

# NETAC networks

Providing technical assistance to professionals working with students who are deaf or hard of hearing in postsecondary settings  
Fall 2000

## What's new from C-Print™

### Training schedule

Five training workshops are scheduled through January 2001, and several more are being planned for year 2001 in New Jersey, Colorado, and Connecticut. These dates have not yet been confirmed.

### Certification

C-Print captionist certification is in the preliminary development stage. A survey was distributed nationally to a number of professionals for their feedback on the draft certification requirements.

### 2000 C-Print training workshop schedule (as of 10/5/00)\*

- October 23-27  
William R. Harper College, Palatine, IL  
*Registration closed September 8*
- November 6-10  
Community College of Baltimore County-Catonsville, MD  
*Registration closed September 29*
- November 13-17  
Western Oregon University, Monmouth, OR  
*Registration closed October 6*
- December 11-15  
North Harris Community College, Houston, TX  
*Registration closed October 9*
- January 22-26, 2001  
Salt Lake Community College, Salt Lake City, UT  
*Registration closes December 11*

\* An updated schedule will be posted on the NETAC Web site as it becomes available (<http://netac.rit.edu/c-print.html>).



### Listserv

Two listservs have been established for communication among C-print professionals—one for captionists and another for trainers.

The listservs will provide an opportunity for captionists and trainers around the country to communicate about issues that are pertinent to C-Print. Captionists will be able to share information about such topics as implementation, technology, and ergonomics and can greatly benefit from the support of others who have similar experiences.

Also, new information about C-Print from the NETAC central office will be posted on the listserv. These listservs are available only to captionists and trainers.

### Credit programs

A number of community and junior college programs have expressed interest in adding C-Print to their curriculum, either as a credit-bearing course or as a certificate program.

Beginning fall 2000, Bristol Community College in Fall River, Massachusetts, in collaboration with Rochester Institute of Technology, is piloting a two semester C-Print captionist certificate training program consisting of coursework ranging from C-Print theory and practice courses to deaf culture courses.



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*NETAC Networks* is produced three times a year. Articles should be submitted to Sherlea Dony, editor, NETAC, 52 Lomb Memorial Drive, Rochester, NY 14623-5604, through email to [SADDHD@rit.edu](mailto:SADDHD@rit.edu), or by fax to 716-475-7660. All articles are subject to editing. Comments and suggestions are always welcome!

## The Director's column

by Karen Hopkins

I hope that fall is off to a smooth start for everyone. We at NETAC central office are having a busy fall as we enter this, our fifth and final year of the grant.

Evaluations were mailed to postsecondary programs in the region in early October. We are evaluating the services we have provided during the past four years, from workshops to conferences to print materials.

We also asked about future needs within the region. Responding to the



identified needs will be part of the next five-year grant proposal, which we are developing currently.

If you did not receive an evaluation form and would like to comment or make suggestions, please email NETAC central office at [netac@rit.edu](mailto:netac@rit.edu).

We look forward to continuing to work with all of you!

## Maine, New Hampshire, and Vermont collaborate on "Voyage to the Future"

by Cate Weir\*

In Northern New England, the three site coordinators for NETAC are working together to plan an event for the high school students in their states who are deaf and hard of hearing. "Voyage to the Future," a career awareness and college planning workshop presented by counselors from the National Technical Institute for the Deaf, is coming to New Hampshire December 1-2. Fifty deaf and hard-of-hearing students from all over Northern New England, along with their parents, are expected to attend the day-and-a-half workshop. The event is being held at the New Hampshire Technical Institute in Concord.

Barbara Keefe of Maine, Joe Panko of Vermont, and Cate Weir of New Hampshire are working together closely to plan this regional event. These three NETAC site coordinators are excited by the opportunities that collaboration brings to the students in each of their states.



Because of the rural nature of these states, and the relatively small size of the deaf community in Northern New England, collaboration makes a lot of sense. By working together, the students and their parents will have a chance to meet other deaf and hard-of-hearing students from throughout the region and find out about college opportunities in their

own as well as neighboring states. The larger number of students from a variety of backgrounds will make the experience a rich and rewarding one for all participants. It also makes fiscal sense, as a regional event offers an economy of scale that makes efficient use of project resources.

This regional collaboration is just one of the events that NETAC makes possible for deaf and hard-of-hearing students and professionals working in deaf education to experience state-of-the-art trainings.

*\*Cate Weir is the NETAC site coordinator for New Hampshire.*

Visit the  
NETAC Web site at  
<http://netac.rit.edu>

## Upcoming events by state\*

### Maine

- The Maine NETAC site coordinator is making site visits to postsecondary institutions, including proprietary schools. To coordinate a site visit for your program, please contact Barbara Keefe at 207-781-6209 (voice/TTY) or via email at keefe@fc.baxter.pvt.k12.me.us.
- Contact Barbara Keefe or Lisa Sorenson at the number above to receive additional brochures, newsletters, and information about upcoming statewide events.

### Maryland

Unless otherwise indicated, the contact person for the following events is Florence Cooney, Catonsville Campus of the Community College of Baltimore County (CCBC Catonsville), 410-455-4369 (voice), 410-455-4553 (TTY), or via email at fcooney@ccbc.cc.md.us.

- C-Print Captionist Training at CCBC Catonsville, November 6-10.
- "Services for the Hard-of-Hearing Student in Postsecondary Education," live teleconference, March 15, 2001, 2-4 p.m., Towson University, Towson, MD. Other locations TBA.
- "Voyage to the Future," a career awareness program for deaf and hard-of-hearing high school students and their parents, March 30-31, 2001, CCBC Catonsville.
- The NETAC/Maryland Site Coordinator will be happy to visit your campus to discuss the ways in which NETAC can work with you to benefit your program. Contact Florence Cooney to schedule a visit or to be added to our mailing list for NETAC publications and events.
- CCBC C-Print Referral Service provides C-Print services off site for businesses and organizations.

### Massachusetts

For more information regarding the events listed below, contact the Massachusetts site for NETAC at 978-556-3341 (voice/TTY) or via email at netac@necc.mass.edu.

- Third Annual Deaf Services/Technology Fair, including exhibitors, presentations, and a performance (study guide for ASL/Deaf Studies students available), October 27, 10 a.m.-4 p.m., Holy Cross College, Worcester.
- Service Providers Group (SPG) meeting, October 27, noon-2 p.m., during Deaf Services/Technology Fair, Holy Cross College, Worcester. Box lunch provided. Advanced registration required via the contact information listed above.
- To request a free on-site consultation regarding service options for students who are deaf or hard of hearing, contact us at the number above for an appointment.

### New York

- "Voyage to the Future," a career awareness program for postsecondary students at LaGuardia Community College, October 25, 2-5 p.m., LaGuardia Community College, 31-10 Thomson Ave., C204, Long Island City, sponsored by LaGuardia Community College-Program for Deaf Adults, the National Technical Institute for the Deaf-Department of Educational Outreach Programs, and NETAC. For more information, contact Desiree Duda at 203-854-5371 (voice/TTY) or via email at NYCnetac@aol.com.
- Northeast Transition Fair 2000, a fair highlighting postsecondary educational and career opportunities for deaf and hard-of-hearing students enrolled in secondary programs in the downstate New York region, October 29, 9 a.m.-3 p.m., at Lexington School for the Deaf, Queens, and October 30 at New York School for the Deaf, White Plains. NETAC will have a booth. Sponsored by Gallaudet

- University Regional Center, with support from NETAC. For more information, contact Shannon Reese at 978-556-3703 (TTY), 978-556-3125 (fax), or via email at Shannon.Reese@Gallaudet.edu.
- The NY NETAC site coordinators will be making onsite visits at postsecondary institutions, including proprietary schools. For a site visit to your program, please contact Desiree Duda at the above address, or Charley L. Tiggs at 716-475-7675 (TTY) or via email at CLTNOD@rit.edu.
- Upcoming training workshops will include technical assistance on topics such as C-Print demonstrations and accommodating deaf and hard-of-hearing students. Exact dates and locations TBA. For more information, contact Desiree Duda or Charley L. Tiggs.
- The Multicultural Manual, which reflects guidelines at the City University of New York-LaGuardia Community College's Program for Deaf Adults, is now available through the PEPNet Resource Center. For more information, contact Desiree Duda.

\* Updated information will be posted on the NETAC Web site as it becomes available (<http://netac.rit.edu>)

## Take advantage of NETAC's Professional Internship Program

NETAC sponsors internships for professionals in the Northeast by paying travel expenses and providing a stipend for housing and meals.

Potential interns should be able to apply what they learn during their internship at their home institution to better serve students who are deaf and hard of hearing.

NETAC doesn't pay for conference fees or course registration, but two examples of what we can provide are support for your trip to Maine to observe and meet with an instructor who teaches English to students who are deaf and hard of hearing, or a trip to New Jersey to talk with professionals who manage interpreting services at a community college.

Contact Sherlea Dony at the NETAC central office for more information or visit our Web site at <http://netac.rit.edu/internship.html>.



Mark your calendars for the  
**Thursday, March 15, 2001 teleconference**  
**"Services for the Hard of Hearing Student  
in Postsecondary Education"**  
**2-4 p.m. EST**

For more information, contact the  
Midwest Center for Postsecondary Outreach (MCPO),  
651-221-1337 (voice/TTY) or  
[pattybrill@sptc.mnscu.edu](mailto:pattybrill@sptc.mnscu.edu)

### Accommodations are a “means,” not an “end,” and discrimination doesn’t “end” there!!!

by Jane Jarrow

Franklin Delano Roosevelt had it right all along, 'lo those many years ago. I was recently reminded of an FDR quote regarding disability and what he hoped the future would hold for individuals with disabilities:

*We know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be sought.*

In 1990, Congress passed the Americans with Disabilities Act, which largely celebrated that vision and legislated its implementation. A decade has passed and I sometimes wonder if, at least in the world of DSS, we haven't lost that vision somewhere along the line. When (and *why!*?) did we stop fighting for equal opportunity and start focusing on the accommodation process?

Neither Section 504 nor the ADA focuses on providing accommodations to persons with disabilities. Both statutes prohibit covered entities from discriminating against people with disabilities on the basis of disability. Neither law was drafted or intended to be an entitlement program (in which one automatically receives certain benefits if he/she is a member of the target class/population). We are not supposed to be providing accommodations to someone because that individual has a disability as defined by the law. We are supposed to be providing protection from discrimination to people with disabilities. If the only way to avoid discrimination is to provide accommodation, then so be it. Accommodation is not the mandate of the law—it is a *response* to the mandate for nondiscrimination. Why is that so hard to remember?

In the past few months, I have reviewed Policy/Procedure statements for five different institutions. All began with a statement that said (in effect), “This institution understands its obligations under Section 504/ADA and is committed to complying with those laws.” So far so good. Four out of five then said, “In recognition of these obligations, we will provide reasonable accommodations for persons with disabilities (...and now we are going to tell you how that will happen).” Only one of the schools stated, “In accordance with Federal law, this institution is committed to assuring equal opportunity in all programs and activities for persons with disabilities and will take such steps as are necessary to achieve that goal.” They didn't even *mention* accommodation. They shouldn't have to. Accommodations are a means, not an end, to fulfilling the promise of equal opportunity regardless of disability (and in this case, the end justifies the means! *grin*).

A mission statement that focuses solely on the provision of services falls short of providing the impetus for systemic change. In the same way, the DSS office that focuses all of its time and attention on the accommodation process is potentially unapproachable and, too often, ineffective in helping students with disabilities to deal with incidences of discriminatory treatment in campus life.

Remember, too, that disability-related discrimination may look like one thing when, in fact, it is something else. In the case of students who are deaf or hard of hearing, that something else is likely to be money. It is not uncommon for folks to argue against allowing an interpreter because the presence/use of an interpreter will

fundamentally alter the task involved. In some cases, that might be true. In *many* cases, I am willing to bet it is because the interpreter is expensive. Knowing that cost is not an allowable objection, it is “safer” to object to the presence of the interpreter than to the money involved. The same objection can (and sometimes *is!*) raised in response to the use of accommodations that range from notetakers to C-Print to realtime captioning. Is the problem the accommodation or the *cost* of the accommodation? Don't be fooled, and don't let your students get less than the equal access they are entitled to!

(As an aside, I think service providers who *are* arranging accommodations would often have an easier time in discussions with faculty and administrators if they concentrated on equal access instead of academic adjustment. Instead of arguing whether realtime captioning is or is not an appropriate accommodation for the deaf student in a lecture/discussion class, how about reminding the faculty/administration that the obligation is to provide an equal opportunity to benefit from the class lecture, including the chance to ask questions and participate in the class discussion as it is occurring. You believe

this can best be done by providing realtime captioning, since this student does not know sign language. If the faculty member or administrator can think of an alternative method to arrive at the same goal—equal access—you are certainly ready to consider it [smiling sweetly!]. When they *can't* think of a better way, then in order to fulfill the

institutional mandate for equal access... you get the picture!)

Go back and look at your institution's documentation policy. If the suggestion is made, or understood, that the (*only*) reason a student would identify himself/herself and provide documentation of disability status to your office is to request/receive accommodation, then you need to think it out again. If the only reason to make themselves known to you is to receive accommodation, then by inference the only reason you exist is to *provide* accommodation. That isn't enough—and that isn't what was intended. Think about the student with a hearing loss who can function quite well in the social work curriculum and on a one-to-one basis but may have trouble using a standard telephone (not a classroom accommodation issue). And think about this student up against a faculty member who, knowing this limitation and having in mind that social workers *must* be able to use a telephone, or (worse yet) who *assume* that if the hearing loss is that severe, the student will almost certainly miss key pieces of information during patient interviews without even realizing it. You *know* that faculty member is going to suggest that the student change majors “for his own good.” Do your policies and procedures make it possible or likely that the student will bring such behavior to your attention—or have you defined yourself out of the business confronting discriminatory treatment in favor of assuring arrangements for accommodation??? Don't sell yourself, or your students, short!

*Jane Jarrow, Ph.D., is president of Disability Access Information and Support (DAIS). An expert in disability services, she has been providing technical assistance and training to service providers on access and support services for persons with disabilities in higher education and has co-authored or authored numerous books and articles in the field of disabilities in higher education over the past 18 years.*

Accommodation is not the mandate of the law—it is a *response* to the mandate for nondiscrimination. Why is that so hard to remember?

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## NETAC shares some “recipes” for success at its June conference

Take an idea for a conference; add knowledgeable presenters; ensure accessibility for deaf, hard-of-hearing, and hearing participants; sprinkle in lots of opportunities to network; add a pinch of hospitality; and *voilà*, you have an attentive audience who brings home ideas for improving the lives of deaf and hard-of-hearing students on their campuses!

That’s what occurred June 7-9 at NETAC’s regional conference, “Focus on SUCCESS: Enhancing Persistence of Postsecondary Students who are Deaf or Hard of Hearing.” Professionals from the Northeast region and Puerto Rico sampled workshops and panels from soup to nuts, including “Transition: Orienting Deaf and Hard of Hearing Students to College” by Robert Sidansky of California State University, Northridge; the group discussion/activity, “Which students will stay?,” moderated by Ellie Rosenfield, Coordinator-First Year Experiences, Career Exploration Studies at the National Technical Institute for the Deaf (NTID); and “Deaf and Hard-of-

Hearing Women: Self-Identity Issues,” by Vicki Hurwitz, Student Development Coordinator, NTID Student Life Team. And these were just a few of the entrees.

The conference was flavored to enhance the knowledge of professionals working with students who are deaf and hard of hearing in postsecondary settings. Participants appreciated receiving practical information they could use on their campuses and felt encouraged to “think of ways to apply this information” in their work. One person commented about her “realization of the personal effort it must take for deaf students” to succeed in a mainstream environment, while another spoke of returning to his home institution and doing his best to help change attitudes among colleagues.

The NETAC central office will keep you informed about future conferences and workshops. Our Web site, <http://netac.rit.edu>, is a great place to look for upcoming events.



Dr. Linda Siple presents, “The Effective Use of the Sign Language Interpreter in Your Classroom,” while Joy Duskin (foreground) interprets.



A student panel discussion featured, from left, Frank Coppola, interpreter; Ellie Rosenfield, moderator; and students Debbye Byrne, Belvonno Johnson, Danny Millikin, Regan Thibodeau, and Melissa Johnson.

## SHHH members trained in “ACCESS” package

The NETAC central office welcomed eight enthusiastic members of Self Help for Hard of Hearing Persons, Inc. (SHHH) to Rochester, New York July 21-22 to participate in a training session for “ACCESS: How Best to Serve Postsecondary Students who are Hard of Hearing.” Participants included Anne Liversidge (Maryland), Liz Fetela and Joan Marcoux (New Hampshire), Wayne Roorda (New Jersey), Ruth Bernstein (downstate New York), Mary Chizuk and Jeanette Kanter (upstate New York), and Marcia Finisdore (Pennsylvania).

This lively group shared their experiences as hard-of-hearing persons with a wealth of knowledge, especially of assistive listening devices (ALDs). Marcia Dugan of SHHH, along with Karen Hopkins and Pat Billies of the NETAC central office, facilitated the workshop.

“ACCESS” is the product of a collaborative effort between NETAC and SHHH and is generally co-presented by individuals from both groups. This widely acclaimed training package emphasizes hearing loss and its impact on education, ADA requirements, and access through both technology and accommodations. Special focus is directed to the needs of students who are hard of hearing.

These new presenters are eager to share their insights with you! To arrange for a presentation at your institution, contact your NETAC site coordinator or the NETAC central office.

## NETAC Evaluation Survey and Needs Assessment in progress

NETAC is eager for your opinion!

We recently mailed more than 4,000 evaluation surveys to institutions and individuals throughout the Northeast, seeking feedback on our programs, print materials, workshops, conferences, and teleconferences.

Your response is important to us! We’ve made it simple for you to reply online, or you can return the paper evaluation in its enclosed postage-paid envelope or fax it to us. *It will take less than 10 minutes of your time to provide us with your feedback.*

Especially important to NETAC is the last section, “Technical Assistance Needs,” where you describe how we can best serve you. As we consider the next grant cycle, your feedback is critical and appreciated. It *will* make a difference in future outreach efforts that NETAC will design for programs in the Northeast.

If you haven’t already replied, please take a few minutes to complete your evaluation today! If you have any questions or did not receive an evaluation form, contact the NETAC central office at 716-475-6433 (voice/TTY) or email us at [netac@rit.edu](mailto:netac@rit.edu).

## Visiting professor brings deaf and hearing together

by Angela Borchert\*

ST. CROIX – St. Croix is home to more than 500 deaf and hearing-impaired people—but very few sign-language interpreters.

The two cultures have a lot to learn about each other, and Carole Lazorisak is helping to bring them together.

“You have to be free when you’re trying to communicate.” She said. “Gesture more. Be open about it. Feel free in expressing your thoughts.”

A full-time professor at New York’s LaGuardia Community College, Lazorisak first visited about three years ago to promote awareness of deaf language and culture. Last year she encouraged residents to pursue more specific studies in American Sign Language, and last week she led a workshop on effective ways to interpret visual images.

Conversation is lively with Lazorisak. Since she is deaf, ideas are shared through eye contact, lip movement, and lots of body language, as well as an interpreter.

Due to the way language is learned, the professor explained, hearing people tend to think in linear terms—like words in a string that form a sentence. They often wait for someone to finish speaking to get the full message.

Deaf people tend to think more in vignettes—like taking in a whole short story at once. And they can read a person even before words are spoken.

“Just from watching them from head to toe they’ll know what they’re saying,” Lazorisak said. “It’s really fascinating to learn from both cultures.”

Using lots of description helps in storytelling, she said. For example, someone can convey how the morning was bright white and the afternoon was yellow-tinged.

“It’s important to know the colors,” Lazorisak said, “so you can begin to feel the emotions.”

About one in 10 people of all ages have some degree of hearing loss, according to the professor.

For her work in the Virgin Islands, Lazorisak was recently awarded a humanitarian award from the St. Croix Deaf Coalition. She currently teaches human services, ASL and interpreter education courses at LaGuardia.

\*Reprinted from the *St. Croix Avis* by permission.



# R·I·T

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This publication was developed under a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and produced through a cooperative agreement between RIT and OSER-S (HO78A60004). The contents herein do not necessarily represent the Department of Education’s policy nor endorsement by the Federal Government.