

INTERPRETING/DEAFNESS INFORMATION FOR INSTRUCTORS

The first week of class the student should deliver a “**Confidential Letter to Instructors**” authorizing accommodations. This letter will list the approved accommodations. If you have any questions about this confidential letter, please contact Lydia Hannawi, DSS Coordinator 486-3020, lhannawi@alamo.edu, or Lydia Trevino 486-3020, Student Success Specialist III ltrevino1@alamo.edu. This information is also on the **DSS Web Page** <http://www.alamo.edu/pac/dss>

Like all students, Deaf/Hard of Hearing (D/HH) students are required to satisfy the essential functions of the class; however, they may do it in a different way. Students may be approved for accommodations under ADA or section 504 of the Rehab Act of 1973 and 1990 revisions. These may include: *Peer Note Takers* to share their notes, *Preferred Seating* so they can see the interpreters, *Extended Test Time*, a *Non-Distracting Testing Room*, *Interpreters during testing* when appropriate, *oral testing* through the interpreter rather than a written test, etc. The confidential letter will give you more details.

If you need to contact a student who uses a TTY (text telephone), dial 711 to contact the Texas Relay operator, then give the operator the student’s home TTY phone number (<http://www.puc.state.tx.us/relay/index.cfm>). To use Sorenson Video Relay Service (<http://www.sorensonvrs.com/>) dial 1-866-FAST-VRS (1-866-327-8877) and give the operator the student’s video phone number. DSS interpreters can provide more info about using text & video relay. DSS has a TTY, Video Phone, and Interprettype machine you may use. Email, text, or instant messaging are also good ways to contact most deaf or hard of hearing students.

Jargon, Terminology and Culture

- Which term the student prefers (hearing, hard of hearing, deaf) usually depends more on how he/she identifies themselves rather than "actual hearing loss".
- A person who is late deafened, that is, someone who lost their hearing as a teenager or adult, may call themselves a "hard of hearing" (HH) person even though their audiological status shows they have a "severely or profoundly deaf" hearing loss.
- The current nomenclature uses the capital "D" in Deaf to show a person, who is culturally Deaf, probably someone who is severely or profoundly deaf, learned American Sign Language (ASL) as a child or teenager, was lucky enough to go to a school where everyone used ASL fluently, is a member of the Deaf community, and supports Deaf culture. The lower case "d" indicates a person who has a hearing loss, but does not identify with the Deaf community.
- For additional information, see: *A Journey into the Deaf-World*, by Harlan L. Lane, Robert Hoffmeister, Ben Bahan; Paperback - 560 pages (May 1996); Dawn Sign Press www.dawnsign.com; ISBN: 0915035634

No Universal Sign Language

Sign language is based on the culture and spoken language of the country of origin & is not universal. Students may use: American Sign Language (ASL), Pidgin Signed English (PSE), Signed English, or Oral speechreading. Therefore the interpreter must match the D/HH student’s language usage for maximum comprehension.

Here are key points with additional information below:

- **Instructors Do Not Have to Conduct the Class any Differently** Due to the Fact there are Interpreters in the Room.

Interpreting Process:

- **After the Instructor Speaks There is a Short Delay While the Interpreter Translates the Information.**
- **Team Interpreting** – two interpreters because we interpret back to back classes. Teaming keeps our minds functioning and keeps repetitive motion injury at bay.
- **Please Give the Interpreter a Copy of the Syllabus and All Handouts.**
- **Interpreters Usually Need to Access** - Online Lecture Materials/Powerpoints/ Resources Through Blackboard Vista or Downloaded to USB Drives
- **Please Refrain From Involving Interpreters in the Class Discussion/Activities** - or Speaking Directly to the Interpreter while he/she is interpreting. They can't converse and interpret simultaneously.
- **Please Be Precise When Referring to the Board or something in the Text Book** - Top left corner, third paragraph on the right...
- **Please Give the Notetakers 2 Copies of All Handouts, For Annotation** – they can make lecture notes directly on the handouts for students.
- **Good Volunteer Peer Notetakers are Critically Important** - Deaf students can't watch the interpreter and take notes at the same time.
- **Extended Test Time, Testing Location, and Interpreters** – please see the detailed info in the attachment.
- **Classroom Seating Arrangements & Interpreter Placement** – sign language is "line of sight", so students need to see the interpreter and the board.
- **Time Required to Visually Convey Concepts & Humor** – interpreting takes a little time.
- **Please! Allow Only One Person at a Time to Speak** – if everyone speaks at once, which conversation does the interpreter sign?
- **If the Student is a "No Show", How Long Will the Interpreter Wait?** – 10-15 min
- **"I" the Interpreter or "I" the Student?** – interpreters speak what deaf/HH students sign...so "I" means the student, not the interpreter.
- **Captions in the Classroom?** Please Request a TV/VCR/DVD with Closed Captioning
- **Interpreter Code of Conduct** – please see the attachment for details.

Deaf and Hard of Hearing Students:

- **Watch the Interpreter or Do "In Class" Assignments?** – deaf/HH students can't do in class assignments if the instructor continues to lecture while the students work.
- **For Many D/HH Students English is a Second Language** – please see the attachment for details
- **English: Interpreting – Vs. – Written Skills** – please see the attachment for details
- **Not Every Student Can Speechread & What is Oral Interpreting?** – please see the attachment for details
- **Students Using an Oral Interpreter and Residual Hearing** May Not Watch the Interpreter as Diligently as a Student Using a Sign Language Interpreter.
- **It's OK to Ask the D/HH Student to Answer an "In Class" Question** – the interpreter will voice what the student signs or the student may voice for themselves.
- **Students Sometimes are Reluctant to Interrupt the Lecture to Ask Questions** - it's hard to know when to interrupt if you can't hear the flow of the conversation... interpreters are a little behind due to the few seconds it takes to process language.
- **Sometimes the Short Answer is Not Enough Explanation** – please be patient if the student asks for a more detailed explanation to make sure they understand correctly.
- **Study Guides** – help students to focus in on the important information since they are depending on someone to take notes for them.
- **Working with an Interpreter** – some students are experienced working with interpreters and some are not.
- **Some Talk, Some Don't** – some deaf/hard of hearing students may use their voice; others may choose not to talk, so the interpreter will voice.
- **Presentation Practice & Nervousness** – students get nervous when presenting in class, making the interpreting a challenge!
- **Pagers, Sidekicks, Cell Phones** – deaf/hh students follow the same rules & guidelines as hearing students.

Instructors Do Not Have to Conduct the Class Any Differently Due to the Fact There Are Interpreters in the Room.

Please excuse the interruption if the interpreter misses something or cannot hear a comment/question from the other students in the class. The interpreter or D/HH student may ask you to repeat what was said. Interpreters may be PAC staff or contracted through local interpreting agencies.

The Interpreting Process

After the Instructor Speaks There is a Short Delay While the Interpreter Translates the Information.

If you are grading on class participation, please pause a few seconds to allow the D/HH student time to see your question. It takes approx. 2-7 seconds for the interpreter to hear the sentence, mentally change from English grammar to American Sign Language grammar, and then actually sign the information. This means that a deaf student may not respond to questions as quickly as the hearing students since they do not get the information at the same time as hearing students.

Team Interpreting

Usually we have 10-15 deaf/hard of hearing students taking classes each semester, so interpreters are working back to back classes. Actually, there are a variety of reasons there may be two interpreters working as a team in your class. The interpreters will switch off who is the primary interpreter on duty every 20-30 minutes. The support interpreter continues to mentally focus on the lecture to be ready to contribute signs the primary interpreter may miss. This allows the student to have optimum access to the spoken lecture. Teaming also avoids interpreter injuries, such as, carpal tunnel, overuse syndrome, or for oral interpreters TMJ (temporomandibular joint disorder). In addition, research shows that after 30 minutes of interpreting, mental fatigue begins to compromise the interpreter's ability to preserve the integrity of the spoken message.

Please Give the Interpreter a Copy of the Syllabus and Any Handouts.

This will allow the interpreter to keep up with your lecture, have a clear understanding of the topic, and know how things are laid out on the page when you refer to specific paragraphs, tables or charts. Interpreters prepare for each lecture, and will use a copy of the text book, syllabus, and handouts to make sure they understand the lecture material enough to change the spoken English grammar to ASL grammar.

Interpreters Usually Need to Access Online Lecture Materials/Powerpoints/Resources Through Blackboard Vista or Downloaded to USB Drives

Providing PowerPoint files to the interpreters allows them to study lecture material ahead of time and research specific or technical vocabulary. Access to online materials allows interpreters to research English to ASL vocabulary translations before class to effectively convey lecture information. With the instructor's permission, interpreters can obtain access to Blackboard Vista through our district contact: Amita Mahajan, Information Technologies, 485-0445 AMAHAJAN@alamo.edu.

Please Refrain From Speaking Directly to the Interpreter or Involving Them in the Class Discussion or Activities.

The interpreters are there to facilitate communication. They are mentally processing two languages and making sure their signs are clear. Sometimes it is necessary for the interpreters, and students to talk each other to clarify a sign, or to decide how best to sign a specific concept. PAC is a wonderful inclusive campus, however; if you would like to converse with the interpreter, please do so when the interpreter won't be distracted, he/she can stay focused and "in role" as a communication facilitator. Interpreters

should not participate in the class discussions, activities, or contribute their opinions. They are in the class to facilitate communication not participate in the class as a peer. Please refrain from asking them to partner with the student, asking them how the student is doing, etc. Please do ask these questions to the student through the interpreter. If you have questions about the interpreter's role, student's performance, comprehension, learning style, etc. please ask the student, or give DSS call, and we'll be happy to clarify.

The interpreters in your class may be PAC staff, or contracted through local interpreting agencies. All interpreters at PAC are normally state or nationally certified, and follow a Code of Conduct to ensure professionalism. The interpreting process is multifaceted. Do feel free to ask any questions about how the interpreting process works.

It is Helpful to Be Precise When Referring to the Board or something in the Text Book.

Replace general terms, such as, "here", "there", "this one" or "that one" with more specific terms, such as, "on the second line" or "starting in the left corner". Instead of saying "next" when reviewing a test, please voice the item number, or paragraph number, such as, "on to number 12" or, "back to question #7". Remember the interpreter won't see what you are pointing to since he/she will have their back to the blackboard. When instructors review for a test, providing the interpreter with a blank copy of the test or review sheet is helpful.

Speak directly to the student (e.g. "Do you have...?" or "Turn to page...?"). Avoid phrasing, such as, "Ask him if he has..." or "tell her to turn to..." speak normally, as if the conversation was not facilitated by an interpreter.

Please Give the Notetakers 2 Copies of All Handouts, So They Can Annotate the Handout For the D/HH Student With Your Additional Lecture Comments and Information.

This will allow the D/HH student to relax and pay attention, knowing they will also have access to your added comments. Then the interpreters can focus on interpreting, and not worry about annotations that should be written down on the handouts.

Good Volunteer Peer Notetakers are Critically Important.

DSS is aware that finding quality notetakers is a challenge; however; it is impossible for the student to watch the interpreter, read what is written on the blackboard, and take notes all at the same time. The only way they will have access to lecture notes is asking a peer volunteer to share their notes, or ask for a copy of the instructor's notes. Without quality notes from the beginning, D/HH students have a tendency to drop the class due to limited access to the information that will be on a exam or quiz. The student will provide free carbonless paper to the notetakers.

The D/HH student will most likely ask one or two students in the classroom to be a peer notetaker to share their notes. Students should ask for two volunteers; a primary and a back up notetaker in case the primary notetaker is absent. It's a good idea to have both volunteers share their notes each day with the D/HH student to make sure important lecture material is covered. If no one volunteers, please notify the DSS office. It is also beneficial for instructors to provide PowerPoint files to students (and interpreters) if they are shown in class but not available on-line. Some D/HH students may ask the instructor to assist them to find good notetakers. Again, DSS knows it is sometimes difficult to find peer volunteers. Please refer any questions or concerns to DSS.

Extended Test Time, Testing Location, and Interpreters

Testing in a location without distracting movement and noise is a reasonable accommodation for D/HH students because they receive their information visually. Whenever they are distracted from the exam/test, they lose their train of thought and require more time to remember how they were mentally formulating their answer. People who can hear have honed the skill to filter out unimportant information. They know that the sound of approaching footsteps means someone is coming near, so ignore it and keep focused on the test, or they have a warning to move their chair out of the way, or to be prepared in case the table is bumped as the person passes. They know that it was a book that fell to the floor, or a door that was slammed, and not a gun shot. A D/HH student only knows that information by looking to see where the noise came from and how the other people nearby react. Hearing people usually prefer that their desk *not* face out into the hall because they know they will be constantly distracted and their productivity will be decreased to an unacceptable level.

Therefore, when taking test/quiz, a quiet uninterrupted testing room is reasonable to allow the D/HH student to demonstrate the knowledge they have learned without constant visual/mental distraction.

Interpreters are available to interpret test instructions and test/exam questions as long as the test questions are not evaluating the student's reading comprehension. Written English is often a non-native second language to Deaf students. English is a highly complex, idiomatic, figurative language and is often written different than it is spoken. Many words and phrases have multiple meanings, use double negatives, colloquialisms, fad phrases and slang. There are also complexities when you are translating from English to American Sign Language (ASL) and vice versa. The grammar of ASL is totally opposite of English. ASL does not use the "to be" verb, suffixes, prefixes, articles, "ing" word endings, indicate tense with "ed" or irregularly spelled verbs. English is not a "topic – comment language", does not use spatial referents, noun replication to indicate plural, facial expression to indicate grammatical questions or adjective/adverbial emphasis. Both English and ASL are beautifully complex expressive languages, but in completely different ways.

ASL will often indicate a difference in meaning by modifying how a sign is made, rather than using a different sign. A simplified example is: the word "discover" and "find" use the same sign in ASL. The difference in meaning can be conveyed depending on how the ASL sign "find" is made; rather than using a different sign the way English uses a different word. However, the D/HH student may not recognize the meaning of the written word "discover" if it was not also fingerspelled in conjunction with the sign "find" when it was interpreted. Therefore, only when necessary will the interpreter sign test questions to clear up multi-meaning English wording that confuses a non-native English language user. The process is easier when the interpreter has their own copy of the test to interpret from. This enables the interpreter to sit farther away from the student during testing, so he/she can't see the answers the student is marking to further ensure test integrity.

Certified interpreters also follow a Code of Conduct in order to keep their certification. They are not willing to sacrifice their certification, employment and reputation to help a student pass an exam. The role of interpreter and proctor can be separated by placing a proctor in the room which allows the interpreter to stay in interpreter role. There is too much at stake for the interpreter who is well aware that if students want to pass exams, they need to seek tutoring, ask the instructor questions, and study.

Classroom Seating Arrangements & Interpreter Placement

Usually the student will sit near the first few rows of the classroom where he/she can easily be in line of sight of the interpreter, instructor and black board. The interpreters usually sit in the front of the room facing the students according to the student's preference, and the available space. Additionally, interpreters may move next to the TV/screen if non-captioned audio-visuals are used. Semicircles allow the D/HH students to participate in group discussions more readily than rows, as they rely on their eyes to see who is talking and what is going on. In group situations the interpreter may move around the room to stand behind whoever is speaking to allow the D/HH student to view the speaker and interpreter.

Time Required to Visually Convey Concepts & Humor.

More time is often required to translate from English, which is replete with jargon, technical words, humor, idioms, puns and humor that may not quickly translate to ASL. Accordingly, ASL also has its own jargon, idioms, puns and humor. ASL humor is visual and does not play on the sound of words, but how they are signed.

Here is an example of Deaf visual humor:

A deaf man drives up to a railroad crossing. The railroad "guards" are down. So he waits for a bit. Soon it becomes apparent that they are not going to rise up, so he gets out of his car and goes to a little railroad building next to the road. He knocks on the door. A man opens the door. The deaf man points to his ear and shakes his head to show that he is deaf. The other man gets a pen and paper and writes down "What can I do for you?" The deaf man writes back: "Please but".

"Please but" makes no sense in written English however, when you sign "Please but", the sign "but" looks like you are asking for the guard rails to be raised. This joke is hilarious in ASL, but falls short when written in English. On the other hand, many times English jokes are not funny at all in ASL since they often rely on auditory puns.

Please! Allow Only One Person to Speak at a Time.

One person at a time should speak. The interpreter can only sign what one person is saying, and may ask group members to repeat what they said if everyone talks at once. Group discussions can be difficult to interpret, but it is important to provide the D/HH student access to all of the statements so they can learn and benefit like their hearing classmates. As much as humanly possible, everything that is said in the classroom will be interpreted. The interpreter will sign what is said, and voice interpret what the D/HH student signs.

If the Student is a "No Show", How Long Will the Interpreter Wait?

Interpreters normally let the instructor know he/she has arrived, and then wait outside of the class room for the student to arrive. *If DSS has not heard from the student*, the interpreter will wait 5 minutes for every 30 minutes of class (i.e. 10-15 min. for a 50 min. class, 15-20 min. for a 1:15 min class, & 30-60 min. for a 3 hr. class), then return to Disability Support Services for reassignment. If the student arrives after the allotted "wait time", please call Disability Support Services (486-3020). If the line is busy, the D/HH student may need to go to the DSS office to get the interpreter; who if still available, will return to the classroom.

"I" the Interpreter or "I" the Student?

When the interpreter says "I", e. g. "I completed the assignment", he/she translated into spoken English what the student signed...meaning "I (the student) completed the assignment".


Captions in the Classroom? Please Request a TV/VCR/DVD with Closed Captioning.

Currently neither our LCD projectors attached to the ceilings nor the VCR/DVD players in classrooms do not have the ability to decode captions. PAC is in the process of resolving this problem. So, in the meantime, please request a TV/VCR/DVD to be brought to the classroom so captions can be seen through the TV.

If videos are shown and the information from the video will be on a test, please make sure the videos are captioned (look for the captioning symbol on the video box). Also, make sure the captioning works on the TV/VCR/DVD (if a remote control is necessary to access the caption display function, please request a remote too).


If the video is not captioned, please have the tape/DVD (or a second copy) available 3-5 days in advance of the classroom showing, so the interpreter and/or the student may borrow it to preview, to become familiar with the vocabulary as most narrators speak rather quickly. That way when the video is shown in class, the interpreter can keep up with the narrator, and interpret more accurately...this is especially important if the material in the video will be included on an upcoming exam or quiz.

Interpreting Ethical Code of Conduct (formerly Code of Ethics)

The  [Registry of Interpreters for the Deaf, Inc.](#) (RID), along with the National Association of the Deaf (NAD), co-authored the Ethical Code of Conduct for Interpreters. Both organizations uphold high standards of professionalism and ethical conduct for interpreters. At the core of this code of conduct are the seven tenets, which are followed by guiding principles and illustrations.

The tenets are to be viewed holistically and as a guide to complete professional behavior. When in doubt, one should refer to the explicit language of the tenet.

TENETS

- Interpreters adhere to standards of confidential communication.
- Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
- Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
- Interpreters demonstrate respect for consumers.
- Interpreters demonstrate respect for colleagues, interns, and students of the profession.
- Interpreters maintain ethical business practices.
- Interpreters engage in professional development.
- Click here to access the full version of the  [NAD-RID Code of Professional Conduct](#)

Deaf and Hard of Hearing Students

Watch the Interpreter or Do "In Class" Assignments?

Unlike hearing students, D/HH students need to watch the interpreter to see what is being said. Therefore, if the instructor talks while the students are expected to do "in class work at their desks" the D/HH students can't complete their work and watch the interpreter. Please give instructions, and important details before the students begin any "in class assignments" not while they are working.

For Many D/HH Students English is a Second Language.

Their first language, usually American Sign Language (ASL), is a visual conceptual language and does not have a written component; therefore, written English often presents a significant challenge. Similarly ASL may be challenging for some hearing people to learn. If you have questions about the student's written expression, please talk with the student or contact DSS. Some of the faculty at Austin Community College have developed a training package to remedy the ESOL challenges. Hopefully we can have them train PAC faculty soon.

English: Interpreting – vs. – Written Skills

In the classroom the interpreter translates/interprets what the student signs into proper spoken English. Since English is probably not the D/HH student's native language, the student's expressive written assignments may reflect a different level of English skill when compared to the interpreter's spoken translations. Interpreters are not only translating between aural and visual formats; they are also interpreting from ASL grammar to English grammar and vice versa.

Not Every Student Can Speechread. What is Oral Interpreting?

Not all D/HH students can speechread. An estimated 35-40% of the English language is visible on the lips. However, a skilled speechreader using several techniques may comprehend 85% of what is said. Comprehension increases with context clues, knowledge of the subject matter, and previous experience speechreading the person talking. Many sounds look the same on the lips, such as, the letters "m", "b", and "p". Therefore, the student will need to use context clues to distinguish between; "mat", "bat" and "pat". In addition, sounds such as, "ga" and "ka" are produced in the back of the throat and are not visible on the lips. If the person speaking becomes a silhouette by standing in front of a strong light source, such as a window, the D/HH student won't be able to speechread the speaker. Other barriers to speechreading are lighting that casts shadows on the speaker's face, a long mustache, or someone who does not enunciate clearly.

Some people are very difficult or impossible to speech read depending on how they enunciate while speaking. Chewing gum or eating while talking causes the speaker to distort their lips, making them unreadable. To solve the speechreading problem the student watches an oral interpreter who uses silent speech and natural gestures to convey verbatim what is said in the classroom. Effective oral interpreters are naturally expressive; using facial and body expressions to enhance the speechreading process.

Students Using an Oral Interpreter and Residual Hearing May Not Watch the Interpreter as Diligently as a Student Using a Sign Language Interpreter.

Students who depend on speechreading may need to take frequent "eye breaks". Speechreading can be quite strenuous on the eyes. It does not take muscles to hear, but it does require the continuous use of eye muscles to focus on speechreading.

It's OK to Ask the D/HH Student to Answer an "In Class" Question.

To ask the D/HH student a question, it is helpful to call his/her name first, and then ask the question. This lets the student know he/she specifically is expected to answer the question. As it takes a few seconds for the interpretation process to happen, the interpreter will normally be a sentence or two behind the spoken lecture. Also, a pause after asking the class, allows the interpreter enough time to sign the question, and indicate to the student the instructor expects only him/her to answer.

Students are Sometimes Reluctant to Interrupt the Lecture to Ask Questions.

If the student does not completely understand the lecture material or what the interpreter is signing; they often elect not to interrupt the instructor for clarification. They usually don't want more attention called to themselves and because of the interpreting process; they know their questions might take longer to ask. D/HH students often prefer to wait until class is over and the hearing students have left before asking for clarification.

Sometimes the Short Answer is Not Enough Explanation.

Taking time to "show" the student individually or review the steps for the entire class allows the D/HH student to keep up with the lecture. It is possible the student missed a step the interpreter signed when he/she looked at their calculator, textbook, notes, written problem, etc. then back to the interpreter. Hearing students can multi-task by listening and following even complex instructions as they are able to visually attend to the calculator, textbook, notes, written problem, etc. while listening. D/HH students by necessity can't visually multi-task while getting the step by step information from the interpreter. Watching the interpreter then trying to quickly compare the info to the calculator, textbook, notes, written problem, etc. are separate tasks that cannot be done simultaneously. Pausing while giving multi-step consecutive instructions allows the D/HH student to complete the same learning task visually that hearing students can do auditorily.

Study Guides

If the students will be tested over material in films (captioned or uncaptioned), classmate speeches, etc., it is helpful to provide the D/HH student with a study guide, so they will know the important topics and can watch for them. Also making sure the volunteer notetaker takes good notes will provide the student with equal access.

Working with an Interpreter

D/HH students who have worked with interpreters in high school or college classes before, may be aware of the interpreting process and the Code of Ethics, however some students are not used to working with interpreters. "Voicing" what the D/HH student signs is often more difficult for the interpreter to do than "signing" what hearing people say. To complicate matters, each D/HH student signs with a different accent and phrasing pattern, just as hearing people speak with different accents and phrasing patterns. Some D/HH students have an easier to signing style to "read" than others. If the interpreting process does not seem to be working smoothly, please contact the DSS office for problem solving.

Some Talk, Some Don't

Due to a variety of reasons, some D/HH students use their voice to talk for themselves, and others do not. There is no correlation between the ability to speak, intelligence, and academic ability. Some students may have the ability to use their voice, but are shy about how it sounds so even though they can speak; they prefer for the interpreter to voice for them.

Presentation Practice & Nervousness

The D/HH student may need to practice any in class oral presentations with the interpreter before the day of his/her actual presentation. This will prepare the interpreter for any specific signs, vocabulary, etc. that the student might use. The student and instructor should discuss ahead of time how the D/HH student will be graded, so that the student's grade is based on the student's presentation material, rather than the interpreter's voicing skill. Academic modifications, or alternative formats may also be in order. Contact DSS for suggestions. Just like hearing students,

when D/HH students speak in class they become nervous and will probably speak more rapidly. Unfortunately, their nervousness usually makes their signs more difficult to understand; therefore, the interpreter may ask the student to repeat their statement just to make sure the interpreter comprehends what the student wants to say. If the Interpreter has a copy of the hearing student's speech or hand outs, it's easier to interpret for the student.

Pagers, Sidekicks, Cell Phones

Just as any student, D/HH students should not be using pagers, text messaging devices, Sidekicks, or cell phones during class time thereby ignoring interpreting services. In a non-emergency situation, instructors should follow their usual procedures. If the student persists, please let the DSS office know. We will talk to the student about the appropriate use of interpreting services...if they are continually text messaging to friends; they are not utilizing the interpreter services provided.

If you would like more info...you might enjoy viewing these web sites:

- **Learn Fingerspelling** www.asl.ms/
- **Deaf Culture** www.deaf-culture-online.com/
- **Class Act: Promoting Access for Deaf and Hard of Hearing Students** www.rit.edu/ntid/drt/classact/
- **PEPnet: Post Secondary Educational Network** www.pepnet.org/
 - **An informative online deafness training** <http://199.17.224.20/cover.htm>
- **National Clearinghouse on Postsecondary Education for Individuals with Disabilities** <http://www.heath.gwu.edu/>
- **English Works at Gallaudet University** <http://depts.gallaudet.edu/englishworks/>
- **Comets: Clearinghouse on Mathematics, Engineering, Technology and Science** <http://idea3.rit.edu/hgl9008/msse/>
 - Deafness 101 Intro <http://sunsite.utk.edu/cod/pec/products/deafness101intro.pdf>
 - PDF document <http://sunsite.utk.edu/cod/pec/products/deafness101body.pdf>
- **Postsecondary Education Consortium Center on Deafness Publications** <http://sunsite.utk.edu/cod/pec/products.html>
- **Interpreter Request Forms** [download](#)/pick up in the DSS office, GE #139

DSS Office

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