

NETAC networks

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

February 2000

You're invited

Plan now to attend the Innovation in Education: PEPNet 2000 conference April 5-8!

The Postsecondary Education Programs Network (PEPNet) will hold the Innovation in Education: PEPNet 2000 biennial conference April 5-8, 2000 at Denver's Hyatt Regency Tech Center.

This conference will provide opportunities for professionals in the fields of deafness, rehabilitation, interpreting, or other related fields to experience personal and professional development as well as opportunities for networking with colleagues who provide similar services. Innovation in Education: PEPNet 2000 will offer several pre-conference half-day workshops to provide more intense training on specific topics. Poster sessions have been added to the conference schedule this year to allow more opportunities for interaction between participants and presenters and to showcase best practices or program models.



A copy of the conference registration brochure can be found at <http://www.pepnet.org/confer.asp>. A limited number of stipends are available from the NETAC central office, and additional information and a stipend request form are included in the registration brochure.

The conference is sponsored by the four Regional Centers on Postsecondary Education for Individuals who are Deaf and Hard of Hearing funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The four centers are the Northeast Technical Assistance Center (NETAC), Midwest Center for Postsecondary Outreach (MCPO), Postsecondary Education Consortium (PEC), and Western Region Outreach Center & Consortia (WROCC). For more information, contact the NETAC central office.

NETAC to offer student leadership training

On April 14-15, NETAC will offer a leadership conference for students in mainstream postsecondary institutions who are deaf or hard of hearing. This is a pilot program that NETAC ultimately will offer to other institutions that want to develop leadership skills in their students. The conference will take place at the National Technical Institute for the Deaf, a college of Rochester Institute of Technology, Rochester, New York.

Many students who are deaf or hard of hearing have a hard time learning to develop as leaders. As a result, it takes longer for them to develop the skills necessary to be assertive and effective. This conference is intended to assist deaf and hard-of-hearing postsecondary students to gain the skills they need to be successful at college and develop the leadership skills they need to resolve issues unique to their situation. The set of skills learned during college can carry over into their adult lives and allow them to be successful role models in their communities.

This learning experience will continue long after the end of this conference. For the next year, these students will have an online support system providing a forum for continued contact with their peers as they continue providing encouragement and ideas to each other on how to handle various situations.

NETAC's Charley L. Tiggs will lead this event. Conference topics include communication skills, time management, critical thinking, and situational leadership. Students will be selected based on recommendations from NETAC site coordinators. For more information about this program, contact Charley at 716-475-7675 (TTY) or via email at CLTNOD@rit.edu.

Upcoming NETAC conference, "Focus on success: Enhancing persistence of postsecondary students who are deaf or hard of hearing"

We all share a common goal: to increase the graduation rates of postsecondary students who are deaf or hard of hearing. NETAC is pleased to sponsor the conference, "Focus on success: Enhancing persistence of postsecondary students who are deaf or hard of hearing," June 7-9, at the National Technical Institute for the Deaf, a college of Rochester Institute of Technology, Rochester, New York.

This symposium will center on proactive strategies to enhance student persistence to degree completion. We'll collaborate with professionals working in First Year Experience programs, explore means to promote pluralism and multicultural activities, identify at-

risk students and ways to enhance non-traditional student graduation rates, and examine issues of multiple disabilities. These topics, along with some practical opportunities to learn about assistive listening devices and the role of the interpreter in the classroom, will make for an exciting conference.

Join us for two and a half days of presentations, lively discussion groups, and student panels, as we share ideas and solutions to increase positive experiences for students who are deaf or hard of hearing in postsecondary environments.

Participation is limited—contact your NETAC site coordinator!

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NETAC Networks

is produced three times a year. Articles should be submitted to

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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



PEPNet 2000 is just a few months away, and NETAC is very involved in the planning details. Not only will NTID be providing technological support, but for the first time, we hope to have all concurrent and plenary sessions available in real time, through both C-Print™ and CART technology.

C-Print training, incidentally, is now happening monthly throughout the United States. We have more requests for captionists than trained personnel. If you know someone who may be interested in becoming a captionist, please have that individual contact the NETAC central office.

Projects are "springing up" in NETAC central, including plans for a June conference to be held in Rochester on the important subject of retention. Studies consistently show that students' experiences in postsecondary settings, both social and academic, influence their desire to remain at college. When students have positive experiences, they feel more connected to their campus community and are far more likely to persist and remain in school until graduation. Discovering why students leave college before earning their degrees will be the topic of the summer conference. Stay tuned for more details.

NETAC's internship program is again seeking interested professionals looking to broaden their individual areas of expertise

through study on a variety of topics. NETAC has distributed a new brochure and applications to all site coordinators and welcomes interested persons to inquire about the possibilities via Sherlea Dony at the NETAC central office. Look for an article about the internship program in this issue.

Another product that will soon be ready for distribution through central office is the "Connections" training package for vocational rehabilitation personnel and postsecondary administrators. This package also is mentioned in this issue of *NETAC Networks*.

An online directory of professionals in the NETAC region who are willing to share their specific areas of expertise is being compiled by Sherlea Dony and should be available in late spring. If you have not been contacted regarding this project and have a skill area you would like to share, please contact Sherlea at 716-475-7567 (voice/TTY) or via email at SADDHD@rit.edu.

Looking forward to seeing many of you in Denver!

"Connections" training package due in spring 2000

"Connections," a training package designed by NETAC, will be available in spring 2000. Developed for use by administrators of postsecondary institutions that have deaf or hard-of-hearing students enrolled, in collaboration with vocational rehabilitation personnel, the package contains a training videotape along with printed materials. The training materials are meant to foster cooperation between vocational rehabilitation counselors and postsecondary program staff who share the common goal of wanting deaf or hard-of-hearing students to have a successful college experience.

New Teacher Tipsheets available

NETAC recently published five new Teacher Tipsheets on the following topics: Classroom Technology: How to Use AV Equipment for Visual Learners; ADA and Nondiscrimination in Higher Education, What's the Law?; Notetaking; Testing Accommodations; and Deaf Culture. Copies can be downloaded from the NETAC Web site at <http://netac.rit.edu/publication/tipsheet/>, or contact your state site coordinator or the NETAC central office for copies.

Upcoming events by state*

Connecticut

- “Providing Real Time Captioning, C-Print Speech-to-Print Transcription, Assistive Listening Devices and Other Technologies,” PEPNet teleconference, March 16, 2-4 p.m., location TBA. For more information, contact the CT NETAC office at 860-738-6380 (voice/TTY) or via email at NW_NETAC@commnet.edu.
- “Voyage to the Future,” a career awareness program for high school sophomores who are deaf or hard of hearing and their parents, March 23-24, Northwestern Connecticut Community College (NCCC). There is no cost to attend this workshop, and meals will be provided. For more information, contact the CT NETAC office.
- CT Core Consortium meeting via Picture Tel video conferencing, March, exact date and locations TBA.
- “Deaf Expo,” an all-day event including workshops, keynote presentation, exhibit hall, and presentation of training materials available to professionals in the field of deaf education, April 28, 8:30 a.m.-3:30 p.m., St. Joseph’s College, West Hartford. To register, contact the CT NETAC office.
- C-Print™ training, May 22-26, NCCC. For more information or to arrange a screening, contact Lucie Hobart, C-Print Trainer, at 860-738-6373 (voice/TTY).
- “Providing Interpreting Services for Deaf/Hard of Hearing Students Working With Sign Language Interpreters,” national live teleconference, September 28, location TBA.
- The CT NETAC site coordinator will be making onsite visits at postsecondary institutions, including proprietary schools. For a site visit to your program, contact Elaine Taylor at the CT NETAC office.
- To have your name added to the “CT NETAC News” mailing list, contact Elaine Taylor or Cherri Calverley at NW_NETAC@commnet.edu or 860-738-6373 (voice/TTY).

Maine

- C-Print captionist training, week of February 28. For more information contact Barbara Keefe, ME NETAC site coordinator, at 207-781-6209 (voice/TTY) or via email at Keefe@FCBaxter.pvt.K12.me.us.

Maryland

- “Providing Real-Time Captioning, C-Print Speech-to-Print Transcription, Assistive Listening Devices and Other Technologies,” PEPNet teleconference, March 16, 2-4 p.m., Towson University. For more information, contact Ronni Uhland, 410-830-3475. Additional downlink sites TBA.
- “Voyage to Your Future,” a career awareness program for students who are deaf or hard of hearing and their parents, spring 2000, location TBA. Co-sponsored by NETAC/Maryland and the Maryland State Steering Committee for Deaf and Hard of Hearing Students. For more information, contact Florence Cooney at 410-455-4369 (voice), 410-455-4553 (TTY), or via email at fcooney@ccbc.cc.md.us.
- “Access: How to Best Serve Postsecondary Students who are Hard of Hearing,” a collaborative training program developed by Self Help for Hard of Hearing People, Inc. (SHHH) and NETAC, May 25, Catonsville Campus of the Community College of Baltimore County. For more information, contact Florence Cooney.
- NETAC/Maryland is sponsoring monthly professional development opportunities for interpreters who work with deaf and hard-of-hearing students in postsecondary settings. These workshops will be held in Montgomery County and are coordinated through the DSS Office at Montgomery College. For more information, contact Janet Merrick at 301-279-6061.

- The NETAC/Maryland site coordinator will be happy to visit your school to discuss the ways in which NETAC can work with you to benefit your program. To schedule a site visit, contact Florence Cooney.

Massachusetts

- For more information regarding any of the events listed below, contact the Massachusetts site for NETAC at 978-556-3341 (voice/TTY) or via email at netac@necc.mass.edu.
- First annual regional state consortium series. The NETAC Massachusetts site coordinator will meet to discuss the needs of your institution, network with service providers, and review products developed by NETAC and PEPNet. Colleges and dates are as follows:
 - Assumption College, Worcester, Wednesday, February 9, 10 a.m.-2 p.m. (snow date: 2/16)
 - Mount Holyoke College, South Hadley, Wednesday, February 23, 10 a.m.-2 p.m. (snow date: 2/24)
 - Fitchburg State College, Fitchburg, Friday, March 24, 10 a.m.-2 p.m. (snow date: 3/31)
 - Northeastern University, Boston, Thursday, March 16, 11 a.m.-1 p.m.
- “Providing Real-Time Captioning, C-Print Speech-to-Print Transcription, Assistive Listening Devices and Other Technologies,” PEPNet teleconference, March 16, 2-4 p.m., Northeastern University. Additional downlink sites TBA.
- Third Annual Deaf Services/Technology Fair, Holy Cross College, Worcester, Friday, October 27.

New York

- “Voyage to the Future,” a career awareness program for students who are deaf or hard of hearing, presented by Robb Adams from the National Technical Institute for the Deaf, spring 2000, exact date TBA, LaGuardia Community College, Long Island City. For more information, contact Desiree Duda.
- 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 203-854-5371 (voice/TTY) or via email at NYCnetac@aol.com, 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.

Pennsylvania

- C-print captionist training, Hiram G. Andrews Center, Johnstown, week of April 24. For more information, contact Lori Hutchison at 814-255-8275 (voice), 814-255-5873 (TTY), or via email at Lorihutc+@pitt.edu.
- Pennsylvania Registry of Interpreters for the Deaf (PARID) convention, “Gala 2000: Our Profession in Motion,” April 27-30, York. For more information, go to www.angelfire.com/pa/scparid/index.html.

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

Guidelines for teaching Multicultural Semantics in American Sign Language (ASL), from the workshop, "A Shared Perspective: Multicultural Semantics within Context"

by Carole Lazorisak and Janice Rimler

Teaching Multicultural Semantics in ASL is about:

- cultivating students' cultural radiant thinking. Students' cultural experiences that are brought to the classroom and shared are added features in enriching the learning experience. This creates parity between personal culture and language, and understanding of Deaf Culture and comprehension of the complexities and subtleties of ASL.
- respecting students as "ambassadors" of their myriad cultural experiences. By keeping abreast of ASL teaching methodologies, we must expose ourselves to diversity and the understanding of a variety of cultural values and norms. With technical knowledge of ASL and multicultural understanding and appreciation, we can cultivate a fuller learning experience for our students.
- listening, questioning, embracing, and responding to a variety of students' cultural experiences. Shared perspectives in the classroom further cultivate students' radiant thinking and semantic production.
- going beyond the generic glossary and assimilating multicultural concepts. Being receptive and flexible by incorporating conceptual vocabulary adds to students' radiant thinking in learning the actual implications of semantic signs.
- exposing students to various cultural styles and discourses through semantics. Consider the classroom as a microcosm of our global community, a magnet for cultural diversity. Students will become adept at multicultural negotiation/interplay through shared semantics.
- nurturing a positive multicultural environment by appreciating and incorporating students' semantic contributions to a working glossary. Facilitation of students' cultural thoughts, creativity, and experiences in the classroom will prove to be a challenge for instructors. However, it will also prove to be an exciting and rewarding experience for all.
- intrinsic rewards for students and instructors. This includes the reward of having participated in the creation of a classroom community that possesses an appreciation of the differences and similarities in languages and cultures. Simultaneously, all participants have learned the constructs and function of radiant thinking, thus enhancing their ability to visualize, which in turn complements the acquisition of ASL semantics, manifesting in effective visual/gestural communication.

Carole Lazorisak, full-time professor of Human Services, Natural and Applied Sciences at LaGuardia Community College/CUNY, and Janice Rimler, Coordinator of Support Services, Programs for Deaf and Hard of Hearing Students at New York City Technical College/CUNY and adjunct professor of American Sign Language at LaGuardia Community College/CUNY, presented on the above topic at the first National American Sign Language Teachers Association (ASLTA) Professional Development Conference in Rochester, New York, October 9, 1999. If you would like more information, please contact Carole Lazorisak by fax at 718-668-0427 or via email at Clazk@aol.com.

Update on New York NETAC consortium meeting

by Desiree Duda and Charley L. Tiggs



The New York State NETAC Consortium meeting was held in November with 16 participants, including two guests and one presenter. The day began early with an inspiring and informative workshop by



David Baquis, director of the SHHH National Center on Assistive Technology. Consortium members, all of whom are either directors/coordinators of offices of special services or interpreter programs/agencies, were impressed with the presentation. It gave them an opportunity to look at various technical devices available on the market and to participate in lively discussions related to serving students who are hard of hearing on postsecondary campuses.

A number of significant discussions were also held while reviewing resources available through PEPNet including the "PEPNet Online Training-Deafness Orientation" (developed at the Midwest Center for Postsecondary Outreach by a team of representatives from all four regional centers) and the PEPNet Resource Center (developed by the Western Region Outreach Center and Consortia). The Resource Center was presented as user friendly and available online to anyone interested in the newest PEPNet products and materials or research in areas such as deaf education, technical support services, and Deaf culture.

Many other products were also detailed, such as the videotape, "Make a Difference: Tips for Teaching Students who are Deaf or Hard of Hearing" (developed by Sharon Downs of the Postsecondary Education Consortium), and the "Essentials of College Living" curriculum (developed by Carol Kelly of the Postsecondary Education Consortium).

The videotape created a lively discussion. It was seen as a useful tool for professionals to share with their institutions. Several interesting suggestions by consortium members, such as the creation of a companion manual to the videotape, resulted from its presentation at the meeting.

If you would like minutes of the meeting or would like to discuss some of the topics mentioned above, please contact either Desiree Duda at 203-854-5371 (voice/TTY) or through email at NYCnetac@aol.com or Charley L. Tiggs at 716-475-7675 (TTY) or through email at CLTNOD@rit.edu.

Desiree Duda is NETAC site coordinator for downstate New York; Charley L. Tiggs is NETAC site coordinator for upstate New York.

Mark your calendars for the
Thursday, March 16, 2000 teleconference
**"Providing Real-Time Captioning,
C-Print Speech-to-Print Transcription,
Assistive Listening Devices and Other Technologies"**

2-4 p.m. EST

For more information contact the
Midwest Center for Postsecondary Outreach (MCPO),
651-221-1337 (voice/TTY)
or pbrill@stp.tec.mn.us (email).

Irony for the hard of hearing: The better you function, the harder it is!

by Jane Jarrow

Picture this... "Mary Smith" is hard of hearing. She has a significant loss in both ears and wears bilateral hearing aids. With her hearing aids on, Mary communicates well in face-to-face situations. There is nothing in her speech pattern or general interpersonal communication style that would lead one to suspect her difficulties.

Mary takes a new job. During the second week of training, new employees are learning to answer telephone inquiries by taking turns answering and responding to calls coming in over a speakerphone. Mary has difficulty hearing and understanding the callers in this arrangement and asks to be allowed to pick up the receiver. The instructor refuses, stating that everyone must be able to hear the call for training purposes.

After the training session, the instructor calls Mary into her office and asks if there is a problem. Mary acknowledges that she has a hearing loss and therefore cannot effectively use the speakerphone connection but will not have a problem if allowed to pick up the receiver. The instructor informs Mary that someone with a hearing loss cannot do this job and gives Mary the choice, on the spot, of resigning or being terminated. Mary resigns her position, then sues the employer for discrimination on the basis of the Americans with Disabilities Act. Up to this point, the scenario described is, essentially, a reporting of a legal case currently pending on appeal in a Midwestern state. Now for the confusing part....

At the initial trial, both Mary and her audiologist stated that she was not substantially limited in her hearing abilities when she was wearing her hearing aids. Why make that statement, if you are trying to make a case for saying that she was discriminated against on the basis of disability? Because you don't want the employer to be able to make a case for saying that she is not able to perform the essential functions of the job (thus not a qualified person with a disability), so they stressed how well she is able to manage in most settings. However, based on some recent Supreme Court decisions, her status as a "person with a disability" who can sue under the law should be determined with consideration of how she functions with mitigating measures in place. If she is not substantially limited when she is wearing her hearing aids, then is she still entitled to protection under the law?

Whether or not Mary has a "disability" under the law, it seems pretty clear that her employer CONSIDERED her to have a disability and dismissed her on that basis. Thus, she can probably make the case of discrimination on the basis of being regarded as disabled. BUT...if Mary makes the case for having been discriminated against because they perceived her as being disabled and forces them to reinstate her to the position, she may NOT be considered a person who HAS a disability under the law and thus may NOT be entitled to accommodations—such as allowing her to pick up a receiver. So the employer reinstates her to the position, refuses to allow the very reasonable alternative of picking up the phone receiver, then fires her for being unable to effectively perform the job.

WHAT'S WRONG WITH THIS PICTURE???

Regardless of how this intriguing case is eventually resolved, the problem could have been avoided from the beginning if both

Mary and the audiologist had recognized and acknowledged the significant impact that her hearing loss has on her functioning. I understand the wish of a person with a disability to be as independent as possible and to present him/herself to the world as fully functional. But I wonder how many people who are hard of hearing realize the dangers of such a stance (in terms of sacrificing their protection under the law). And I wonder how many service providers inappropriately and unfairly dismiss the difficulties presented for someone who is significantly hard of hearing, thus failing to provide appropriate accommodations and support.

If the recent Supreme Court decisions taught us anything, they taught us that the decision as to whether an impairment is substantially limiting should be made on a case-by-case basis and

should hinge on the IMPACT of the disability, not on its label or measurement. The IMPACT of a hearing loss should not be judged on the basis of scores on an audiogram, but on how this particular individual is affected by the problem.

Mary Smith can do pretty much anything she wants most of the time. Conclusion? She is not substantially

limited. But she IS! She cannot use the telephone in just the same way everyone else does. And in her case, that is a substantial limitation to her participation in the training exercises. The impact of the disability should not be judged as to what percentage of the time she is involved in the task in question, but how substantially she is limited in it when she IS involved in that task.

Let's translate this back into the world of postsecondary education. That student who is hard of hearing but who does just fine in face-to-face communication may be substantially limited in the classroom if, for example, the instructor paces around while lecturing, or the class depends heavily on input and discussion by other students (who are sitting behind him/her!), or when the ambient noise level in the room renders hearing aids or an assistive listening devices essentially useless.

Hard-of-hearing students may need help in determining when/where they are most affected so that they can request appropriate accommodations. They may also need help in recognizing the importance of assessing the full impact of their difficulties. "Toughing it out" may not be in their best interests!

Service providers working with hard-of-hearing students need to remember that the impact of the disability is a function of both the extent of the impairment and the situation in which the individual must function. The IMPACT of a hearing loss is not static for students who are hard of hearing. While the hearing loss may not fluctuate from day to day (although for some students it DOES!), the impact on functioning can fluctuate dramatically. Don't discount the very real difficulties encountered by students who are hard of hearing in pursuing their educational goals. Remember... none are well served unless all are well served!

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 17 years.

Adapting your teaching style to accommodate visual learners doesn't have to be painful. Just ask HGA's Mike Adams!

by Dawn M. Stickler

Mike Adams has been the instructor of the Dental Laboratory Technology program offered through Commonwealth Technical Institute (CTI) at Hiram G. Andrews Center (HGA), Johnstown, Pennsylvania, for more than nine years. Though his classes have included deaf and hard-of-hearing students from the start, it wasn't until two years ago, when he had five deaf and hard-of-hearing students along with 12 hearing students, that he instituted a change in his teaching style.



Mike Adams discusses the program with visitors.

During that busy time, Mike found himself teaching nine different subjects to a total of 17 students. He quickly discovered that his previous method of instructing, which had always involved reading assignments, lectures, and verbal explanations with few demonstrations, was going to need some adjustments in order to accommodate the increased enrollment of deaf and hard-of-hearing students. Knowing that the class material needed to be more visual in order to improve clarity, he adapted to the situation easily.

The class lectures became more picture oriented, and he often used the blackboard. Demonstrations increased greatly and now projects are done using step-by-step samples of the work to be completed. The most interesting outcome is that the alterations also benefited hearing students, making the entire class curriculum more easily understood for them as well as their deaf and hard-of-hearing classmates. They all found that the drawings, step-by-step demonstrations, and work samples communicated the concepts of Dental Laboratory Technology much more clearly than the previous method involving only verbal explanations.



Student Julianne Benson (now a graduate) works on her project in the dental lab.

Though it may sound like more work, Mike asserts that his shift in style occurred smoothly and easily and felt natural from the start. Using a more visual approach to instructing actually helped him to organize the entire course differently, lessened confusion, and allowed him more available time to work on a one-on-one basis with all the class members.

Mike feels that teaching any new information would be almost impossible without an interpreter, but he also learned that the deaf and hard-of-hearing students appreciated his own efforts to explain things to them directly. They would often request that the interpreter stand back so that Mike could learn to demonstrate exactly what he wanted himself without always having to rely on the interpreter. Having this experience while in training also helped to prepare the students to join the work force, where the availability of an interpreter will be much less than during the training situation.

Another very positive outcome was the increased interaction between deaf, hard-of-hearing, and hearing students. Just as the deaf and hard-of-hearing students were eager for Mike to learn a bit

of their language, they also encouraged their classmates to learn. Friendships developed and soon all members of the class were working together successfully.

Mike personally feels that the deaf and hard-of-hearing students he has encountered in the Dental Laboratory program are "very focused on their education." Two dental laboratories that Mike is often in contact with obviously share his views on the ease of working with people who are deaf and hard of hearing and their professional focus. AlBensi Laboratories in North Huntingdon, PA and Beres & Hughes Laboratory in Clearfield, PA actively recruit deaf and hard-of-hearing employees. Both have hired graduates of CTI and have been pleased with their work and professionalism.

Another very positive outcome was the increased interaction between deaf, hard-of-hearing, and hearing students.

In all, Mike feels his experience instructing deaf and hard-of-hearing students has been positive and beneficial to his overall teaching style, and he welcomes the opportunity to do so again. His advice to any instructor faced with deaf and hard-of-hearing students for the first time: "Just relax. Of course it is an unknown to people, so they feel afraid. There is nothing to be afraid of. Especially with an interpreting staff, it will work out great."

Dawn Stickler is an interpreter at the Hiram G. Andrews Center, NETAC's Pennsylvania site.

NETAC English Literacy, ASL/ESL conference a great success!

Hartford, Connecticut was the site of a very successful conference, "English Literacy, ASL/ESL: Proven Techniques and Strategies with Postsecondary Students who are Deaf and Hard of Hearing," October 28-29, 1999. The audience consisted of largely faculty members and tutors who teach English, reading, writing, developmental English, ESL classes, GED programs, and college preparation classes.

Sponsored by NETAC and facilitated by Northwestern Connecticut Community College, home of the Connecticut NETAC site office, plenary speakers were Dr. Connie Mayer and Dr. Sue Livingston, well known in the field of language and literacy development of students who are deaf and hard of hearing. Along with a wealth of experts presenting best practices, models, and practical ideas, the conference also featured a student panel and a panel of faculty members eager to share their perspectives.

On the evening of the first day, Sprint sponsored an engaging performance by the Little Theatre of the Deaf, a small group of actors from the National Theatre of the Deaf.

The Hartford Hilton was abuzz with professionals sharing ideas and enthusiasm. Comments such as "This is fantastic, we should have done this long ago," were heard on more than one occasion over the two-day event. Many participants left Hartford with a sense of renewal and an eagerness to try out some of those models and practical ideas.

Photo Gallery



Small group discussions at the well attended PA/NETAC statewide conference, September 15, 1999.



Diane Magee, E.C. Drury School for the Deaf, Ontario, presents at the English Literacy Conference, October 28-29, 1999.



Students share their experiences at a panel discussion moderated by Jane Nunes, NETAC site coordinator for Massachusetts, at the English Literacy Conference, October 28-29, 1999.

C-Print training for year 2000 (as of January 2000)



February 2000

Maine

March 2000

Bristol Community College,
Fall River, MA

Camden County College, Blackwood, NJ

April 24-28, 2000

Hiram G. Andrews Center, Johnstown, PA

May 22-26, 2000

Northwestern Connecticut Community College, Winsted, CT

June 5-8, 2000

Train-the-Trainer Workshop - by invitation only
Rochester Institute of Technology, Rochester, NY

July 17-21, 2000

Rochester Institute of Technology, Rochester, NY

For more information, contact Pam Francis, C-Print Training Coordinator, 716-475-6019 (voice/TTY), 716-475-7660 (fax), or via email at PGGNCP@rit.edu. Updates to the training schedule can be found on the NETAC Web site at <http://netac.rit.edu/c-print.html>.

"Access" package a hit in the Northeast!

"Access: How to Best Serve Postsecondary Students who are Hard of Hearing," has been well received in Massachusetts and Maine. You may recall that these training materials were developed as a result of a collaborative effort between NETAC and Self Help for Hard of Hearing People, Inc. (SHHH) to increase awareness and sensitivity on the part of service providers regarding the unique needs of students who are hard of hearing.

This past fall, "Access" was presented to several enthusiastic audiences—postsecondary administrators, office of disability support coordinators, audiologists, speech pathologists, and interpreters, including persons who are hard of hearing—at Bates College, Lewiston, Maine, and at Northeastern University, Boston.

The Northeastern program attracted participants from institutions that typically are not represented at other trainings. Participants commented that, "Advocacy to students that I come in contact with will change as a result of the knowledge [gained at this workshop]," and "A lot of the materials were eye opening for me."

Despite a snow storm, 25 participants attended the Maine presentation at Bates College. Highlights included a panel of disability coordinators describing their roles in selecting assistive listening devices (ALDs) and a demonstration of the latest high tech ALDS.

"Access" will be presented again in Maryland on May 25, in New Jersey on June 1, and in Rhode Island on March 16. If you are interested in having an "Access" workshop at your institution, contact your state site coordinator or the NETAC central office.

NETAC's Professional Internship Program – all you need to do is contact us!

Do you wish there was a way to cover expenses for a professional development trip to a college in Massachusetts to learn more about their retention strategies and see if they might be applied on your campus?

Did you ever think how nice it would be to be able to meet with Jane Doe in Delaware who is knowledgeable about testing and accommodations for students who are deaf or hard of hearing?



What about getting together with that person you met at a conference last year from a college two states away to gather more information about how interpreting services are managed at their institution?

These are just a few of the professional development possibilities available to you through NETAC's Professional Internship Program. We'll pay your travel expenses and provide you with a stipend for housing and meals.

Potential interns should be from the NETAC region and should be able to demonstrate the potential for practically applying what they learn during their internship back at their home institution to better serve students who are deaf or hard of hearing. NETAC and the applicant's home institution draw up an agreement outlining the internship before the applicant is accepted.

After completing the internship, the intern will furnish NETAC with an evaluation of the experience, and six months later, the intern must submit a follow-up impact report.

It's that simple! Contact the NETAC central office or visit our web site at <http://netac.rit.edu/internship.html> for more information.

At a glance.... Upcoming national and regional events

Date	Location
March 16 Teleconference "Providing Real-Time Captioning, C-Print Speech-to-Print Transcription, Assistive Listening Devices and Other Technologies"	Various locations nationwide
April 5-8 Innovation in Education: PEPNet 2000	Denver
April 14-15 Student Leadership Training	Rochester
June 7-9 "Focus on success: Enhancing persistence of postsecondary students who are deaf or hard of hearing"	Rochester



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