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BUILDS
FLORIDA
FLORIDA DEPARTMENT of STATE
DIVISION of CULTURAL AFFAIRS
™

Florida Department of State, Division of Cultural Affairs

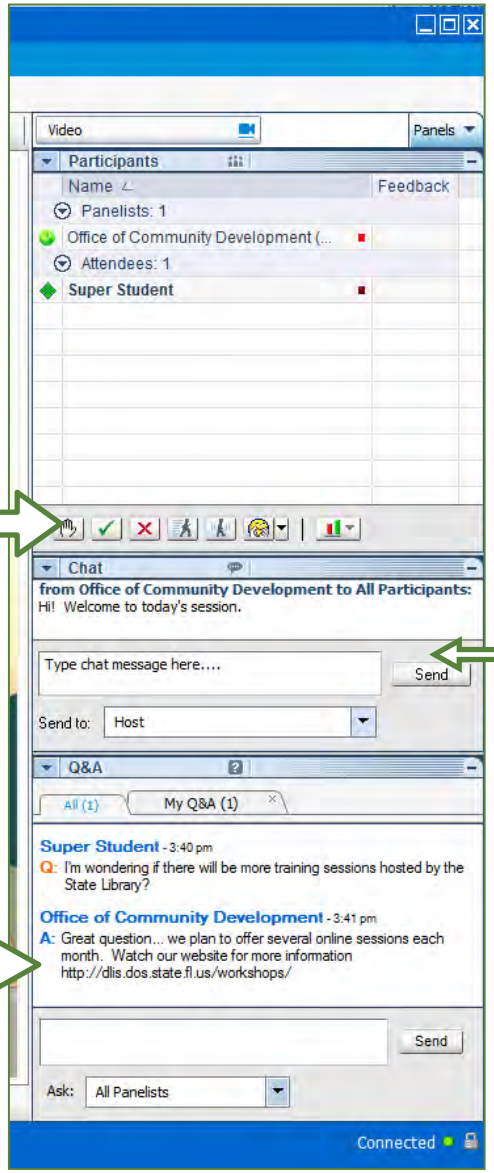
# How to Plan a Successful Visit for Patrons with Hearing Impairments

March 2013

# Tools you can use

Click on the X if you have technical problems.

Use the Participants Panel to raise your hand, respond to y/n questions, and indicate your status.




Use the Chat Panel to 'talk' to presenters and participants.

Use the Q&A Panel to ask a question. One of the presenters will answer it during the program.

*6 TO MUTE AND UN-MUTE

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# Join the Teleconference

❶ Call-in toll-free number
888.670.3525

❷ Follow the instructions.

Conference Code
856 353 1004

❸ Press *6 to mute
And un-mute
the phone

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**The Florida Division of Cultural Affairs promotes arts and culture as essential to quality of life for all Floridians.**

# Open Captioning Available

Visit:

**http://www.streamtext.net/player?event=VSA**

Provided by Tess Crowder, Realtime Communication Services, Inc.

# Successful Accessible

- To provide you with the resources and information needed to create successful implementation and experiences for your organization and broaden the outreach to your community

# Best Practices: Deaf or Hard of Hearing

VSA FLORIDA
The State Organization on Arts and Disability

Marian Winters
Executive Director, VSA Florida

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**Does this picture show what we are talking about?**

**What about this mom and child?**

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**Or this audience member ?**

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**Or these performers?**

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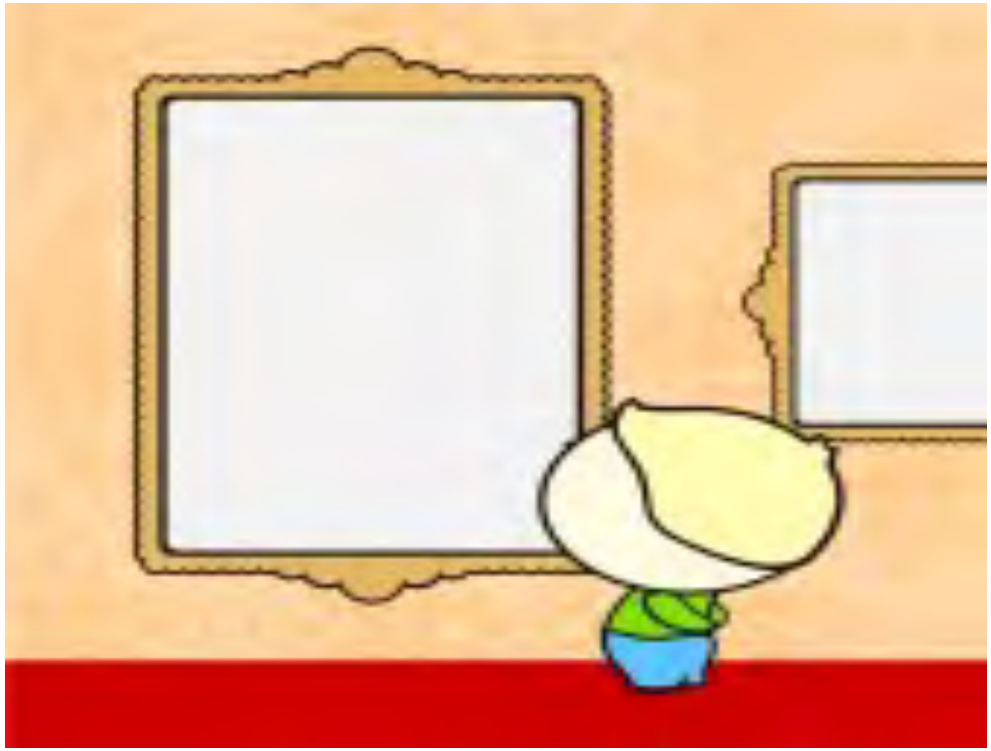

**What we want to avoid is this…….**

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# Terminology

- Hard of Hearing- individuals who have usable residual hearing or who use hearing aids to amplify sounds
- Deaf- individuals who have little or no usable residual hearing

# Tips

- Get the person's attention tactfully. Wave your hand, gently tap their shoulder, or flash the lights.
- Look directly at the person while speaking. If a sign language interpreter is involved, speak directly to the person who is deaf — not the interpreter.
- Position yourself so that the object being discussed is between you and the interpreter and within the line of sight of the patron. Face the light source rather than the patron facing the light source.

# Tips continued

- Try not to give information to patrons when traveling between exhibits
- Be a lively speaker – use facial expressions
- Rephrase rather than repeat
- Don’t assume that someone with a hearing aid can hear you.

# Communication under different environments

- Individual
- Group (informal)
- Meetings, Formal
- Classroom Environments
- Performing Arts
- Parties/Restaurants

# Presentations

- Take turns speaking (no two or more people speaking at the same time)
- Prepare an agenda prior meeting
- Follow the agenda
- Have materials in writing
- Have a meeting note taker
- Send out a written summary of meeting
- Repeat questions asked by audience
- Re-emphasize, repeat main points

# Project Your Communication

- Don't shout.
- Speak clearly, at moderate pace.
- Don't hide your mouth, chew food, gum, or smoke while talking.
- Re-phrase if you are not understood. Use facial expressions, gestures.
- Give clues when changing subject.

# Establish Empathy with Audience

- Be patient if response seems slow. Stay positive and relaxed.
- Talk *to* a hard of hearing person, not about him/her.
- Offer respect to help build confidence.

# Acoustics

Work with local acoustician to find those “sweet spots” within your facility where hearing can be maximized.

Find those spots  that are “dead”

# Accessibility Checklist

- General Access:
  - Information in public announcements about access for persons with hearing loss
  - Signage to inform people of available hearing assistance
  - Amplification available at information desk
  - Information desk and education staff trained

# General access continued

- Website
- Email
- Social Media

# Checklist – Access to programs

- Written material
- Scripts of videos and spoken presentations
- Captioning available
- Assistive listening system
- ASL
- CART

# Programs continued

- Lighting
- Confusing Labels
- Visual Fire Alarm
- Visual Alarm system where people might be alone

# Spy Museum Settlement – 2008
# Department of Justice

- Provide captions for all audiovisual, audio only and computer interactive programs…
- Or provide scripts or wall text
- Offer ASL and oral interpreter services and realtime captioning, on advance request for all programs
- Display information

# Settlement continued

- Designate ADA compliance officer
- Train all first-line supervisors and managers and ensure that all new hires in these areas receive training within 30 days of hire.
- Settlement  will serve as a model for ensuring enjoyment as required by ADA

# Best Practices: Deaf or Hard of Hearing

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The State Organization on Arts and Disability

Marian Winters
Executive Director, VSA Florida

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# *The Shadow Interpreted Theater Program and Open Access Theater Series*

Brian Hersh, Education & Outreach Director
Asolo Repertory Theatre, Sarasota

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# Strokes of Genius

**Museum Partnership-Education Program, with Blossom Montessori School for the Deaf**

# Anna Glenn, Curator of Public Programs

At the

Museum of Fine Arts,

St. Petersburg, Florida


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# The Story of Strokes of Genius

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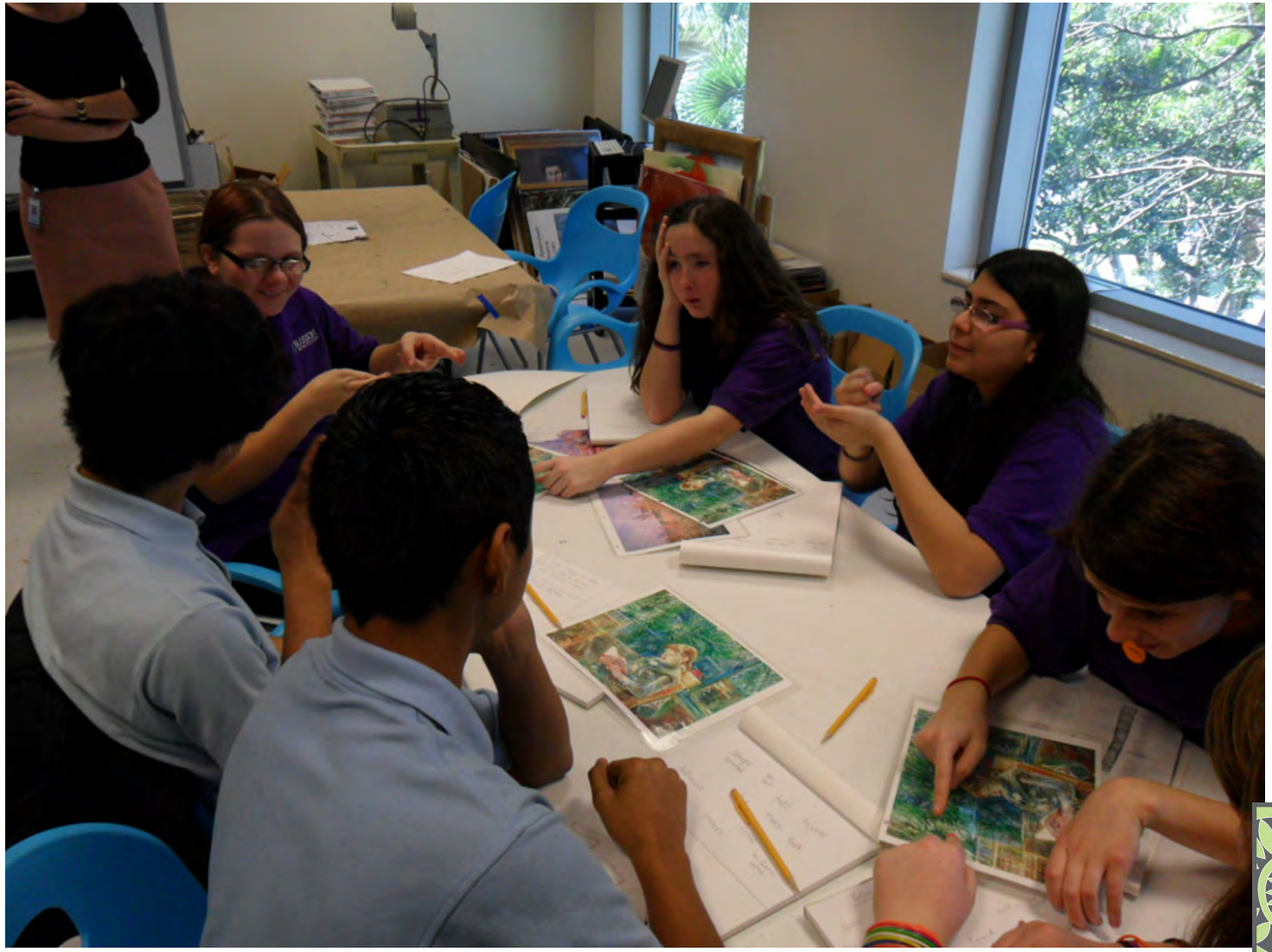
# Student Connections



# Staff and Board Involvement

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# Growing the Program

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# Our Observations

- Increased their awareness of their likes
- An affinity for cultural experiences

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# Our Observations

- Increased Confidence in the Galleries
- Increased connections to the work in the classroom

# Some tips for success

- Use a professional interpreter
- Meet with the interpreter
- Encourage students to share their observations
- Include a reception at the museum
- Participate in a follow-up activity at the school
- Communicate with Staff

Anna Glenn, Curator of Public Programs
anna@fine-arts.org

Thank You!

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***"The Horse's Mouth"***
*Terry Galloway*
*Mickey Faust Club, Tallahassee*


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# Tools & Statistics

- How to plan a successful visit for patrons with hearing impairments.

Maureen McKloski
Accessibility Coordinator,
Florida Division of Cultural Affairs

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# Basic Communication Principles

- Communication with a deaf, hard-of-hearing, late-deafened or deaf-blind person involves sensitivity, common sense and courtesy.
- Effective communication is a joint responsibility of the hearing person and the deaf, hard-of-hearing or late-deafened person.
- Always feel free to ask, "What can I do to make it easier for the two of us to communicate?"
- There are many ways to communicate; the situation determines the difference.
- Modified from "Deaf & Hearing People: Working Together," National Technical Institute for the Deaf Center, Center on Employment.

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# Communication Strategies
# Guidelines for a Hearing Person when Communicating with a Hard-of Hearing Person

- Do get the person's attention before you speak.
- Avoid noisy background situations.
- Be sure that your face can be clearly seen.
- Do not put obstacles in front of your face.Do not have objects in your mouth such as gum, cigarettes, or food when speaking.
- Speak clearly and at a moderate pace.
- Be sure that light sources (windows and artificial lighting) are on your face and not behind your head.
- Use facial expressions and gestures that will help your listener to better understand.
- Give clues when changing the subject.  It's easier for a person to lip/speechread you if he or she knows what the topic is.
- Let your listener know if and when the topic changes.
- Rephrase instead of repeating when you are not understood.
- Don't shout shouting distorts speech and makes speech-reading more difficult.
- Talk TO a hard of hearing person, not ABOUT him or her.
- When in doubt, ASK the hard of hearing person for suggestions to improve communication.
- Be patient, positive, and relaxed.
- Modified from guidelines contained in Manual for Mental Health Professionals, Part II, Psycho-Social Challenges Faced by Hard of Hearing People, Samuel Tr Ph.D., published in 1991.
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# Guidelines for Communicating with a Person Who Uses Sign Language

- To get the deaf or late-deafened person's attention, try a gentle tap on the shoulder; a wave or flashing the lights; or a stomp on the floor or a hand slap to a table.
- While waiting for the interpreter to show up, have a paper and pen ready for simple English questions that can be answered with more than a yes or no. Open-ended questions that solicit more than a yes or no answer will give you an idea of how much the deaf person understands. Don't attempt to get consent from the deaf person until the interpreter is present.
- When asking a yes-or-no question, do not assume that when the deaf or late-deafened person nods his/her head it is affirmation or understanding. Nodding of the head often means confirmation that the message is being received or is courtesy and nothing more. There is a very specific sign that is used to indicate Yes or No.
- If you know basic sign language and fingerspelling, use it for simple things. If you don't know, use natural gestures, mime and facial expressions (i.e. drink, eat). It is important to realize that the ability to interpret is much more than knowing how to sign. If you have taken one or more sign language classes, that does not mean you can replace the interpreter. Until you have taken and passed the performance tests given through the Florida Registry of Interpreters for the Deaf (FRID) or the National Registry of Interpreters for the Deaf (RID), you are not qualified to interpret.
- When the Interpreter is present, talk directly to the deaf person, not the interpreter. Do not say, "Tell her..." or "Ask him..."
- Be courteous to the person during conversation. If the phone rings or someone knocks at the door, let the person know that you are responding to the phone or door.
- Maintaining eye contact with a deaf person is vital when communicating. It is considered rude carrying on a conversation without eye contact.
- When you are speaking to a deaf person through an interpreter, everything you say will be interpreted. It is the interpreter's job to communicate everything to the deaf person.

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# Guidelines for Communicating with a Deaf-Blind Person

- If the person is hard of hearing and communicates in spoken language, use the same tips offered for communicating with hard-of-hearing people. Keep close so the deaf-blind person can see the speaker's face.
- If the person is deaf and uses sign language, use the same tips offered for communicating with a deaf person that uses sign language. Check to see if the person uses sign language close up or uses tactile (hand-over-hand) communication. Call an interpreter and notify the agency/interpreter that the person is deaf-blind and which mode of communication is needed (visual sign language or tactile sign language.)

- When approaching or walking with deaf-blind persons, offer an elbow and use it to guide them. Never push or pull them along.

- Do not leave deaf-blind persons alone in an open space. If you need to leave them alone for a few minutes, escort them to a safe place (for example, a chair near the wall.) Let them know why you are doing this.

- If using a paper and pen to communicate, use readable big print.

- If the person has Usher's Syndrome or Retinitis Pegmentosa, make sure the lighting is good and without glare.
- Modified from "Tips for Communication with a Deaf-Blind Patient," Center for Heal Care Access, a service of League for the Hard

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# Appropriate auxiliary aids and services may include services and devices such as

- qualified interpreters on-site
- video remote interpreting (VRI) services;
- notetakers;
- real-time computer-aided transcription services;
- written materials; exchange of written notes;
- telephone handset amplifiers;
- assistive listening devices;
- assistive listening systems;
- closed caption decoders
- open and closed captioning, including real-time captioning;
- voice, text, and video-based telecommunications products and systems, including text telephones (TTYs), videophones, and captioned telephones, or equally effective telecommunications
- telephones compatible with hearing aids; devices; videotext displays; accessible electronic and information technology;
- other effective methods of making aurally delivered information available to individuals who are deaf or hard of hearing;

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# Hearing Impairment Rankings.

- Mild:
  - for adults: between 26 and 40 dB HL
  - for children: between 20 and 40 dB HL
- Moderate: between 41 and 54 dB HL
- Moderately severe: between 55 and 70 dB HL
- Severe: between 71 and 90 dB HL
- Profound: 91 dB HL or greater
- Totally Deaf: Have no hearing at all

# Generational Differences

- Baby Boomers are used to high quality sound systems
- More willing to assert their needs
- They do not stay home as much
- Increased awareness and visibility

# Statistics


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# Causes of Hearing Loss Statistics

- **Genetic** Both dominant and recessive genes exist which can cause mild to profound impairment. If a family has a dominant gene for deafness it will persist across generations because it will manifest itself in the offspring even if it is inherited from only one parent.
- **Noise** is the cause of approximately half of all cases of hearing loss, causing some degree of problems in 5% of the population globally. In the USA, 12.5% of children aged 6–19 years have permanent hearing damage from excessive noise exposure. Common sources of damaging noise levels include car stereos, children's toys, transportation, crowds, lawn and maintenance equipment, power tools, gun use, and even hair dryers. Noise damage is cumulative. If one is exposed to loud sound (including music) at high levels or for extended durations (85 dB A or greater), then hearing impairment will occur. Exposure to a noisy subway, for just 15 minutes a day overtime, can cause permanent damage to hearing over time. It is estimated that over 22 million workers are exposed to hazardous noise on the job(CDC,NIOSH)
- **Age:** progressive loss of ability to hear high frequencies with increasing age known as presbycusis. This begins in early adulthood, but does not usually interfere with ability to understand conversation until much later. Although genetically variable it is a normal concomitant of aging and is distinct from hearing losses caused by noise exposure, toxins or disease agents
- **Others: Illness, Viruses, Ototoxic (ear-damaging) drugs, Tumors or growths, Very loud noise, Head injury, Infections, Damage to inner ear, Ruptured Ear Drum, etc.**

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# Facts about Hearing Loss in Florida

- Largest disability group and growing

- Largest Populations In Florida
  - 1) St. Augustine
  - 2) South Florida (Miami Dade, Broward & Palm Beach)
  - 3) Greater Tampa Bay Area
  - 4) Central FL corridor.

  - Florida has 3rd largest in Video Phone directory for all states.

- An estimated 3 million Florida residents have hearing loss (2000 Census Data)
- The following figures are model-based **estimates** based on **American Community Survey 1-Year Estimate** data for **2008**, for "non-institutionalized civilians" (e.g., those in the prison system are not counted). This is the latest information available as of June 2010. All of this data is available at Census.gov.
- Note that the U.S. Census Bureau identifies only "hearing difficulty" in its ACS estimates; as such, the following figures are estimates that include a wide range of hearing loss from deafness to "slight difficulty hearing on the telephone." For more information, review the **U.S. Census Bureau** section of American deaf population.

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# General Statistics

The deaf and hard-of-hearing account for the single largest group of disabled people in America. Of the more than 49 million disabled, at least 38 million have a significant hearing impairment that interferes with communication. (28 million adds up to more than all those suffering from heart disease, cancer, multiple sclerosis, blindness, tuberculosis, venereal disease and kidney disease combined.)

- If hearing loss were officially considered a disability, it would rank as the largest disability class in the country. Some 38 million or 12% of the U.S. population people suffer from hearing loss, according to the Centers for Disease Control and Prevention, and that number will only grow as the population ages.
- 60% of people with hearing loss are between the ages of 21 and 65.
- The incidence of hearing problems among Americans increased by almost 54 percent between the early 1970s and the early 1990s.
- Between 1990 and 2050, the number of people with hearing and speech impairments will increase at a faster rate than the total U.S. population as a direct result of the aging of the U.S. population and our love of power tools, boom boxes and motorized garden and recreation equipment. Unable to follow the conversation of two or more people talking at the same time or if there is "white noise" in the background, people with hearing loss stop going to live events.

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# Children

- Over 90% of deaf children are born to hearing parents.
- Hearing loss occurs in 5 out of every 1,000 newborns.
- 13,000 or so children born in the U.S. each year with congenital hearing loss. It is one of the most common sensory birth defects
- 93% of deaf children are born into hearing families; only 7% are born into deaf families(NIDCD)
- With early identification and appropriate services, deaf children can develop communication skills at the same rate as their hearing peers.
- Babies are never too young to have their hearing tested.
- Only 16% of physicians routinely screen for hearing loss.
- Approximately 3 million children in the U.S. have a hearing loss; 1.3 million of them are under the age of three.
- 15% of children between the ages of 6-19 have a measurable hearing loss in at least one ear.
- Approximately 5% of American children 18 years of age and younger suffer from a hearing loss (American Speech-Language Hearing Association
- A mild hearing loss can cause a child to miss as much as 50% of classroom discussion.
- Listening to an MP3 Player at high volumes over time can cause permanent damage to hearing.

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# Facts about Augmenting Hearing

- Speechreading is the more current word for lipreading.
- There are 6 million hearing aid users.
- More than 70,000 individuals in the United States (including children and adults) have cochlear implants (FDA,NIDCD/NIH)
- People with hearing loss wait an average of 7 years before seeking help.
- 15 million people in the United States with hearing loss avoid seeking help.
- Hearing aids can offer dramatic improvement for most people with hearing loss.
- Hearing aids do not benefit everyone who has a hearing loss.
- 75 percent of people who could benefit from hearing aids are not using them. These are just a few of the symptoms of hearing loss. Unfortunately, it often goes undiagnosed and untreated. The fact is that many people postpone testing for the simple reason that they are unaware that receiving treatment for hearing loss can greatly improve their quality of life.
- Hearing loss cannot be restored by hearing aids in the same way that wearing corrective lenses restores eyesight.
- Tinnitus (ringing in the ears) affects 50 million people in the United States.

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# Aging

- 30-40% of people over 65 have some type of hearing loss

- **FACT:** 14% of those ages 45-64 have some type of hearing loss
- · 1 out of 3 people over age 65 or 17% have some degree of hearing loss (Center for Hearing andCommunication)
- According to the Mayo Clinic, gradual hearing loss affects around one-quarter of American men and women aged 65 to 75.
- 50% of all Baby Boomers are expected to have hearing loss (The Ear Foundation)

Only 9.7 % of people age 65 and older have normal hearing; only 78 % of people over 55 have normal hearing.

# Grants from the Florida Division of Cultural Affairs

- **Fast Track Grants** Deadline April 12, 2013, provide expedited access to funds supporting small organizations through arts and cultural projects. Organizations must have a last completed fiscal year's total operating budget of $250,000 or less and can request from $1,000 to $2,500. Funding Period: July 1 through December 31 http://www.florida-arts.org/programs/fasttrack/
- **General Program Support:** Application Opens April 1, 2013 Deadline June 1, 2013 Grant Period 7/1/2014 - 6/30/2015 http://www.florida-arts.org/programs/gps
  - **Discipline-Based** program support for cultural and artistic programming
  - **Local Arts Agency** program support for designated Local Arts Agencies
  - **State Service Organization** program support for cultural organizations that meet the definition of State Service Organization.
- **Specific Cultural Projects:** Application Opens April 1, 2013 Deadline June 1, 2013 Grant Period 7/1/2014 - 6/30/2015 http://www.florida-arts.org/programs/scp/
  - **Arts In Education** projects promote arts and culture in education
  - **Discipline-Based** cultural or artistic projects
  - **Culture Builds Florida** projects directly promote one or more elements of the state's cultural strategic plan
  - **Underserved Cultural Community Development** projects assist with the development of underserved cultural organizations

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# Resources

**Information**

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# Resources

- **For more information about VSA Florida please contact Marian Winters at mwinters@usf.edu or call 813-974-0721 http://www.vsafl.org/**

- The John F. Kennedy Center for the Performing Arts
  2700 F Street, NW Washington, DC 20566
  Tickets and Information: 800-444-1324 or 202-467-4600**http://www.kennedy-center.org/index.cfm**

- **Easter Seals Volusia & Flagler Counties, Florida**

Easter Seals provides hope and help to families and individuals with special needs by providing exceptional advocacy, therapy, education, recreation, and support services.

http://fl-vf.easterseals.com/site/PageServer?pagename=FLVF_DHHS_Services

Access Miami : http://jayweisscenter.org/accessmiamiguide//AccessMiami-2009-10.pdf

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# Helpful Resources

- Access Board bulletins on assistive listening systems
  http://www.access-board.gov/adaag/about/bulletins/als-index.htm
- *Demystifying Hearing Assistance Technology* by Cheryl Davis, et al http://www.wou.edu/~davisc/
- Assistive device demonstration and loan centers
- List of state assistive technology programs: http://www.ataporg.org/ and http://www.resnaprojects.org/nattap/at/stateprograms.html
- Self-help advocacy: http://www.hearingloss.org/

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## Resources U.S. Department of Justice (DOJ)

www.ada.gov

- Revised Regulations: www.ada.gov/regs2010/ADAregs2010.htm
- 2010 ADA Standards: www.ada.gov/2010ADAstandards_index.htm
- Service Animals: www.ada.gov/service_animals_2010.htm
- Ticketing: www.ada.gov/ticketing_2010.htm
  - Tech. Assistance: (800) 514-0301 (voice) or (800) 514-0383 (TTY)

**U.S. Access Board**

www.access-board.gov

- 2010 Standards, Guidelines and Other ADA Standards: www.access-board.gov/ada/index.htm
- Guide to which standard to follow: www.access-board.gov/ada/using-standards.htm
- Tech. Assistance: (800) 872-2253 (voice), (800) 993-2822 (TTY)

**ADA National Network**

www.adata.org

- Tech. Assistance: (800) 949-4232 (Voice/TTY)

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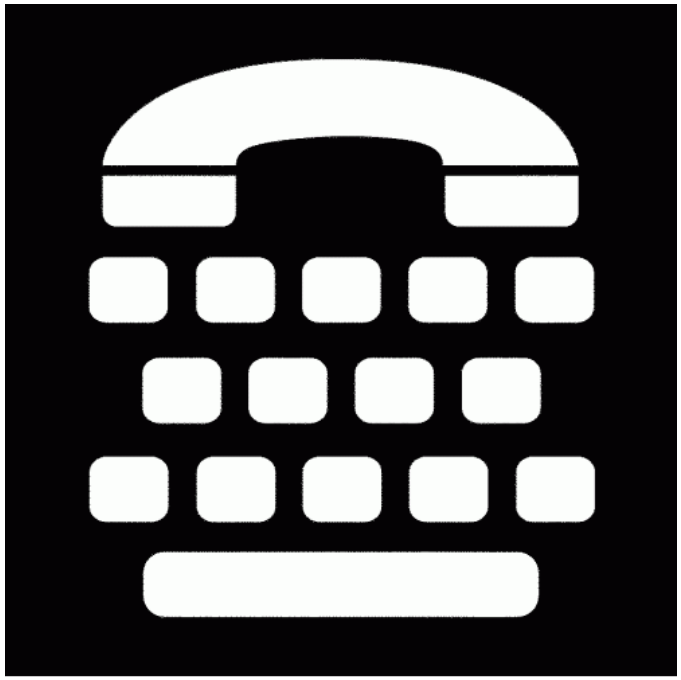
# TTY



**Telephone Typewriter (TTY)**

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# What is the Florida Relay Service 711?

- The Florida Relay Service is the communications link for people who are Deaf, Hard of Hearing, Deaf/Blind, or Speech Disabled. Through the Florida Relay Service, people who use specialized telephone equipment can communicate with people who use standard telephone equipment. To call Florida Relay, dial **7-1-1**, or use the appropriate toll free numbers
- 1-800-955-8771 (TTY) 1-800-955-8770 (Voice)
- 1-800-955-1339 (ASCII) 1-877-955-8260 (VCO-Direct)
- 1-877-955-5334 (STS) 1-877-955-8773 (Spanish)
- Relay Choice Profile link https://www.relaycall.com/Profile/login.cfm
- Completing a Relay Choice Profile/Relay Customer Profile e-form enables AT&T to speed up your call. If you need help completing this e-form, please contact AT&T's National Customer Care Center at 800-682-8786 (TTY) or 800-682-8706 (Voice) or 888-288-2184 (Fax). All the information you provide will be kept confidential.
- **Florida Relay customer service is available 24 hours a day 365 days a year.**
- **English**
- **1-800-682-8786 (TTY) 1-800-682-8706 (Voice)**
- **rm-attcustomercare@att.com (Email)**
- **Spanish**
- **1-800-855-2886 (Voice/TTY)**

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# Captioning

- Open Captioning
- Closed Captioning
- Cart

# Captioning

- Captions, whether open or closed, are words displayed on a television screen that explains the audio of a program to let viewers who are deaf or hard of hearing understand the dialogue and action of a program at the same time. The average age of the U.S. population is increasing, so one in every five people has functional hearing limitation, according to WebAIM.

# Captioning Audience Facts Reach everyone in your audience...

- Offline captioning adds less than one percent to your overall video production costs, yet the value of reaching everyone in your audience is immeasurable. Of the captioning viewing public . . .
- **24,000,000** are deaf and hard of hearing (Source: Gallaudet University)
- **3,700,000** are remedial readers (Source: U.S. Department of Education)
- **27,000,000** are illiterate adults (Source: U.S. Department of Education)
- **30,000,000** are learning English as their second language (Source: National Captioning Institute)

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# Closed Captioning


**Closed Captioning**

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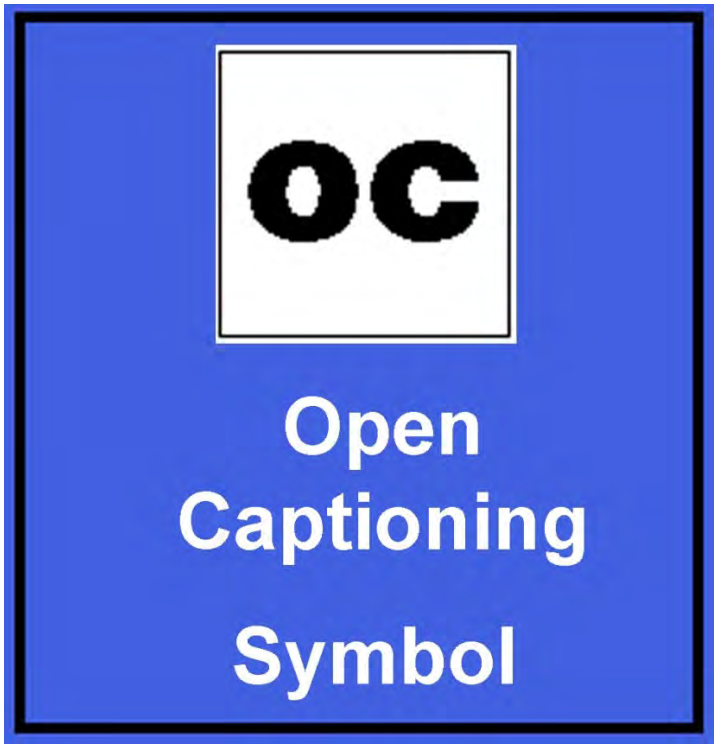
# Closed captioning

- **Closed captioning** and subtitling are both processes of displaying text on a television, video screen, or other visual display to provide additional or interpretive information. Closed captions typically show a transcription of the audio portion of a program as it occurs (either verbatim or in edited form), sometimes including non-speech elements. Closed captioning is enabled on a television set by a decoder that's built in the television. The United States government requires that decoders be built into television sets 13 inches or larger that are sold in the U.S. Closed captioning can be turned on or off by the viewer, according to the Federal Communications Commission.

# Open captioning

- Open captioning works differently. Open captions show the same text as closed captions, but the captions are always on the screen and cannot be turned off.



# DTV standard captioning improvements

- The CEA-708 specification provides for dramatically improved captioning
- An enhanced character set with more accented letters and non-Latin letters, and more special symbols
- Viewer-adjustable text size (called the "caption volume control" in the specification), allowing individuals to adjust their TVs to display small, normal, or large captions
- More text and background colors, including both transparent and translucent backgrounds to optionally replace the big black block
- More text styles, including edged or drop shadowed text rather than the letters on a solid background
- More text fonts, including monospaced and proportional spaced, serif and sans-serif, and some playful cursive fonts
- Higher bandwidth, to allow more data per minute of video
- More language channels, to allow the encoding of more independent caption streams

- **Communication Access Real Time Translation Services /CART**

# CART Services

- **Communication Access Real Time Translation Services**
- Did you know that approximately 30 million people in the U.S. have a hearing loss that interferes with their ability to understand speech?
- CART/captioning providers help the deaf and hard-of-hearing fully participate in the hearing world by instantly translating the spoken word into text.

# Special Considerations for CART Services

- Communication Access Real-Time Translation (CART) accommodation can be provided by placing a CART provider in the meeting or it can be provided remotely utilizing an Internet and telephone interface. The provision of an effective accommodation using CART depends not only on the skill of the CART provider, but also on the ability of the CART provider to hear what every speaker is saying. This may require amplification of all of the speakers' voices, an assistive listening device for the CART provider and, in the case of remote CART, a powerful telephone microphone. A weakness in any of these provisions will compromise the effectiveness, and hence the legality, of CART accommodation. This is one area where it does not pay to cut corners in order to reduce cost. Meeting planners are urged to consult closely with their selected CART provider to ensure all conditions necessary for success are in place several days in advance of the meeting. In the case of remote CART, there needs to be a responsible person on site during the meeting to trouble shoot technical difficulties if they arise.

- In addition, speakers must identify themselves every time they speak so the CART provider can identify them to the remote listeners. Reminders to speakers are frequently needed. The responsibility for issuing these reminders lies with the person who is conducting the meeting. If remote CART is to be used to provide communication accessibility, special attention must be paid to the meeting site, the auditory arrangements, and the behavior of the speakers. This cannot be emphasized strongly enough.

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# Notice Language

- Announcements of committee meetings, training sessions, and other state government-sponsored activities should include information about the availability of accommodations for participants with hearing loss, upon request and with advance notice. A sample ADA notice language for committee-sponsored meetings, teleconferences, videoconferences, and other events follows:
- Persons with disabilities who need an accommodation to participate in [insert the name of the event] should contact [insert name, address, phone number, and email address of the appropriate staff member] as far in advance as possible but preferably at least five working days before the date of the scheduled event. Persons using a TDD may contact [insert appropriate staff member's name] through the Florida Relay Service, 711.

# *Special Considerations for Auditory Accessibility:*

- Keep the lights on bright enough to see the speaker's face, at all times.
- When speaking to a person with hearing loss individually, speak to the person with hearing loss and not the interpreter.
- Speak clearly, audibly and slowly when an interpreter is present. Allow the interpreter to sit or stand in the front of the room or in the location preferred by the client. The client's preferences for the location of the interpreter should be accommodated.
- Be certain the person with hearing loss does not have to stare into a bright light source in order to see the speaker. Close drapes and blinds during the presentation when needed.
- All videos and other auditory media should be closed or open captioned.
- Persons speaking should try to stay in one location and face the audience.

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# Accessible Presentations and Materials

- In additional to physical and communication access, it is important to provide accessible presentations and materials. Meeting planners should understand that there is not a one-size fits all solution. Committee chairs, committee staff, and other meeting planners must ensure that all materials are developed in an accessible manner, as well as be prepared to offer and respond to requests for materials in alternate forms.
- 
- Committee reports and other documents must be designed so that they are accessible to persons who use assistive technology. Committee websites must also be accessible. And, if a committee provides information in multimedia formats – streaming media, CD-ROMs, etc. – this information must be accessible. For example, audio must have text alternative; videos should include captioning and video descriptions and a text transcript should be available. Assistive technology should be able to navigate the multimedia application without using a mouse; and flashing, blinking, or moving text should not be used.
- 
- Upon request by a qualified individual with a disability, committee work products must be provided in alternate formats such as Braille, large print, audiotape, or on CD. Sample language that should be included on committee reports and similar work products follows:
- **Alternate Formats**
- Upon request by a qualified individual with a disability, this document will be made available in alternate formats. To request this document in an alternate format, please contact [insert name, address, phone number, and email address of the appropriate staff person].

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# Auxiliary Aids and Services

- The ADA requires public and private entities, upon request, to make the attempt to provide appropriate aids and services to afford effective communication for persons with hearing loss to participate equally in that entity's employment, committee meetings, activities, and events. The ADA may exempt entities such as private businesses from providing accommodations that place an undue hardship on the business, even though the ADA does not specify what constitutes an undue hardship. The ADA places higher standards for state/local government when it comes to providing accommodation requiring that a public entity take appropriate steps to ensure that communications involving persons with disabilities are as effective as with others. This includes providing appropriate auxiliary aids and services to ensure equal opportunity to participate and enjoy the benefits conducted by the public entity. The ADA further directs public entities to give primary consideration to the requests of the individual with a disability (CFR Part 35, subpart E – Communications, Section 35.160 General). Florida's State Government will not place a surcharge on a particular individual with hearing loss or any group of individuals with hearing loss to cover the cost of providing auxiliary aids and services nor shall "No-show" charges may be levied.
- 
- Examples of auxiliary aids or services that may need to be provided for qualified individuals with disabilities who participate in committee meetings or events include:
- ▪ Assistive listening devices and sound systems
- ▪ Qualified sign language interpreters, oral interpreters, and tactile interpreters
- ▪ Communication Access Real-time Translation (CART) services in accessible formats such as large print, Braille, LCD projection, and remote-CART for conference calls
- Qualified readers who know tactile sign language

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# Communication Accessed Realtime Translation (CART)

- These services enable streamed text to be viewed by a limited group of people while being spoken. In contrast to captioning, CART services are streamed to a computer screen without visual presentation.

- In addition to the accessibility enhancements of CART services for non-hearing individuals, hearing participants also benefit through increased learning comprehension and the promotion of heightened participation. Moreover, this technology has the unique ability to meet ADA requirements both in the room and when posted online in transcript form alongside a video.

# Benefits of CART

1. Allows anyone with difficulty processing spoken language (people with hearing disabilities, people who do not speak English well, people who do not process spoken language) to participate in a group setting (meetings, seminars, conventions).

2. Meets the communication needs of many groups of people as opposed to just one.

3. Provides event planners/educators with a tool by which they can evaluate their objectives.

4. Creates a written archive for future reference.

5. Supports compliance under the Americans with Disabilities Act.

6. Reaches out to multicultural audiences.

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# Manual Languages Sign Languages

Sign Language Interpretation

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# Sign Language

- **ASL American Sign Language**
- **Contact Signing or PSE Pidgin Sign(ed) English**
- **SE Signed English**
- **SEE Signing Exact English SEE1** Morphemic Sign System (MSS) **SEE2**
- **Linguistics of Visual English (LOVE)**.
- **Conceptually Accurate Signed English (CASE)**
- **SSS Sign Supported Speech, Simultaneous Communication, Sim Com**
- **Fingerspelling**
- **Cued Speech**

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# American Sign Language ASL

- **ASL is a language that originated in the early 19th century in the American School for the Deaf (ASD) in Hartford, Connecticut. Founded by Thomas Hopkins Gallaudet in 1817.**

- **Despite its wide use, no accurate count of ASL users has been taken, though reliable estimates for American ASL users range from 250,000 to 500,000 persons. This includes a number of children of deaf adults, who are more likely than deaf children to acquire ASL from birth.**

- **ASL signs have a number of phonemic components, including handshape, orientation, location, and movement. In addition, non-manual features can be phonemic, including movement of face and torso. Composed of patterned movements of the fingers, hands, arms, face and body.**

- **ASL grammar is completely unrelated to that of English, although English words are often borrowed through fingerspelling. ASL is a subject-Object-verb (SOV) language with verbal agreement and aspectual marking. It has it's own syntax.**

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# Contact Signing/PSE

- **PSE What is Pidgin Sign(ed) English?** A more recent term is "**contact signing.“** PSE is not considered a true language and lacks rules. It is viewed by sign linguistics experts as a way to "bridge" the gap between native ASL speakers and native English speakers. It contains a mix of ASL rules and English grammar. The signs used in PSE come from ASL, but they are not used in an ASL-ish way, but rather in a more English pattern. Contact sign drops the initializations and grammatical markers used in other forms of MCE, but retains basic English word order.

- **Contact sign is** in fact is a blend of a local Deaf Sign Language and English. This contact language can take place anywhere on a continuum of intermediate stages, from very 'English-like' to very 'Deaf-language-like‘. Because of Contact sign's standing as a bridge between two distinct languages, it is used differently by each individual depending on their knowledge of English and of the deaf sign language. The term Contact sign has largely replaced the earlier name "Pidgin Sign English" (PSE) because this form of signing doesn't display the features linguists expect of a pidgin. Contact sign drops the initializations and grammatical markers used in other forms of MCE, but retains basic English word order.

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# Signed English

- **Signed English** has borrowed signs from the local Deaf Sign Language and invented new signs to represent the words and grammar of English. They tend to follow a loose logic of sound rather than the strict phonetic structure of Cued Speech. Signed English tends to be slower than spoken English, and teachers using it have usually found themselves 'cutting corners' and reverting to a kind of contact or pidgin sign

- **Signed English (SE) – American** The term 'Signed English' refers to a much simpler system than SEE1, SEE2, or LOVE. Signed English (occasionally referred to as Siglish) uses ASL signs in English word order, but only 14 grammatical markers. The most common method of Signed English in the US is that created by Harry Bornstein, who worked on the Gallaudet Signed English Project to develop children's books written in both illustrated signs and written English.

# SEE

SEE is a form of communication/instruction in which signs are used in exact English word order, with some additional signs for conventions

- **Seeing Essential English (SEE1)** Developed in the US in 1966 by a deaf teacher named David Anthony, SEE1 was intended to teach proper grammatical construction by using gestures borrowed from ASL but it implements English word order and other grammatical markers, such as conjugation. In SEE1, all compound words are formed as separate signs - instead of using the ASL sign for butterfly, SEE1 places the signs for but, er, and fly in sequential order. SEE1 also uses the same sign for all homonyms - the same sign is used to sign blue and blew.. Grammatical markers also have signs of their own, including the -ing ending and articles such as the, which are not typically included in ASL. SEE1 is occasionally referred to as Morphemic Sign System (MSS).
- **Signing Exact English (SEE2)** SEE2 was developed by Gerilee Gustason, Esther Zawolkow, and Donna Pfetzing in the early 1970s. As an offshoot of SEE1, many features of SEE2 are identical to that code system. Initializations and grammatical markers are also used in SEE2, but compound words with an equivalent ASL sign are used as the ASL sign, as with butterfly. About 75% to 80% of SEE2 signs are either borrowed from ASL or are modified ASL signs. Signing Exact English uses more markers than the 14 used in Signed English. **As there is no more formal use of SEE1, Signing Exact English is no longer referred to as SEE2, but rather SEE.**

# Manually Coded English used in North America
# LOVE and CASE

- **Linguistics of Visual English (LOVE)** Developed by Dennis Wampler, LOVE is also quite similar to SEE1 in construction. While most forms of ASL and MCE are transcribed using English glosses, LOVE is written using the notation system developed by William Stokoe.

- **Conceptually Accurate Signed English (CASE)** CASE, one of the more recently developed forms of MCE, combines the grammatical structure used in Signed English with the use of concepts rather than words, as is done in ASL. It is becoming one of the more common forms of MCE, and has been used in both interpreter training programs and mainstreamed deaf education. The term Sign Supported English (SSE) is sometimes used to refer to the same thing.

# Sign Supported Speech (SSS), Simultaneous Communication or Sim-Com

- Sign Supported Speech involves voicing everything as in spoken English, while simultaneously signing a form of MCE. The vocabulary, syntax and pragmatics of English are used, with the MCE signing serving as a support for the reception of speech. Signs are borrowed from the local deaf sign language and/or are artificial signs invented by educators of the deaf.The terms SSS and Sim-Com are now often used synonymously with Total Communication (TC), though the original philosophy of TC is quite different.

# Manual Coded English: Fingerspelling

- Fingerspelling – alphabetic signs to represent the written form of an oral language
- Fingerspelling  uses 26 different signs to represent the 26 letters of the English alphabet.
- Every word is spelled as in written English, and as with written English, certain linguistic and paralinguistic elements such as intonation are not represented.
- It is a very simple form of MCE for English speakers to learn, and is often the first 'point of contact' for a hearing person before learning a sign language. Fingerspelling is also used by Deaf people as a part of sign languages, for some proper nouns, or when quoting words or short phrases from English.  Exclusive fingerspelling is rarely used for extended communication, as it is a very slow method of representing English.
- **Rochester Method** Perhaps the closest type of MCE to written English, the Rochester method involves fingerspelling *every* word. It was originated by Zenas Westervelt in 1878, shortly after he opened the Western New York Institute for Deaf-Mutes (presently known as the Rochester School for the Deaf). It has fallen out of favor because it is a tedious and time-consuming process to spell everything manually, though it is still used in some deafblind settings (see tactile signing)

# Cued Speech

- Cued Speech – a hand/mouth system (HMS) to render oral language phonemes (phonetics) visually intelligible. Cued Speech is unique among forms of MCE in that it does not use borrowed or invented signs in an attempt to convey English. Instead, Cued Speech uses eight handshapes - none of which are derived from sign languages - to represent consonant phonemes, and four hand placements around the face to represent vowel phonemes. Cued Speech must be combined with mouthing (associated with the speaking of a language), as the hand shape, hand placement, and information on the mouth combine as unique feature bundles to represent phonemic values. Cues are not intended to be understood without mouthing, however, many deaf native cuers are able to decipher the cues alone without the use of the mouth. Similarly they tend to be able to perform well at deciphering the information on the mouth without the use of the hand (which is commonly referred to as lip reading).


# Assistive Listening Devices

# What is an Assistive listening system?

**Definition**

- An amplification system using transmitters, receivers and coupling devices to bypass the acoustical space between a sound source and a listener by means of induction loop, radio frequency, infrared or direct wired equipment

**What they do**

- Increase loudness
- Bring sound directly into hearing aid or Cochlear implant or ear
- Minimize background noise

# Types of Devices

- Acoustical through the ear or hearing aid
- Inductive through a telecoil of hearing aid or cochlear implant
- Direct connection into hearing aid or cochlear implant

# The Telecoil

- Optional component of hearing aid
- Only 1/3 of HAs have a T-coil, but the number is growing
- Not available with canal (very small) aids
- Standard feature in ear-level cochlear implants
- Functions with telephones and assistive listening devices

# ADA Standard Requirements

- **Assembly Area:** A building or facility or portion thereof, used for the purpose of entertainment, educational or civic gatherings, or similar purposes.
- **Required where:**
  - Audible communication is integral to the use of the space and
  - Has audio amplification
- **2 Exceptions (219.3)**
  - Multi assembly areas under one management
  - Where all seats are served by and induction loop

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Where all seats in an assembly area are served by an induction loop Assistive listening system, the minimum number of receivers required by Table 219.3 to be hearing-aid compatible shall not be required to be provided.

| Capacity of Seating in Assembly Area | Minimum Number of Required Receivers | Minimum Number of Required Receivers Required to be Hearing-aid Compatible |
|---|---|---|
| 1. Or fraction thereof. | | |
| 50 or less | 2 | 2 |
| 51 to 200 | 2, plus 1 per 25 seats over 50 seats [1] | 2 |
| 201 to 500 | 2, plus 1 per 25 seats over 50 seats [1] | 1 per 4 receivers [1] |
| 501 to 1000 | 20, plus 1 per 33 seats over 500 seats [1] | 1 per 4 receivers [1] |
| 1001 to 2000 | 35, plus 1 per 50 seats over 1000 seats [1] | 1 per 4 receivers [1] |
| 2001 and over | 55 plus 1 per 100 seats over 2000 seats [1] | 1 per 4 receivers [1] |

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# Changes in the 2010 Design Standards

## Assistive Listening Systems

- Required where audible communication is integral to the use of the space
- Not required if audio amplification is not provided
- 25% of the receivers must be hearing aid compatible
  - usable with an induction neck loop
  - must have a 1/8 inch (3.5 mm) standard monojack

| # of Receivers Required Based on Seating Capacity | | |
|---|---|---|
| **Capacity of Seating in Assembly Area** | Minimum Number of Required Receivers | Minimum Number of Required Receivers Required to be Hearing aid Compatible |
| **50 or less** | 2 | 2 |
| **51 to 200** | 2, plus 1 per 25 seats over 50 seats [1] | 2 |
| **201 to 500** | 2, plus 1 per 25 seats over 50 seats [1] | 1 per 4 receivers [1] |
| **501 to 1000** | 20, plus 1 per 33 seats over 500 seats [1] | 1 per 4 receivers [1] |
| **1001 to 2000** | 35, plus 1 per 50 seats over 1000 seats [1] | 1 per 4 receivers [1] |
| **2001 and over** | 55 plus 1 per 100 seats over 2000 seats [1] | 1 per 4 receivers [1] |
| **1. Or fraction thereof.** | | |

- Sections 219 and 706 of the 2010 St

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## Changes in the 2010 Design Standards

# Assistive Listening Systems

**One system does not fit all – there are 3 systems:**

- Infrared
- Radio Frequency
- Induction Loop

**Consider:**

- Pros and cons of each type of system
- Environmental conditions in which the systems will be used
- Way in which the systems will
- What the system will be used for besides assistive listening

www.kennedy-center.org/accessibility/education/lead/resources.html#books - "Assistive Listening Devices for People with Hearing Loss"

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# Advertise and Operate

- Newspaper and other media advertisements should include information that the venue provides an ALS.
- Recorded telephone information should include a comment that the venue provides an ALS.
- Within each venue, there should be clear and visible signs that an ALS is available and exactly where the receivers can be obtained.
- At each venue, information regarding the frequency of the FM and IR (sub-carrier) transmissions should be clearly posted for those consumers who bring their own receivers.
- The same individual in the same physical location should be responsible for both the checking in and checking out of the receivers
- This individual should be trained to operate, troubleshoot, and maintain the receivers. See report for a full listing of this person's responsibilities.

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# How Wireless devices work

- Three types of wireless devices exist along with hard-wired devices. A wireless device used by people who use their residual hearing has two main components. One component sends the sound out to the listener, but is not directly connected to the listener with the hearing loss. The second component of the wireless system, the receiver, detects the sound and sends the sound to the ear of the person with the hearing loss. The three types of wireless devices are the FM system, the audio induction loop and the infra red system. Each system has advantages and benefits for particular uses.

# ALS Specifics

- 3 types: FM, Infrared and Inductive Loop
- Each is cordless
- Each works well and has specific advantages
- Each works with or without hearing aids/CIs
- Each can experience interference
- Available as wide area or personal systems

# Wireless Devices

- The FM system can easily operate in many environments with battery power. It is thus mobile and does not usually require a sound expert for it to work properly. The listener with the hearing loss carries a receiver and an earpiece.
- The audio induction loop which permits the listener with hearing loss to be free of wearing a receiver provided that the listener has a hearing aid or cochlear implant processor with an accessory called a "telecoil". If the listener does not have a telecoil, then he or she must carry a receiver with an earpiece.
- The infra red (IR) system, which also requires a receiver to be worn by the listener. Usually the emitter for the IR device, that is, the component that sends out the signal, uses an AC adaptor. The advantage of the IR wireless system is that people in adjoining rooms cannot listen in on conversations, making it useful for situations where privacy and confidentiality are required. Another way to achieve confidentiality is to use a hardwired amplifier which sends out no signal beyond the earpiece that is plugged directly into the amplifier. That amplifier of the hardwired device also has a microphone inside of it or plugged into it.

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# FM Systems

- Transmits radio waves to receivers
- Commonly used in classrooms and where movement of speaker is required.
- Not affected by light
- Can cover 200+ feet
- Portable
- Multiple frequencies allow several uses in same place
- Susceptible to radio interference

# Audio Loop Systems

- Audio loop transmits through electromagnetic field
- No receiver necessary for hearing aid wearers with telecoil
- Loop listener receivers for others
- Often permanently installed
- Reception can vary
- Susceptible to interference

# Advantages of Inductive Listening

- Eliminates feedback
- Reduces noise (improve “speech to noise ratio”)
- Compensates for distance and poor acoustics
- Increases effectiveness of hearing aids and cochlear implants
- Enables user to turn up volume without making it loud for others

# Infrared Systems

- Transmits light waves to receivers
- Commonly used in court rooms, movies, live performance theaters, conventions and with TVs
- Allows privacy
- Susceptible to interference from bright sunlight
- Can effectively reflect off some surfaces
- Must keep receiver diode exposed to pick-up signal

# ALS Troubleshooting

- Battery dead/no battery
- System, microphone or receiver not turned on
- Receiver broken
- T-switch not on
- Interference
- Break in cords

# ALS Considerations

- Prices vary/comparison shop
- Maintenance, check batteries, staff training
- People setting up the system should check it
- Facilities can't charge to loan ALD receivers
- ADA rules on number of receivers & attachments
- Microphone Considerations
  - Garbage in/garbage out
  - Styles: Directional versus Omni
  - Number and placement

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# Tools & Statistics

- How to plan a successful visit for patrons with hearing impairments.

Maureen McKloski
Accessibility Coordinator,
Florida Division of Cultural Affairs

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# SUCCESSFULLY ACCESSIBLE

# A LUNCH HOUR WEBINAR SERIES

**The Division of Cultural Affairs is pleased to announce upcoming lunch hour webinars in partnership with VSA Florida**

**12:00 p.m. ET**
**Every 4th Wednesday, From January to June 2013**

Join us for a series of webinars organized to help arts and cultural organizations design, create and implement successful accessible programming, events and environments for their patrons. Each session will include DCA staff and guests who can provide information and experience on the importance of accessibility in the arts. There will be time for a question and answer session.

**The topics of the sessions are as follows:**

**April 24th 12:00pm** – How to Plan a Successful Visit for Patrons with Sight Impairments

**May 22nd 12:00pm** – Planning a Successful Visit for Patrons with Wheelchairs and Mobility Issues

**June 26th 12:00pm** – Training Your Staff: Dos and Don'ts

We encourage you to email the Division's Accessibility Coordinator, Maureen McKloski at Maureen.McKloski@dos.myflorida.com prior to the session if you need any additional accommodations or have any questions.

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