

# NETAC networks

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

May 1999

## NETAC offers training materials on "Access: How to Best Serve Postsecondary Students who are Hard of Hearing"

When it comes to the provision of support services, students who are hard of hearing often are lumped together with and given the same services as deaf students. Doing so, however, does a great disservice to those who are hard of hearing and often prevents them from reaching their full academic potential.

Nationwide, more than 26 million people have a hearing loss, and 95% of them are hard of hearing. Despite this high percentage, hard-of-hearing students are an underserved population. One of the reasons is a lack of awareness and sensitivity on the part of service providers regarding the unique needs of these students.

In response to the need for more information specific to this population, over the past year the NETAC central office and Brenda Battat, Acting Executive Director of Self Help for Hard of Hearing People, Inc. (SHHH) and featured *NETAC Networks* columnist, have been collaborating on a hard-of-hearing training package. The package has three components: an interactive presentation, sensitivity exercises that include hands-on use of assistive listening devices (ALDs), and a student/graduate panel discussion.

Emphasis is given in the areas of understanding the differing needs of hard-of-hearing students, understanding hearing loss and its impact on education, identifying hard-of-hearing students, and developing an awareness of specific accommodations and what they can and can't do to increase access for these students. Empowering students who are hard of hearing to share the responsibility for getting the services they need, the Americans with Disabilities Act (ADA) requirements, and effective communication strategies in the classroom are also discussed.

The sensitivity exercises actively involve participants. Audience members wear sound maskers while listening to an audiotape and attempt to repeat what they hear as it is presented at various levels of hearing loss. They experience what it is like to hear partially as they struggle to understand the spoken words. ALDs such as FM and infrared systems and audio induction loops are demonstrated, and participants have the opportunity to use each system to see how it works.

The student and graduate panel gives participants a chance to learn about students' experiences firsthand and to ask them questions. Hard-of-hearing students discuss their academic experiences,



NETAC site coordinators Kimberley Turner (DC, left), Tracey pConnolly (Delaware, center), and Eloina Rodriguez (Puerto Rico) try out ALDs.

equipment and services that they used for communication access, levels of support received from faculty members, and their level of knowledge about communication equipment and services prior to being admitted

to the institution. The panel discussion ties together the first and second parts of the training package.

"Access: How to Best Serve Postsecondary Students who are Hard of Hearing" was presented to the NETAC site coordinators at their April meeting and was enthusiastically received. NETAC would be happy to present "Access" at your institution, and it can be easily tailored to your specific needs. For additional information, contact your state site coordinator or the NETAC central office.



Brenda Battat demonstrates the visual/audio alert smoke detector.

Mark your calendars for the

PEPNet 2000 Conference  
"Innovation in Education"

April 5-8, 2000  
Denver, Colorado

More details to follow in our  
fall newsletter!

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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



Spring has finally arrived, and for those of us in NETAC's wintry regions, not a moment too soon! And with spring comes a renewed sense of energy and purpose as we continue working on current projects and begin some exciting new ones.

One of the areas that NETAC has focused on this year is proprietary schools—those less-than-two-year, certificate-granting programs—that exist in the NETAC region. At the spring site coordinators' meeting in Johnstown, we gathered information about proprietary schools in our respective states that have enrolled or are currently enrolling students who are deaf or hard of hearing. This information is one means for us to increase access to the variety of proprietary programs that exist in our region. This summer NETAC staff members will compile that information into a publication to help identify and, hopefully, increase awareness and enrollment at these institutions.

A second project in the works is a training package being developed jointly by NETAC and Self Help for Hard of Hearing People, Inc. (SHHH). The package focuses on individuals involved in educat-

ing postsecondary level students who are hard of hearing such as faculty, staff, and other individuals in disability support services. It looks at issues related to students who are hard of hearing, offers strategies to improve access for these students, and provides "hands-on" experiences with assistive listening devices often used by hard-of-hearing students. This package will be completed by June 1999 and will be available through NETAC.

The NETAC office has been busy these past few months enhancing our reporting strategies through our new database; continuing work on the C-Print project; developing several workshops, including the fall 1999 conference on English Language Literacy (see page 6 for more information); and working on more National Task Force reports (Interpreting, Campus Life, and Real-Time Speech-to-Print) and additional Teacher Tipsheets.

As always, please contact the NETAC office if you'd like information about any of these projects.



Photo by Joseph M. Sharp

Maureen Brady, lead interpreter at Camden County College, leads the discussion at the "Let's Talk Notetaking: a Team Approach" workshop April 2, 1999.

## Photo gallery

Josie Durkow, left, NETAC site coordinator for New Jersey, Kathy Earp, center, program specialist, Center for the Deaf and Hard of Hearing, and Maureen Brady, all from Camden County College, at the "Let's Talk Notetaking" workshop, April 2.



Photo by Joseph M. Sharp

## Upcoming events by state\*

### MARYLAND

- Video Relay Interpreting (VRI) system trials, now through July 16, 1999. Maryland Relay users can go to one of seven locations to make free calls (domestic and international) through the VRI system. The State of Maryland contracts with Sprint, L.P. to provide both regular Relay Services and VRI trials. Feedback from VRI users will help determine the demand for this service in Maryland. Most sites are open Monday, Wednesday, and Friday from 9 a.m. to 5 p.m., and Tuesday and Thursday from noon to 8 p.m., but hours are subject to change, so it is best to call ahead to confirm. VRI trial locations:
  - Christ United Methodist Church for the Deaf, 1040 Beechfield Ave., Baltimore, 410-455-9118 voice/TTY, contact: Peggy Johnson
  - Hearing and Speech Agency, 2220 St. Paul St., Baltimore, 410-243-3800 voice, 410-243-1275 TTY, closed Thursdays 5-8 p.m., contact: Tina Montgomery
  - Maryland Rehabilitation Center (MRC), 2301 Argonne Drive, Baltimore, 410-554-9155 voice/TTY, contact: Brenda Isenock
  - Developmental Services Group (DSG), 6355 Woodside Court, Columbia, 410-381-7171 voice, 410-381-4751 TTY
  - Deaf Independent Living Association (DILA), 110 Baptist Street, Salisbury, 410-742-5052 voice/TTY, contact: Howard Leonard
  - National Association of the Deaf (NAD), 814 Thayer Ave., Silver Spring, 301-587-1788 voice, 301-587-1789 TTY, closed Tuesday and Thursday 5-8 p.m., contact: Nancy Rarus
  - Birnbaum Interpreting Service (BIS), 8555 16th Street, Suite 300, Silver Spring, 301-587-8885 voice/TTY, contact: Mike O'Donnell.
- For more information, call the Maryland Relay customer service at 1-800-552-7724 voice/TTY, or visit their web site at [www.mdrelay.org](http://www.mdrelay.org).
- NETAC/Maryland Statewide Consortium Meeting, May 1999, at The Catonsville Campus of The Community College of Baltimore County (CCBC). For more information, contact Florence Cooney at 410-455-4369 (voice), 410-455-4553 (TTY), or via email at [AAFC@catmus.cat.cc.md.us](mailto:AAFC@catmus.cat.cc.md.us).
- Interpreting for Deaf/Blind Individuals, summer 1999, co-sponsored by NETAC/Maryland and the Maryland Rehabilitation Center. For more information, contact Florence Cooney.
- C-Print Training, tentative for fall 1999 at CCBC Catonsville. For more information, contact Florence Cooney.
- Voyage to Your Future, a career awareness program for students who are deaf or hard of hearing and their parents, fall 1999, 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.

### MASSACHUSETTS

- The Northeastern University Interpreter Education Project, Gallaudet University Regional Center at Northern Essex Community College, and the Postsecondary Education Programs Network (PEPNet) are collaborating to sponsor the 1999 National Educational Interpreters Conference (NEIC), July 31-August 1, Northeastern University, Boston, just prior to the RID Convention August 2-7 at the Boston Park Plaza Hotel. See page 8 of this newsletter for details. For more information and registration materials, please contact the Gallaudet University Regional Center, Northern Essex Community College, Elliott Way,

Haverhill, MA 01830, 978-556-3701 (TTY/voice), 978-556-3125 (fax), or through email at [gurc.necc@gallaudet.edu](mailto:gurc.necc@gallaudet.edu).

### NEW YORK

- The NY NETAC Site Coordinator will be making onsite visits at postsecondary institutions, including proprietary schools. For a site visit to your program, please contact Lori Stambler at 718-482-5353 (TTY), or 718-482-5324 (voice), or through email at [nynetac@lagcc.cuny.edu](mailto:nynetac@lagcc.cuny.edu).
- Upcoming training workshops will include technical assistance on topics such as C-Print and accommodating deaf and hard-of-hearing students, exact dates and locations TBA. For more information, contact Lori Stambler
- The Multicultural Manual, which reflects guidelines at the City University of New York-LaGuardia Community College's Program for Deaf Adults, will be ready by early spring. For more information, contact Lori Stambler.

### PENNSYLVANIA

- "Working Toward Work," a transition program for high school juniors, seniors, or recent graduates who are deaf, presented by Ed Faver of the Lexington Center, Inc., June 20-25, 1999, Hiram G. Andrews Center, Johnstown. This program is a career exploration and job expectation workshop geared for students who most likely will not go to college, but who may attend a technical school or go directly to work. For more information, contact Ed Faver at 609-396-3433 (voice) or Lori Hutchison.
- "Make the Grade," a mainstream transition program for college-bound students with any disability, June 1999, Greensburg Campus of the University of Pittsburgh. For more information, contact Marcie Roberts, 412-648-7890 (voice/TTY) or through email at [microbts+@pitt.edu](mailto:microbts+@pitt.edu).
- "Make the Grade," a NETAC-sponsored transition program for college-bound students who are deaf or hard of hearing, July 12-15, 1999, Ambler Campus of Temple University. For more information, contact Dorothy Cebula, 215-204-1280 (voice), 215-204-1786 (TTY) or through email at [cebuladm@vm.temple.edu](mailto:cebuladm@vm.temple.edu), or contact Marcie Roberts at the above address.
- Pennsylvania Educators of Students who are Deaf or Hard of Hearing (PESDHH) annual convocation, August 4-6, 1999. Additional details TBA. For more information, contact Anita Iurlano, 412-961-0294, x221 (voice) or through email at [iurlano@wisc.org](mailto:iurlano@wisc.org).

### VERMONT

- "Voyage to Your Future," a career awareness program for students who are deaf and hard of hearing and their parents, fall 1999. Details TBA. For more information, contact Rita Straubhaar, 802-985-3404 TTY, or through email at [Rstraubh@aol.com](mailto:Rstraubh@aol.com).

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



### What is an FM system anyway?

by Brenda Battat

FM is a very effective access solution in the classroom for students who are hard of hearing. However, few people in postsecondary institutions who might provide or use an FM system understand what it is and what it does.

FM is one type of assistive listening device that can be used with or without hearing aids to help hard-of-hearing people hear better. The other types of devices are infrared and audioloop. All three work well and are wireless. FM is particularly suitable in a classroom because of its portability and ease of use for everyone—student, teacher, and other members of the class.

FM stands for frequency modulation. It works by broadcasting speech via radio waves on 72-76MHz or 216-217MHz bandwidths. The FM system has three components: a microphone, a transmitter, and a receiver. The speaker clips onto a lapel microphone and has a cord that goes to a battery-operated transmitter, about the size of a cigarette pack, that can be worn on a belt or in a pocket.

Each hard-of-hearing student in the class needs a receiver, which is about the same size as the transmitter and picks up the microphone transmission via an attachment to the ear or hearing aid. If the student uses hearing aids, then a neck loop would be the most appropriate attachment. A loop of wire worn around the neck and plugged into the receiver, the neck loop creates an electromagnetic field that is picked up inductively by the hearing aid telecoil. For a student who does not use a hearing aid, the receiver can be attached to the ear via headphones or earbuds.

One challenge with assistive listening devices in the classroom is that users only hear what is spoken into the microphone. As a result, the hard-of-hearing student will not hear questions, comments, or discussion from classmates. To overcome this, separate portable microphones or a conference microphone placed on a table can be provided for use by others in the class.

The beauty of FM systems is that they act as “binoculars for the ears.” They overcome the factors that make listening difficult for a student with hearing loss in a classroom situation, even though the student may use a hearing aid. Background noise in the room, the effect of the distance between the student and the teacher, and poor acoustics require technology beyond a hearing aid to ensure a student’s full participation in the class. The FM brings the sound of



Brenda Battat

the speaker’s voice directly into the student’s ear, thus making it more intelligible.

FM systems are flexible. They can be used indoors and outdoors. On field trips, for example, FM signals cover several hundred feet and pass through physical obstructions such as walls, so the student won’t miss what’s being said while out of the room. FM systems have the capability of multi-frequencies that allow for use by different groups within the same area. The one drawback is that FM may be subjected to interference from other electronic devices. However, selecting an alternate channel can often eliminate the interference.

For best results the student should make a point to show the FM system to the faculty member before the semester starts. Meeting ahead of time will ensure that the faculty member is aware that a hard-of-hearing student is in the class, and the student can show the faculty member how the FM system works and how it is used. This way they are both comfortable with the device before the semester starts.

FM systems come under the category of auxiliary aids and services according to the Americans with Disabilities Act. If a student requests this type of accommodation, the school should make every effort to provide it free of charge. Some schools have audiology and speech pathology departments that loan FM systems to students for a semester or as needed. Other schools purchase the equipment and have it available through the disability services office.

Personal FM devices generally range in price from \$500 to \$1,200. They can be found in catalogs of companies that manufacture and distribute assistive technology for people with hearing loss. If the student is eligible for vocational rehabilitation (VR) services, the equipment might be provided through that service, but students must plan in advance to establish a case file with VR in order to get the equipment in time for the beginning of the class.

FM systems are a great way for many students who are hard of hearing to hear in class. More people should try them out!

*Brenda Battat is Acting Executive Director of Self Help for Hard of Hearing People, Inc. (SHHH), a national educational organization of and for people who are hard of hearing. The address is: SHHH, 7910 Woodmont Avenue, Suite 1200, Bethesda, MD 20814; 301-657-2248 voice; 301-657-2249 TTY; 301-913-9413 fax; Web <http://www.shhh.org>.*

### Hiram G. Andrews Center’s Watch Repair Program

When you think about all the watches and clocks in the world around us, it’s not surprising that the Hiram G. Andrews Center (HGA) Watch Repair Program has an 84% graduate placement rate.

The HGA program, one of only 10 watch repair programs nationwide, is a 20-month program leading to a Diploma. Students learn basic skills for disassembling, cleaning, jewel replacing, hairspring tuning, and reassembling clocks, watches, and antique, electric, electronic, and quartz movements. The program prepares graduates to work in jewelry or department stores, watch and clock factories, electronics and instrument repair shops, or to be self employed. Necessary skills include good vision and manual dexterity to work with such tiny components.

Deaf and hearing students alike have graduated from this program, says faculty member Harry Hinzy, who works side by side with an interpreter. In addition to an interpreter, sound-oriented equipment was adapted to give the user a vibrating signal.

If you would like more information about this or other programs offered at HGA, contact Lori Hutchison at 814-255-8275 (temporarily voice only) or through email at [lorihut+@pitt.edu](mailto:lorihut+@pitt.edu).



*Using a high-powered microscope projected on a TV screen, faculty member Harry Hinzy demonstrates the inner workings of a watch.*

### Back to basics

by Jane Jarrow

Over the years, I have done a lot of faculty in-service training on postsecondary campuses. In the early days, I used to concentrate on explaining how various disabilities might impact on the learning environment and making sure faculty understood that making accommodations was educationally appropriate. In that regard, I spoke about how hearing loss affects the ability to process information presented auditorily. Often the impact is not only on the loudness of the presentation, but also on the comprehension of that information. I gave examples. I used simulation exercises to make the point.

In recent years, I have gotten away from presenting information about hearing loss. These days when I'm visiting a campus, they want to know about the ADA, not about the auditory nerve; their questions are about legal responsibilities, not functional limitations. But lately I have the feeling it's time we got back to basics. All the legal protection provided by federal mandates won't do much good if the public loses sight of *what* we are fighting for, rather than *why* we are fighting for it.

I am amazed when I hear statements from people (who should know better!) that suggest the possibility of withholding accommodations from a student with a hearing loss who "refuses to wear a hearing aid" or "whose hearing can be brought within normal limits with a hearing aid." Such statements seem to suggest that some students with significant hearing losses are either malingering or "playing the system" in requesting accommodations that they wouldn't need if they would simply take some responsibility for their own accommodation. More to the point, such statements suggest a basic lack of understanding about hearing loss and its impact on communication. All right then, back to basics.

#### For the record:

1. Putting a hearing aid on someone with a hearing loss is *not* like putting glasses on someone with a visual loss. We speak about vision as being "corrected to normal." We don't have the ability to "correct to normal" for someone with a sensorineural hearing loss because the problem is not with the components of the sense organ (eye v. ear) that processes the input, but with the nerve that carries that processed information to the brain. In fact, putting a hearing aid on someone with a hearing loss is like handing a magnifying glass to someone with a visual loss. It makes things bigger. In this case, it makes sound louder. It does *not* make it any clearer.

2. Hearing aids make *all* sound louder—not just the sound you want to be made louder. The student with a hearing loss who sits in class with a hearing aid will, indeed, hear the instructor's voice more loudly. But the hearing aid will also amplify the sound of coughing from the student sitting in front with a bad case of bronchitis, and the sound of the student sitting behind who is rifling through his book bag looking for his assignment, and the sound of the ventilation system when it starts up. Hearing aids are not selective.

3. The auditory system of the individual without a hearing loss has an innate ability to inhibit auditory stimuli that is not important to the context in order to better allow the ear to process information that *is* important. The informal name for this used to be the Cocktail Party Effect (lo, those many years ago, when I was in college!). When you are in a crowded room trying to hold a one-to-one conversation with someone in the midst of a great deal of noise and distraction, your central nervous system allows you to concentrate on the person you are speaking with by relegating those other sources of sound to

a secondary level of importance. Along with hearing loss often comes loss of ability to make these automatic adjustments. Going back to the student in the classroom then, those extraneous sounds in the environment will not only be amplified but will assume greater significance in the student's auditory field than they would for someone without a hearing aid.

4. As long as we are discussing consequences, let's talk about fatigue. When was the last time you grabbed the remote control and turned up the volume on your TV set? Now, unless the volume control had been on "mute," presumably you could hear something. Why turn up the volume? Because it's too tiring to have to strain to hear for very long. So, you crank up the volume and sit back and relax. But for the individual with a hearing loss, the *best* that the hearing aid can provide in amplification may still leave that individual working much harder to concentrate on the auditory feed than someone without a loss.

5. Individuals who experience significant hearing loss can often increase their understanding of communication dramatically by paying close attention to context, facial expression, lipreading cues, and so on. We all do a certain amount of unconscious lipreading. We have all seen a sports event on national TV when the camera picked up a shot of someone on the sidelines saying something that *shouldn't* be said on national TV. You can't hear the words, but you know what has been said. Lipreading and visual cues can greatly enhance understanding—but only if you are looking at the sound source. Looking at the prof's back as he/she writes on the chalkboard doesn't provide much assistance in understanding what is said. Looking at the speaker output on the VCR playback machine doesn't provide any visual cues as to what the narrator of that videotape is saying. Looking at the instructor doesn't help you to better interpret the words of the classmate sitting three rows behind you. *And you cannot look down at your notes to write at the same time you are looking at the source of sound.*

6. While lipreading can help someone to better understand what is being said, it is not a substitute for hearing. Only about 30% of the sounds in the English language can be clearly distinguished through lipreading. Moreover, while you may be able to fill in much more using all those other cues, you cannot lipread a word you do not know. The reason students attend postsecondary classes is to learn things they did not know before they went to class!

My apologies to any audiologists out there reading this article. I have explained all this in a highly oversimplified way, and I'm sure I have missed a number of significant points. But maybe we need to start with the simple explanations for faculty on our campuses. They need to understand that the accommodations requested by students with hearing loss—whether it be use of an FM unit, or an interpreter, or realtime captioning, or a notetaker—are not requested as "perks." The accommodations are not luxuries, they are necessities if the student is to have equal access to the educational opportunities presented. Let's start with that basic premise and talk about the legalities from there!

*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 16 years.*

## Supplemental Instruction Program at LaGuardia Community College's Program for Deaf Adults

by Sue Livingston

The Supplemental Instruction Program (SI) at LaGuardia offers deaf students academic support for courses that have been traditionally "high risk" for them. These are courses that students have either typically failed, dropped out of, or did not do well in.

Our program is modeled after the nationally recognized SI program for hearing students that originated at the University of Missouri-Kansas City and has since spread to over 60 community colleges. SI leaders, either deaf peers who have successfully completed a particular course or deaf community members with knowledge that can be applied to a particular course, attend class sessions with students, take notes, and organize at least two out-of-class study group sessions.

They are trained by an SI supervisor to view themselves as facilitators, as opposed to tutors, and are taught how to encourage student collaboration as well as how to model effective learning strategies. They use the course texts, lecture notes, supplementary readings, and examples of former tests as the bases for instruction. We have Biology, Statistics, Accounting, Basic Math I and II and English 101 with SI, and while our results are not statistical due to the small numbers of students taking each course, students who apply themselves, do all required work, and attend SI sessions regularly receive grades of A, B, and C. More important, however, is the fact that the students themselves make sure they are registered for SI sessions and literally beg to have more SI courses.

LaGuardia Community College's Program for Deaf Adults (PDA) is the only program for the deaf that uses SI with its student population. For more information in reference to the modeling approach of Supplemental Instruction in the postsecondary classroom environment, contact the Program for Deaf Adults at 718-482-5324 (voice/TTY).

*Dr. Sue Livingston is a Full Professor in the English Department at LaGuardia Community College.*

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## The New England Dialogue is available

The *New England Dialogue*, the biannual newsletter of the Northeastern University Interpreter Education Project, is available both on the web ([www.dac.neu.edu/nuiep](http://www.dac.neu.edu/nuiep)) and in hard copy. If you would like to receive the newsletter in print, please contact Lillian Garcia at 617-373-4302 TTY, 617-373-2463 voice, or through email at [lmgarcia@lynx.neu.edu](mailto:lmgarcia@lynx.neu.edu).

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## NETAC has a new Web address

Charley L. Tiggs, NETAC's Project Field Specialist, has been busy making behind-the-scenes improvements to our Web site. As a result, we have a new URL: [www.netac.rit.edu](http://www.netac.rit.edu).

## NETAC to sponsor conference, "English Literacy: Proven Techniques and Strategies with Postsecondary Students who are Deaf or Hard of Hearing"

If you're interested in exploring literacy issues and finding effective classroom strategies with postsecondary students who are deaf or hard of hearing, this October 28-29 conference is for you!

Designed for faculty members or tutors who teach English, reading, writing, developmental English, ESL classes, GED programs, or college preparation classes, the conference features experts in the field from across North America who offer their best practices—grassroots techniques and practical ideas that work.

This conference is sponsored by NETAC and facilitated by Northwestern Connecticut Community-Technical College. It will take place at the Hilton Hartford Hotel in downtown Hartford, CT, from noon on Thursday, October 28 until 4 p.m. on Friday, October 29. Hotel rooms for \$89 are limited; early reservations are encouraged. Please contact the hotel directly (860-728-5151 voice), and at the time of reservation, inform the hotel if you need a deaf access kit during your stay.

For additional information, contact Elaine Taylor at 860-738-6380 (voice/TTY), [NW\\_NETAC@commnet.edu](mailto:NW_NETAC@commnet.edu), or NETAC at 716-475-6433 (voice/TTY), [NETAC@rit.edu](mailto:NETAC@rit.edu), or [www.netac.rit.edu](http://www.netac.rit.edu).

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## Photo Gallery



Photo by Gary Samson, Instruc. Services, Dimond Library, UNH

Deaf professional Claire Bidrine talks to students at the "Passport to the Future" career awareness program April 9-10 at the NH Technical Institute, Concord.



Photo by Gary Samson, Instruc. Services, Dimond Library, UNH

Students participating in the April "Passport to the Future" program sketch their life maps.

## NETAC in New Hampshire

by Cate Weir

When one ponders the effect the Northeast Technical Assistance Center (NETAC) has had on the state of New Hampshire since its inception here, hands-on, responsive assistance and proactive leadership come to mind.

NETAC/NH is located at the University of New Hampshire as part of the University Affiliated Program, The Institute on Disability. It has been providing technical assistance to postsecondary institutions within the state since May 1997. As a state without any specific college-based programs for college students who are deaf or hard of hearing, NETAC filled a need as a resource to all colleges within the state that supported students who were deaf or hard of hearing. This has been a powerful alliance to the postsecondary educational community and to the students it serves.

In the past, students may have felt that they needed to attend a college out of state to receive appropriate services. Now, any college in the state has a responsive resource when any questions arise. In addition to case-specific technical assistance, the project has provided more general assistance to college staff and faculty throughout the state in the form of trainings on such topics as C-Print, Legal Issues, Appropriate Accommodations, and Effective Pedagogy.

In another aspect of its role, the presence of NETAC in New Hampshire has provided an organizing force for the organizations within the state that serve people who are deaf or hard of hearing.



Cate Weir

NETAC has worked closely on several initiatives with the Division of Vocational Rehabilitation, the Department of Education, Assistive Services to Schools for Education, Technology and Training (ASSETT), which serves NH students with sensory impairments, as well as Granite State Independent Living. Together this collection of organizations, joined by a common interest in individuals who are deaf or hard of hearing, has met around issues of importance to the deaf community. In so doing it has taken advantage of the resources of each organization to the benefit of the deaf community in New

Hampshire.

NETAC's presence in New Hampshire has meant three important things: that all colleges in New Hampshire feel better equipped to work with students who are deaf or hard of hearing; that there is a responsive, knowledgeable technical assistance site with knowledge of the issues of this state; and that a partner exists who can assist in projects that serve the deaf and hard-of-hearing community.

As the mission of this important project continues to unfold, New Hampshire citizens who are deaf or hard of hearing will be provided with more and varied opportunities to pursue higher education within their own state.

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

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## LaGuardia Community College's Program for Deaf Adults

by Lori Stambler

At the City of University of New York (CUNY)-LaGuardia Community College, the Program for Deaf Adults (PDA) experiences the challenge of providing educational services for deaf, ASL and interpreter students in seven areas.

The PDA's credit program offers specialized course sections and support services to students. Professors with many years of experience teaching deaf students and who are fluent in American Sign Language (ASL) teach basic skills in reading, writing, and communication strategies. Intake, advisement, and registration are provided to deaf and hard-of-hearing students by the PDA. The PDA's work with the college's job placement office to develop accommodation systems for deaf and hard-of-hearing students is a federally funded project.

The PDA's continuing education program provides classes for students that range from ASL to a day-long intensive program for deaf foreigners to basic literacy, GED, and college preparation. Also, computer courses allow students to experience career development opportunities.

The Deaf Studies program within the Division of Academic Affairs prepares human services majors to work in the field with deaf and hard-of-hearing populations. After completion of the program, students continue their studies working in fields such as education, rehabilitation, counseling, and interpreting.

The Interpreter Education Certificate Program is a federally funded two-year program that prepares students to become sign



Lori Stambler

language interpreters. The program has a continuing high success rate of job placement for its students.

The CUNY Consortium Interpreter Education program is a federally funded regional program that offers specialized seminars, workshops, and on-going labs to maintain or upgrade the skills and knowledge of working interpreters within New York, New Jersey, Puerto Rico, and the Virgin Islands.

The Institute of Sign Language Interpretation prepares interpreters to take the written and performance tests for national certification by the Registry of Interpreters for the Deaf (RID). The Institute provides workshops, study resources, and laboratory facilities. As a result, a large number of interpreters obtain national RID certification.

A CUNY-wide service known as the Regional Support Services Center (RSSC) provides interpreting, notetaking, and tutoring services for deaf and hard-of-hearing students who are currently enrolled in 15 of the 19 CUNY colleges.

LaGuardia offers a variety of specialized courses and support services for its deaf and hard-of-hearing students as well as for students majoring in interpreting and professional interpreters.

*Lori Stambler is the NETAC site coordinator for the state of New York.*

# National Educational Interpreters Conference, "Our Changing Classrooms: Diversity, Technology, and Interpreters"

by Jane Nunes, Kathy Vesey, and Cathy Cogen

The Northeastern University Interpreter Education Project, Gallaudet University Regional Center at Northern Essex Community College, and the Postsecondary Education Programs Network (PEPNet) are collaborating to sponsor the 1999 National Educational Interpreters Conference (NEIC). The conference will be held at Northeastern University, Boston, on Saturday and Sunday, July 31 and August 1, just prior to the RID Convention August 2-7 at the Boston Park Plaza Hotel. Northeastern University is a short ride from the Park Plaza by "T."

This year's NEIC, the third annual national gathering of educational interpreters, will offer two tracks, one for interpreters working in K-12 settings and the other for those working in postsecondary educational institutions. Presentations and skill development workshops will be geared toward discussion of current and upcoming technologies and demographic trends in educational settings.

The keynote speaker will be Nancy Frishberg, author of *Interpreting: An Introduction* and Executive Director of the New Media Centers, a non-profit consortium of higher education institutions and corporations promoting teaching and learning using new media technology and techniques. Frishberg's dissertation work on historical

changes in ASL signs, as well as her widely read book, have contributed to the development of the fields of sign language studies and interpreter education. Her current research interests include user interfaces for interactive media, linguistic structure of sign languages, and human-computer interfaces for sign languages and sign language users.

Registration is \$85 before June 30, 1999; after July 1, \$105. RID CEUs and ACET credits will be available at an additional charge of \$10. RID Convention room rates at the Boston Park Plaza are available July 29-August 8, 1999 (\$129/single/double).

For more information and registration materials, please contact the Gallaudet University Regional Center, Northern Essex Community College, Elliott Way, Haverhill, MA 01830, 978-556-3701 (TTY/voice), 978-556-3125 (fax), or through email at [gurc.necc@gallaudet.edu](mailto:gurc.necc@gallaudet.edu).

*Jane Nunes is the Massachusetts NETAC site coordinator, Kathy Vesey is Director of the Gallaudet University Regional Center, and Cathy Cogen is with the Northeastern University Interpreter Education Project.*



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# R·I·T

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