sounds around them. They are able to identify different sounds when parents speak to them and they pick up language very rapidly in early childhood. Deaf infants are deprived of this opportunity to pick up auditory information from their environment and therefore learn language later, missing the most critical part of their life for language development.



The Deaf Community (Part 2)

- B. Deaf children, when taught language at an early age, grow up using sign language as a native language; they learn English very well as a second language because they already know ASL as their first language. This could be compared to a child that learns Spanish as his first language, but later learns English when he enters elementary school. Unfortunately for deaf children, some hearing parents avoid teaching their children sign language and try to force them to speak English when they cannot even hear the language they are trying to learn.
- C. Most children who grow up without language until a later age will never quite master English. This happens to some Deaf people who grow up uneducated because their parents are uninformed about education options for their Deaf children.
- D. Many Deaf people are ASL-dominant bilinguals. They speak ASL fluently, but have not mastered English. Every now and then, they may say something in ASL syntax using English words that may not make sense to an English monolingual.
- E. Many schools for the Deaf are using a bilingual/bicultural approach. This is a recent phenomenon. They use ASL to communicate among Deaf people, but teach English, the major language, to Deaf children. However, low expectations have hampered progress. Also, language cannot be learned in the classroom unless one already knows a language.
- F. English is one of the most difficult languages in the world to learn. Its grammatical structure is rigid and some rules do not make sense to Deaf people. Several examples: the past tense of walk is walked; why not "goed" for go? If the plural of mouse is mice, why not "hice" for houses? Or if you say geese for plural of goose, why not "meese" for the plural of moose?

IV. Deaf President Now

Show "Deaf Mosaic" videotape of Deaf President Now



The Deaf Community (Part 2)

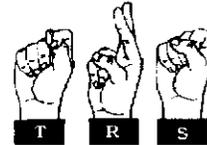
V. Changes in Attitude Towards the Deaf Community

A. The Role of Deaf People in Education

1. Even though Gallaudet has a Deaf president, many administrators at various colleges for Deaf people across the country are not Deaf and may lack the necessary understanding of Deaf culture to teach their students effectively.
2. In 1880, the end of the Golden Age of the Deaf, 40 percent of teachers of the Deaf were Deaf themselves; right after the Milan Convention, this figure dropped to 31%. In 1927, during the heyday of oralism, only 14% of the teachers were Deaf. Sadly, this figure is about the same today.
3. More and more Deaf students are learning how to use a sign system that may be Exact English or Pidgin (combo of SEE and ASL). ASL cannot be used with spoken English at the same time; therefore, Deaf students who do so have to use Pidgin Signed English or Signed Exact English, which is not a true language.
4. Evidence of bilingualism as an effective method of educating Deaf children has not been fully accepted. According to some studies, Deaf children with Deaf parents who grow up using ASL do better than Deaf children with hearing parents who force them to learn English first.

B. Deaf People in the Entertainment Industry

1. Not many Deaf people were portrayed in Hollywood; this seemed to have changed with the appearance of Marlee Matlin, who won an Oscar for her performance in "Children of a Lesser God."
2. The National Theater of the Deaf wrote many plays expressing the views of the Deaf community to the public. One of the most popular plays was *My Third Eye*, in which oralism was condemned and sign language was emphasized. Various Deaf actors and actresses told tales of how they were treated in oral schools, such as having one's hands struck with a stick when he tried to sign; another was told not to laugh because he uttered



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animalistic noises, and he laughed silently thereafter. It was a powerful agent of change, along with the recognition of ASL as a language, and the Deaf community grew stronger during the 1970's.

C. Feelings of Pride Instead of Oppression

1. One key to the upsurge of Deaf pride is the discovery by William Stokoe that ASL is a language with similar linguistic rules as other languages. Interest in Deaf heritage and culture increased.
2. The number of Deaf people in higher education increased, producing more educated and capable Deaf adults.
3. Especially after Dr. King Jordan became president of Gallaudet University, Deaf people raised their expectations and kept their hopes high for a better future.

VI. Recent Changes in the Deaf Community

A. Americans with Disabilities Act of 1990 (ADA)

1. The ADA prohibits discrimination against people with disabilities in employment, public accommodations and services provided by corporations, public services and telecommunications.
2. It is not an affirmative action statute, but it requires employers to provide reasonable accommodations, as long as there is no undue hardship on the employer and the business.
3. In the private sector, the ADA is the first piece of legislation that prohibits discrimination against people with disabilities in companies with more than 15 employees.
4. In the public sector, the ADA prohibits discrimination in public transportation that includes buses and rail and provides for all new vehicles to be accessible to individuals with disabilities, including those who use wheelchairs.
5. Title III of the ADA prohibits discrimination in hotels, restaurants, movie theaters, stadiums, convention centers and other public areas.



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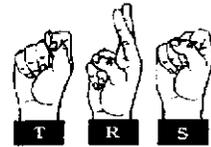
6. Title IV of the ADA focuses on telecommunications accessibility. It states that an intra- and inter-state relay service shall be established to enable those with hearing and speech impairments to use voice communication by wire or radio. This is intended to increase the equality and enjoyment of life for those with speech or hearing impairments.

B. Equal Access

1. After ADA and the DPN movement, Deaf people became more active and visible among groups and organizations with decision-making power that impacted education and the social welfare of Deaf people and their community.
2. Unfortunately, some of their efforts were viewed negatively because the public did not understand their true intentions. Deaf people want equality and the power to make decisions on issues that affect them and their community.

C. Cochlear-Implant Controversy

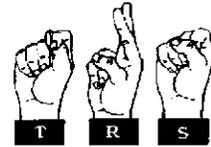
1. Recently, the cochlear implant has given some Deaf people the ability to hear sounds much better; however, it does not work for everyone and the sounds may be as distorted as if heard with a hearing aid.
2. Many Deaf people see it as a cultural issue since the cochlear implant has replaced the oralist movement as an effective alternative to "integrate" Deaf children into society. Deaf people are concerned that parents may be misled into believing that giving their deaf children cochlear implants will help them become hearing. This is not the case and it reinforces the denial of accepting their children as deaf. Also, there is no research to verify that no harm is done to the child or what the effects of the implant will be on their adult life. People with cochlear implants cannot hear fully what hearing people can hear, so the Deaf community see them as "pale imitations of hearing people."
3. On the other hand, cochlear implants have proven to be effective with some patients, depending on the cause of the hearing loss. They may be able to hear sounds more clearly.



The Deaf Community (Part 2)

- D. Bilingual/bicultural education has become common. Simultaneous communication is used by 80 percent of Deaf children, and they learn ASL among other Deaf people. Deaf children in residential schools are encouraged to find their Deaf identity, but not to isolate themselves from the "outside world." They are encouraged to learn English and learn how to speak, though sign language takes precedence in education of the Deaf.

- E. Relay Services provide deaf people with the ability to reach out and communicate with hearing peers. Previously, it was necessary for both parties to have TT/TTYs or use interpreters to communicate, but relay services broke down the barriers of communication over the telephone.



AMERICAN SIGN LANGUAGE (Part 1)

I. What is ASL?

- A. ASL is a visual language. It is also considered a visual-gesture language. *See Attachment 6.1*
- B. Gestures can be simply defined as any movements of the body that occur for the purpose of communication. In the past, people thought that the body movements of ASL were imprecise and irregular. Now we know that gestures found in ASL are a special set of rule-governed behaviors called signs. The units of ASL are composed of specific movements.
 1. The hearing community also use gestures (that are not ASL but are part of the visual components important to ASL). What does it mean to you when someone shrugs their shoulders? Usually it means "I don't know." If you weren't looking at them would you have gotten that message?
 2. Hearing people use many signs. Ask agents to think of signs they may use. Give examples to get them started: sleep, hair, OK, eat, boat, time, cry, house, walk, bye, comb, baby.
- C. What is meant by visual? Since ASL uses body movements instead of sound, listeners/receivers use their eyes instead of their ears to understand what is being said. Because all linguistic information must be received through the eyes, the language is carefully structured to fit the needs and capabilities of the eyes.
 1. Example: a hearing person absorbs a lot of information through listening. In a meeting where several people are talking and interrupting each other, a hearing person can follow the conversation.
 2. Someone who is deaf receives information visually and needs to look at the person signing. It is much more difficult to follow the conversation and the speakers.



AMERICAN SIGN LANGUAGE

(Part 1)

II. History of ASL

- A. George W. Veditz, a deaf teacher--who became president of the National Association of the Deaf in 1904--said "As long as we have deaf people, we will have Sign Language."
- B. Information collected through different centuries shows that Veditz was right. Throughout the centuries, wherever there have been deaf people, there have been sign languages that they or their ancestors developed. Why do deaf people develop and use sign languages, so they can effectively communicate with each other?
- C. Languages do not have to be vocal-auditory; in fact, various scholars throughout the centuries have argued that the first languages used in pre-historic time were gestural languages. There is even evidence suggesting that the vocal apparatus necessary for speech did not develop until later. In any case, because deaf people do not hear, they therefore cannot effectively use a language composed of sounds and use a different kind of language better suited to their communicative needs, capabilities of the eyes.
- D. Today's ASL evolved from the sign language of France by Thomas Hopkins Gallaudet and Laurent Clerc. Approximately 60% of ASL is of French origin. The communication mode of the deaf before 1817 was most likely home signs or gestures, which are signs invented by the people in the household.

III. ASL's Recognition as a Language of its Own

- A. ASL was ignored and dismissed by linguists who believed it was not a true language.
- B. Dr. William C. Stokoe began an interest in sign language in the mid-1950's. He filmed different deaf people signing, and studied thousands of hours of sign language.
- C. Stokoe discovered that ASL had points of contrast, syntactical patterns, and morphemes, which are involved with language. In 1960, Stokoe published his findings, which were largely rejected, even by some members of the Deaf community.

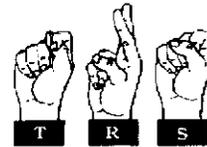


AMERICAN SIGN LANGUAGE (Part 1)

- D. However, after Stokoe published another book in 1965, interest and acceptance of ASL as a native language exploded. The Deaf community was studied from linguistic, anthropological, psychological and sociological perspectives.
- E. Linguists dismissed ASL as ungrammatical when translated to English; however, most languages, when compared to English word for word, appear to be ungrammatical.
- F. ASL has a grammatical structure of its own. In fact, ASL has been identified as having the same grammatical structure as the Navajo and Aztec languages. It can contain abstract concepts.

IV. Rules of ASL (as identified by Gallaudet Regional Center, Flagler College)

- A. *Location of pronouns*--Put people in "space" around signer, i.e. "He (point) told me she (point) will arrive late."
- B. *Location/Direction of verbs*--Incorporate location of people ("space") by direction of verb, i.e. "You tell her what happened. I tell.. You tell me.."
- C. *Directionality*--Use head position changes and shoulder shifts to show shifts in conversation when recounting a story.
- D. *Eye Gaze*--Use to show who is talking. Use to convey qualities (i.e. height).
- E. *Fronting for emphasis*--Put most important part of sentence first (or the part that you want to emphasize).
- F. *Either or which*--Signed at the end of the thought.
- G. *Conditional clauses*--They always receive result, never left "hanging," i.e. "I won't give you candy, if you won't go to bed."
- H. *You*--You is signed at the end of the sentence in a question, plus head bent forward, i.e. (Are you) "ready for the test, you?"
- I. *Pausing*--in a sentence tells meaning.



AMERICAN SIGN LANGUAGE (Part 1)

- J. *Facial expression*--is essential to convey meaning (normally present in voice inflection).
- K. *Incorporation of manner*--Use the body to help convey meaning.
- L. *Continuous aspect (Present Tense)*--Show progressive verb tense by signing verbs in circular motion, i.e. "I am reading the book" vs. "I read the book. (finish)".
- M. *Incorporation of numbers and plural*--Incorporate number in the sign, i.e. "every three weeks" (circle) "two months" (finish). Use repetition in verb to show plural, i.e. "I gave the papers to three people." (Show giving to three. Don't sign "3.")
- N. *Showing negatives by use of head shake*--Ex: "Last night I studied." (Shake head no.)
- O. *Distinguishing noun from verb*--A noun is a more repetitive and shorter sign; a verb has more motion & longer sign. Examples: airport vs. fly; bed vs. sleep; glass vs. drink.
- P. *No use of the infinitive*--Ex: "I want to go to the movies" = "I want go to the movies."
- Q. *Time indicators*--Occur at the beginning of the thought, i.e. "Last Monday, I went bowling." Sign down (direction) for every Monday. Can sign "will" for future at the end of the thought, i.e. "Monday I go bowling, will."
- R. *Finger spelling*--Done very fast. (Can't see all the letters, so learn to identify the movement.) Examples: back, job, car, what.
- S. *Sign selection*--Choice of sign based on meaning (i.e. conceptually correct). Example: run (legs, pantyhose, management, engine, runny nose, etc.).
- T. *Sign production*--Position, hand shape, movement and orientation.
- U. *Signing space*--Use space around the body to convey meaning, i.e. "First I met Mary. Then we went to see Joe...."



AMERICAN SIGN LANGUAGE (Part 1)

V. Five Parameters of ASL

- A. *Hand shape*--the way the hand is shaped and placed can change the word. NAME and TRAIN, PHONE and WRONG.
- B. *Orientation*--how the two palms are located in relation to each other. HELP, SHOW, AGAIN
- C. *Movement*--motioning forward indicates future and behind you indicates past. TOMORROW, YESTERDAY. Also, motion is important to determine behavior. LOOK can be signed in many different ways. (Glance, stare, look over a table, look all over a person, look repetitively.)
- D. *Location*--where your hands are located in relation to your body. ROOSTER, LOUSY, ELEGANT (Also, explain how to distinguish between male and female signs.)
- E. There is often a fifth parameter, non-manual expression. Some signs to distinguish differences between signs with the same parameters of movement, orientation, movement and location. SHY, SHAME, WHORE. Because this parameter cannot be expressed when typing on the TT/TTY, the intent of the message is more difficult to correctly understand.

VI. English Idioms vs. ASL Idioms

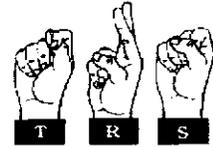
- A. **Examples of English idioms and their meanings--look at the words literally!**
 - 1. *Dead to the world*--fast asleep.
 - 2. *Put (one's) foot in (one's) mouth*--to say or to do something inappropriate, causing embarrassment.
 - 3. *Hear from the horse's mouth*--to hear something directly
 - 4. *Get wind of*--to get news of, hear rumors about.
 - 5. *Kick the bucket*--to die.
 - 6. *Needle in a haystack*--something that will be difficult to find.
 - 7. *Burst at the seams*--to be too full.
 - 8. *Bull in a china shop*--to be very clumsy.
 - 9. *Got a frog in (one's) throat*--to have to clear one's throat.
 - 10. *Fall upon deaf ears*--to have spoken and not listened to.



AMERICAN SIGN LANGUAGE (Part 1)

B. Examples of ASL idioms and their meanings.

1. *Think, zero, me!*--I can't think of anything, I know nothing about this.
2. *Train gone (zoom), sorry!*--I don't want to repeat this, I forgot what I just said.
3. *Finish, finish, please!*--All right, stop that, that's enough please!
4. *Man pop up, late!*--The service man has not yet arrived.
5. *Think yourself!*--It's up to you, suit yourself.
6. *Hands off shoulders!*--It's not my problem, I'm not getting involved.
7. *Jaw drop!*--I can't believe it.
8. *Pity zero, me!*--I don't feel sorry for you!
9. *Inform me, late you!*--You haven't told me about this yet.
10. *Succeed, finish me!*--I finally did it!



AMERICAN SIGN LANGUAGE (Part 2)

I. Evolution of ASL - Veditz to Present

- A. In the early 20th Century, it was considered pleasing to have a Deaf person sign with his mouth closed, and his face with little expression. Today, the opposite occurs. Deaf people often move their lips to show strong expressions and use body language in order to communicate.

(Show Veditz's NAD videotapes to Preserve Sign Language, if available; this has signers like Veditz himself, Edward Miner Gallaudet, and other prominent figures in the Deaf community).

II. Is ASL the same throughout the country?

- A. As in spoken language, ASL usage is various and depends upon the individual. Some deaf people are proud of their ASL skills. Others, with a good command of the English language, may show off their knowledge.
- B. Signers from other countries who learn ASL may still have an "accent" from their native Sign language. They would use native signs from time to time while using ASL, just as hearing foreigners would retain an accent from their home country.
- C. Just as someone from the Bronx would speak differently from someone with a Tennessee twang, each region of the United States may have different signs for the same word. The language stays the same in terms of grammatical rules but the actual sign may vary.

III. Syntax of ASL

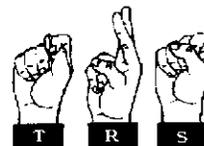
*Syntax has a range from simple to complex grammar.

- A. In English, sentences are mainly structured like modifier-subject-verb object (MSVO), but it is possible to have structures like SMVO, MSVO, and SVOM.
- B. In ASL, however, the word order depends on what is emphasized in the sentence. Usually, the word that is emphasized appears at the beginning of the sentence.



AMERICAN SIGN LANGUAGE (Part 2)

- C. In ASL, directional verbs describe nouns, subjects, and objects. Some directional verbs are classifiers, which are not used in English. (Give an example - car parked, driving, etc.) The Navajo also use directional verbs and move their arms while they talk.
- D. Mentioning a certain word in past, present or future tense indicates time. Past tense is not expressed by "-ed".
1. Boat me buy me (I bought a boat.)
 2. Yesterday boat red white me buy me (Yesterday, I bought a red and white boat.)
 - a. Notice how the word "yesterday" was used to indicate past tense. The word "bought" was not used to indicate past tense.
- E. The verb "to be" is not used.
1. You pretty (You are pretty.)
 2. Tomorrow she race she (Tomorrow she will be in a race.) OR (Tomorrow she will run in a race.)
- F. Commonly used words with different meanings depend on the content of the conversation.
1. "Finish"
 - a. School finish graduate me (School's over. I graduated.) OR (I graduated from school.)
 - b. Bother finish (Stop bothering me.) OR (I've had enough of you bothering me.)
 - c. Me finish touch Houston (I have been to Houston.) OR (I have visited Houston.) Notice the example shown above the use of the word "touch." This usually means it has been experienced.
 - d. Finish! (That's it!)



AMERICAN SIGN LANGUAGE (Part 2)

2. "For for"
 - a. talk talk for for (Why are you talking so much?)
 - b. red faced for for (Why are you so embarrassed?)

- G. Check for understanding activity. Ask class to work in teams of two and write their translation to the following ASL sentences:

(Write sentences - not answers - on flipchart)

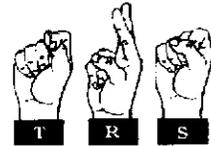
1. Stay up all night for for? (Why did you stay up all night?)
2. Heard finish before you? (I've already heard that.)
3. I, I, I finish you. (Stop bragging.)
4. Laugh at me for for? (Why are you laughing at me?)
5. Inform you finish me. (I already told you.)
6. Time finish. (Time's up!)

IV. How to Translate ASL to English and Vice Versa

- A. As a relay agent, you will change the text you receive from the TT/TTY user into conversational English by:
1. Slightly changing the word order, as we have done in the previous examples.
 2. Adding, deleting, or substituting "non-essential" words. However, be careful not to use bigger words to make it sound more impressive.

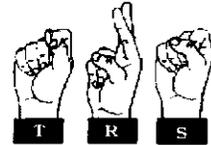
Example: TT/TTY user: I ALREADY APPLIED FOR WORK AND NEED A JOB Voice - exactly as typed. DON'T change to "I'm checking on the status of my application."

3. Polishing and relaying the message in the way it was intended. KEEP THE SPIRIT OF THE MESSAGE!



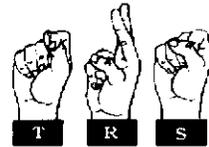
AMERICAN SIGN LANGUAGE (Part 2)

4. Activity: *Attachment 7.1* - Put examples on overhead. Ask each table to work together to put into Conversational English. Then call on a table at random.
 5. The relay message is voiced as it comes over the TT/TTY. You don't need to wait for the entire message as it appears.
- B. If **you** do not understand the message, DO NOT second-guess! Read the message word for word. The voice caller may have a better understanding of the subject or the person's language than you do.
1. Example: TT/TTY user types: MONEY TO PAY NOT FIRST NO WAY TO COME TO HERE GO OTHER PAY Q GA
 2. Voice caller may understand and reply, "OK Dave, that is fine. So you will be paying me on the 15th, right?"
- C. If the **voice caller** did not understand the above TT/TTY statement, ask them to hold. Type to the TT/TTY user exactly what the voice caller said.
1. Example: I DO NOT UNDERSTAND WHAT DO U MEAN GO OTHER PAY Q GA
 2. Put the control of explaining back to the TT/TTY user.
- D. If a word is misspelled, but you can decipher it, do so. If you can't decipher it, in parenthesis, type to the TT/TTY user (WHAT MEAN _____ Q GA)
- E. As a relay agent, you type exactly what the voice caller says back to the TT/TTY user. In your ears and out your fingers!
1. This is referred to as "verbatim."
 2. The agent attempts to type every word said by the voice caller.
 3. If the voice caller is speaking too quickly, the agent tries to slow them down.
 - a. Use a phrase such as, "I'm sorry, could you please slow down. It is important that I type everything you say."
 - b. Then read the last sentence you typed.



AMERICAN SIGN LANGUAGE (Part 2)

- c. Read the sentence at about the speed you are able to type it so the caller will have a better idea of how fast to talk.
 - d. When the voice customer takes a breath, this would be a good time to ask them to hold. It is a more natural break.
- F. Activity: *Attachment 7.2* - Show overhead. Discuss with class how to put into Conversational English. (These are a bit more difficult.)
- G. Activity: These samples are more difficult. Challenge the class to convert to Conversational English.
- 1. Write the phrases on the flipchart.
 - a. There Canada sheep many (Up in Canada, there are many sheep.)
 - b. Shock sheep me finish buy (I bought an electric blanket.)
 - c. Hearing aid dead shock zero. (Hearing aid battery is dead.)
 - 2. Be sure to let the class know that this is not what they will see on a daily basis. Reinforce the idea that supervisors are there to help and support.
- H. Activity: *Attachment 7.3* - Show overhead. Discuss with class how to put Conversational English into simpler terms that the TT/TTY user could understand.



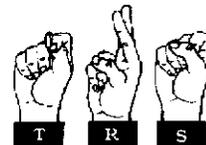
TTYPHONY & TT/TTY COURTESY

I. The First Teletypewriter (TT/TTY)

- A. Robert Weitbrecht, a deaf physicist who built ham radios as a hobby, and James Marsters, a deaf orthodontist, were concerned about how they, as deaf people, could communicate over the phone.
- B. In 1963, they experimented with teletypewriters at their own houses.
- C. Weitbrecht developed an acoustic coupler in 1964 that allowed the teletypewriter to send audible signals to another teletypewriter over a telephone line.
- D. Conveniently, many companies were getting rid of their teletypewriters, so surplus TT/TTYs were gathered and equipped with acoustic couplers and given to deaf people across the country.

II. Evolution of the TT/TTY to Today's Model, as written in the 1993 TDI Directory

- A. In 1965-66, Weitbrecht formed R.H. Weitbrecht Company to sell TT/TTYs.
- B. 1967 - R. H. Weitbrecht Company was renamed Applied Communications Company.
- C. 1968 - 25 TT/TTY stations were in operation for/by the deaf nationwide.
- D. 1971 - "Scanatype"--a digital readout version of TT/TTY--was introduced by ESSCO Communications.
- E. In 1979, Telecommunications Device for the Deaf (TDD) was accepted as the appellation for all TT/TTY-like devices.
- F. In 1985, Krown Research, Audiobionics, and Ultratec introduced new TT/TTYs. Most other companies dropped out of the market as competition for low-cost TT/TTYs began. Distribution programs further increased in Florida, Arizona, Nevada, Wisconsin, Illinois, Massachusetts and other states.



TTYPHONY & TT/TTY COURTESY

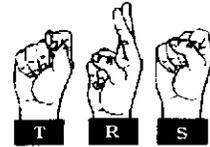
III. Laws of Telecommunications Accessibility

- A. In 1975, Congress passed Public Law 95-602, the Rehabilitation Act of 1973, which provided "reasonable accommodations" in Section 504 for people with disabilities. The 1978 regulations of this law specifically mention TT/TTYs among those "reasonable accommodations."
- B. In 1983, Public Law 97-410 contained the Telecommunications for the Disabled Act of 1982, which provides for appropriate equipment to make telephones accessible to deaf people as a reasonable accommodation.
- C. California, in 1980, was the first state to distribute TT/TTYs to all deaf citizens, and about 15 other states followed.
- D. The ADA, Title IV, provides for intra- and inter-state access to relay services across the country, as well as international access.

IV. TT/TTY Courtesy

**Show TDI video "Using Your TTY/TDD."
Demonstrate a TT/TTY-to-TT/TTY call.**

- A. Things to remember, as identified by the Telecommunications for the Deaf, Inc. (TDI) in the 1993 TDI directory.
 - 1. Always identify yourself immediately when you make or receive a TT/TTY call. Since the person on the other end cannot hear you in a telephone call, it is important and polite to do this.
 - 2. Remember that TT/TTY calls take longer than voice calls. Before you make a business or long distance call, prepare what you plan to say and have any information that you will need handy for the call.
 - 3. After you finish a call, be sure to turn your TT/TTY off and hang up the phone receiver or turn on the TT/TTY answering machine. If you forget to hang up the phone and someone else tries to call you, they will get a busy signal.
 - 4. It is polite to type "Good bye," "So long," "Thanks again," or some other closing remark before you type "SK."



TTYPHONY & TT/TTY COURTESY

V. Development of Relay Service Market

- A. In 1974, Converse Communications Center, Inc. started a relay service in Connecticut. David Yoreo, a hearing man, made deaf friends at his church and realized that a relay service would help, so he established TT/TTYs in his home and office. His family relayed calls from the office during the day and from home at night.
- B. In 1975, Ben Soukup, a deaf man, started a statewide, 24-hour a day service in South Dakota funded by the state vocational rehabilitation service.
- C. There is still an ongoing controversy about who established the first 24-hour, 7-days-a-week relay service, Connecticut or South Dakota. Connecticut was first. South Dakota was the first relay service founded by a Deaf person.
- D. 1987 - California opened the first statewide, 24-hour-a-day, 7-days-a-week relay service funded by a phone company (AT&T). The service in California became a Sprint relay service in 1992.
- E. By 1992, 49 states and the District of Columbia had telecommunications relay services.



HARD-OF-HEARING CUSTOMERS & LATE DEAFENED ADULTS

I. Characteristics of Hard-of-Hearing Customers

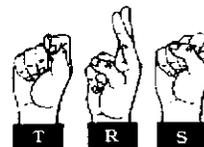
- A. Out of 24 million people with hearing loss in the United States, 22 million are hard-of-hearing or late deafened.
- B. The main difference between profoundly deaf people and hard-of-hearing people is that the latter have some residual hearing, which means they can or may be able to benefit from hearing aids either in the ear, in the canal, or behind the ear.
- C. Most hard-of-hearing customers grew up learning spoken English rather than sign language and they may prefer to use Voice Carry Over (VCO) as most of them can speak very well.
- D. Hard-of-hearing customers may not be familiar with TT/TTY etiquette. They may have never used a TT/TTY and may feel uncomfortable using one.

II. Assistive Devices for Hard-of-Hearing Customers

- A. Internal loop system
- B. Hard-of-hearing customers may also use TT/TTYs, closed-captioned TVs, and light systems.
- C. Cochlear implant
- D. Telephone amplifier
- E. T-coil in hearing aid for use with hearing-aid compatible telephone using electromagnetic induction, FM systems, infrared systems, televisions, and cassettes.

III. Establishment of the Self-Help for the Hard of Hearing (SHHH)

- A. In 1979, Rocky Stone, a hard-of-hearing man, established SHHH for hard-of-hearing people who were not Deaf and not involved with Deaf culture.
- B. The organization grew to have a national office in Bethesda, MD, a board of trustees, 270 chapters in 48 states and 17,000 members.



HARD-OF-HEARING CUSTOMERS & LATE DEAFENED ADULTS

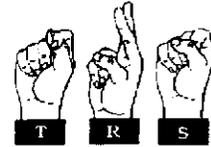
- C. SHHH provides information on all areas of hearing loss, technology to help the hard-of-hearing, legal rights, family issues, and so on. It also pushes for the implementation of the ADA and other key legislation.
- D. SHHH's philosophy is that given enough information, a consumer with a hearing loss can live up to his/her potential.

IV. Relaying for Hard-of-Hearing Customers

- A. Some hard-of-hearing customers prefer to use VCO, since they grew up speaking and want to continue speaking on the telephone.
- B. Hard-of-hearing customers may make a lot of calls on the job and they need agents to be efficient go-betweens on such calls.
- C. If a hard-of-hearing person is calling someone on a TT/TTY, it is important for the agent to speak clearly and at a slower pace and with a stronger tone. It is not necessary to speak louder because it often does not help.
- D. It is important to be patient. Some hard-of-hearing people have lost some of their remaining hearing, so it is frustrating to adjust to using the relay rather than making voice calls directly.

V. Characteristics of Late Deafened Customers

- A. May not be familiar with TT/TTY etiquette. They may feel displaced and face discrimination.
- B. Grew up in hearing culture. A late deafened person may feel displaced and face discrimination.
- C. Example: Dr. I. K. Jordan, President of Gallaudet University, became deafened after a motorcycle accident at the age of 21. He went on to graduate from Gallaudet College.
- D. Many late deafened adults became deaf from head injuries, toxicity, neurofibromatosis type 2, Meniere's syndrome, presbycusis, acoustic neuromas, heredity, adverse drug reactions, aging and progressive loss for unknown reasons.



HARD-OF-HEARING CUSTOMERS & LATE DEAFENED ADULTS

- E. Late deafened adults are often culturally hearing, but are audiologically deaf. Even though some of them learn sign language, all of them have learned how to speak and often still have the ability to speak clearly.

VI. **Establishment of the Association of Late Deafened Adults (ALDA)**

- A. ALDA was founded in 1987 by 13 late deafened adults at a Chicago party. It has grown to 2,000 members in the United States, Canada, and several countries around the globe.
- B. Marylyn Howe founded the first ALDA chapter outside Chicago in 1989 in Boston.
- C. ALDA provides support and education to late deafened adults and their families and helps them cope with the changes in their lives resulting from their hearing loss.

VII. **Relaying for Late Deafened Customers**

- A. Some late deafened adults, as well as hard-of-hearing customers, use computers with interactive systems. They may use emoticons (emotions + icons) to show emotions. For example, a smile may be shown with :).
- B. Relaying for late deafened customers is basically the same as relaying for hard-of-hearing customers, be sure that you relay what the other party says verbatim. Late deafened adults grew up in the hearing world, and expect to be spoken to as if they were still hearing. Try not to shorten or change words in any way. This is true for all customers unless otherwise instructed.



DEAF/BLIND, SPEECH-IMPAIRED, SPANISH-SPEAKING, AND HEARING CUSTOMERS

I. Characteristics of Deaf/Blind Customers

- A. Dual disability
- B. Use Helen Keller as an example. Even though Helen Keller is the most famous deaf/blind person in American history, she ironically helped blind people, not deaf/blind people. She was against the use of sign language to communicate.
- C. Problems with communications and mobility. Most deaf/blind customers sign and finger spell to communicate. They also use Braille to read.
- D. Approximately 40,000 people are deaf/blind in the United States.
- E. About 20,000 to 25,000 deaf/blind people have Usher's Syndrome
 - 1. Usher's Syndrome is a condition in which a person is usually born deaf and gradually becomes blind over his lifetime. His eyesight shrinks like tunnel vision until nothing can be seen.
 - 2. Age of total blindness varies. A small percentage lose their eyesight in their twenties. Though most become totally blind during their thirties or forties, a few have good eyesight until their sixties or seventies.
- F. The American Association of the Deaf/Blind was founded in 1937 as a correspondence club, but has become an advocacy group with about 600 members.

II. Assistive Devices for Deaf/Blind Customers

- A. TeleBraille TT/TTY System - there are only 250 TeleBraille machines existing in the United States, since it costs \$5,500.
- B. Large print device to connect to TT/TTYs.
- C. Large visual display connected to a TT/TTY.



DEAF/BLIND, SPEECH-IMPAIRED, SPANISH-SPEAKING, AND HEARING CUSTOMERS

III. Relaying for Deaf/Blind Customers

- A. In the case of a customer using a TeleBraille TT/TTY, it is crucial that the agent types slower. The customer may be typing quickly to the agent, but the TeleBraille machine requires the information it receives to come in at a much slower pace.
- B. To remind yourself to type slowly, follow these guidelines:
 - 1. After each word is typed, count to 3 before typing the next word.
 - 2. After each word is typed, take a breath before typing the next word.
- C. Be patient. These calls may require more time, but remember how important each and every customer is to Sprint relay. You are instrumental in providing equal access to all citizens.
- D. Since most deaf/blind customers don't have TeleBraille machines, they may use relay interpreters who are deaf and utilizes a TT/TTY to call through the relay for them. Be sure to type slowly and clearly so that the deaf interpreter can get the message across. Again, this requires a lot of patience. In such a case, deaf/blind customers will usually inform the agent that an interpreter is present.

IV. Characteristics of Speech-Impaired Customers

- A. Speech-impaired customers usually are hearing and simply have the inability to speak clearly.
- B. Show video tape, if possible.

V. Assistive Devices for Speech-Impaired Customers

- A. HCO

VI. Relaying for Speech-Impaired Customers

- A. Most speech-impaired customers have normal hearing, and would prefer to use HCO (Hearing Carry Over). They type to the agent, and hear what the other person says. This requires time and patience when switching back and forth.



DEAF/BLIND, SPEECH-IMPAIRED, SPANISH-SPEAKING, AND HEARING CUSTOMERS

VII. Relaying for Spanish-Speaking Customers

- A. When a Spanish-speaking customer calls, type or say, "Un momento por favor" (one moment please), and proceed to transfer the call to a Spanish-speaking agent.
- B. If the originator of the call wants to disconnect the call, say or type "Perdone la llamada" (excuse the call).
- C. If the originator of the call wants to be transferred to a bilingual agent and one isn't available at the moment, type or say, "Llamaremos en un momento con una operadora espano. Adios."
- D. If the originator of the call speaks English and is using voice, and someone answers the TT/TTY in Spanish, the same Spanish phrase above will be used.

VIII. Relaying for Hearing Customers

- A. Some hearing customers are reluctant when using the relay. They may not have used the relay before or think it's a salesperson. Be patient with them and be sure to explain clearly what the relay service is. Some hearing people think the relay service is remarkable, but some others may think it is a waste of time.
- B. Voice inflection is very important to the hearing customer. A monotone voice sounds like a computer and is confusing to the customer unfamiliar with relay. Using a conversational tone and good pacing will facilitate a smooth relay call.