

GUIDELINES FOR MENTORING AN NIH TRAINEE WHO IS DEAF OR HARD OF HEARING

Office of the Deputy Director for Intramural Research

National Institutes of Health

*NIH Training
Directors
Subcommittee on
Diversity and
Inclusiveness*

OVERVIEW

The National Institutes of Health (NIH) is internationally respected for its biomedical research and training of scientists for the future. Training includes programs for those at the earliest stage of their career development, such as the summer intern program, to more advanced programs for those with doctorates and medical degrees, such as the postdoctoral Intramural Research Training Award/Visiting Fellows program and the Clinical Research Transition program. Whereas diversity continues to be an important goal for all training programs, the NIH focus has been primarily on race, national origin, ethnicity, and gender.

The NIH Training Directors Subcommittee on Diversity and Inclusiveness (SDI) is dedicated to expanding the NIH experience with diversity to include more trainees who are disabled. As part of this effort, the SDI is addressing inclusion of trainees who are deaf or hard of hearing (DHH). This guide and checklist has been developed by the SDI to demystify the process of preparing for and mentoring a trainee who is DHH and provide specific resources. With input from other NIH entities and available resources, it provides information to facilitate the appointment of trainees who are DHH to research laboratories in the NIH Intramural Research Program. The SDI stands ready to assist researchers in identifying trainee candidates and resources, providing information and support, and networking with the participating laboratories. The SDI also endeavors to foster community spirit and productive exchanges to ensure an inclusive and productive environment for trainees who are DHH.

For the purposes of these guidelines, “trainee” will refer to an individual who is DHH.

The following topics are included:

- Getting Started: Finding a Talented Trainee Who Is DHH
 - Interviewing Candidates for a Training Position
 - Identifying a Mentor
- Preparing To Welcome the Trainee Who Is DHH Into Your Laboratory
 - Prior to the Trainee’s Arrival
 - Planning for Safety
- Providing an Excellent NIH Training Experience
 - Recognizing Abilities
 - Creating an Inclusive Environment for Trainees Who Are DHH
 - Working With a Sign Language Interpreter
 - Communicating With a Trainee Who Is DHH
 - Mentoring the Trainee
- Assisting the Trainee To Transition to the Next Step

Inclusion of individuals with disabilities in NIH training programs is vital to its training mission and its commitment to diversity. Not only will fostering the professional development of talented individuals who are DHH enhance our Nation's biomedical research capacity, but these individuals also will be an inspiration to young students with disabilities who seek to be contributing members of this great Nation.

Wendy J. Fibison, Ph.D.
Chair, Subcommittee on Diversity and Inclusiveness
NIH Training Directors Committee
National Institutes of Health

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The National Institutes of Health (NIH) Training Directors Subcommittee on Diversity and Inclusiveness (SDI) was created by Dr. Michael M. Gottesman and began its work in February 2012. The committee quickly focused its initial project on expanding the inclusion of students who are disabled, in particular those who are deaf or hard of hearing (DHH), in NIH's training programs. The SDI educated itself by inviting guest speakers to its meetings, attending NIH diversity presentations, and visiting Dr. Peter Blumberg's laboratory at the National Cancer Institute to learn firsthand how a laboratory includes trainees who are DHH. Dr. Blumberg inspired the SDI with his commitment to inclusion, and he supported the SDI's work in numerous ways. We are exceptionally grateful to Dr. Gottesman for providing ongoing support and vision.

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GETTING STARTED: FINDING A TALENTED TRAINEE WHO IS DEAF OR HARD OF HEARING

Trainee candidates can be identified through the online application system maintained by the National Institutes of Health (NIH) Office of Intramural Training and Education at www.training.nih.gov/for_staff.

The NIH Training Directors Subcommittee on Diversity and Inclusiveness (SDI) has established contacts at Gallaudet University and the Rochester Institute of Technology National Technical Institute for the Deaf, Rochester, New York, as well as other institutions serving individuals who are deaf or hard of hearing (DHH), to help identify talented individuals interested in pursuing careers in biomedical research. Members of the SDI would be delighted to provide resumes of individuals who are seeking training positions. Researchers are encouraged to keep in contact with the SDI from the beginning of the interview process and throughout the training period. Members of the committee are familiar with resources, services, and networking opportunities. Please contact the Training Directors SDI at TrainingCoordinator@niaid.nih.gov.

Interviewing Candidates for a Training Position

Interviews play a critical role in the trainee appointment process, allowing potential mentors the opportunity to identify the individual who possesses the best mix of basic knowledge, skills, and abilities to succeed as a trainee. When interviewing a candidate with a disability, some mentors find themselves uncertain about how to act or what they can ask. Below is some general guidance on navigating the interview process with students who are DHH.

The level of support required by students who are DHH will vary. It is the policy of the NIH to provide whatever accommodation will be required. Prior to the interview, explore what the student needs as an accommodation for the interview. Sign language interpreting or an alternative means of communication over the phone will be provided at no cost to the laboratory. Talking with the student's references may also require these arrangements.

See Appendix A for specific instructions and the lead time needed to arrange for sign language interpreting and telephone calls.

Remember that students who are DHH are *as able* to conduct biomedical research as students who are not DHH, so your expectations during the interview process should be in keeping with the interviews you conduct with potential trainees who are not DHH.

- Consider providing the student with fact sheets prior to the interview to show the range of questions that are welcomed during an interview.

Appendix B has examples of fact sheets, including Questions To Ask the Potential Mentor, Trainee Skills, and Mentoring Skills. These were developed by the National Institute of Allergy and Infectious Diseases' Office of Training and Diversity.

- If the interview is in person, see the section "Working With a Sign Language Interpreter."
- Relax and make the applicant feel relaxed.

- Treat the individual with the same respect you would afford any other candidate.
- Hold the student to the same standards as all other applicants.
- Tell the student about your research and the makeup of your laboratory, in brief.
- Ask about the student's research experience and professional goals.
- Identify the skills the student already has and those that would need to be developed.
- Find out what attracts the student to your laboratory and research.
- Identify the student's previous experience(s) in a professional environment that included individuals without hearing problems. This information will give you an opportunity to describe the makeup of your laboratory and its culture, and assess the level of support the student may need to make a smooth transition into the laboratory.
- Encourage the student to ask questions, as he or she may be shy and unaccustomed to asking questions about a professional training experience.
- Ask the student to describe his or her "best mentor" to learn more about mentoring attributes that the student finds most supportive.
- Offer to put the potential trainee in contact with your current or former laboratory trainees.
- Arrange for the potential trainee to connect with NIH trainees who are DHH. The SDI can assist you with identifying these trainees. Please contact the Training Directors SDI at TrainingCoordinator@niaid.nih.gov.

Identifying a Mentor

Once an excellent candidate for your laboratory has been identified, consider who would be the trainee's mentor. When assigning a mentor, you should ensure that the person chosen:

- Will treat the trainee professionally and respectfully.
- Has time, patience, and willingness to work with a trainee who is DHH.
- Has the ability to communicate effectively and relate to a trainee who is DHH.

The mentor should have an opportunity to interview the candidate.

PREPARING TO WELCOME THE TRAINEE WHO IS DHH INTO YOUR LABORATORY

Prior to the Trainee's Arrival

You have made the offer, and it has been accepted! Your next step is to initiate the services that will support communication with your new trainee in your laboratory. This will include the following.

- Ask the trainee in writing what type of help he or she would like in communicating with his or her mentor and members of the laboratory. This may be a sign language interpreter or an alternate professional who can help the trainee with communications if sign language is not the means used by the trainee.
- Contact the Office of Research Services to schedule a regular sign language interpreter(s) and identify the scientific vocabulary that will be required of the interpreter. See Appendix A.
- Clarify computer requirements to support software needed by the incoming trainee.
- Identify a desk space for the sign language interpreter or alternate professional.
- Provide the sign language interpreter(s) a tour of the laboratory and introduction to the laboratory members.
- Contact the Office of Equity, Diversity, and Inclusion to arrange a seminar on Disability Etiquette to expand the laboratory members' interpersonal skills as they relate to individuals who are DHH.
- Arrange for laboratory members to meet with staff of other laboratories who have had trainees who are DHH (the SDI can provide this information).
- Provide members of the laboratory with resources so they may become familiar with how to communicate with a person who is DHH. This can include articles, brochures/pamphlets, social media, and talking with NIH trainees or staff who are DHH. See Appendix C for NIH resources and Appendix D for additional resources.

Planning for Safety

It may be necessary to obtain interpreting services on an emergency basis. Emergency situations include providing interpreting services for occupational medical services, the employee assistance program, police and ambulance emergencies, and doctor-patient meetings after normal business hours, Federal holidays, and weekends. **The emergency number is 1-571-730-4330.**

To provide for safety in the laboratory:

- Address safety issues such as location of the fire alarm (light) in relation to the work space of the trainee. Any modifications in the laboratory, such as strobe lighting for the fire alarm system, will be paid for centrally.
- Revise safety plans to accommodate any special needs of the trainee.

- Plan for a safety drill so all are familiar with any special actions that need to be taken to assist the trainee who is DHH.
- For safety classes that are not online, arrange for a sign language interpreter or any other type of communication assistance.

The emergency contact information is also on the back page of this document.

PROVIDING AN EXCELLENT NIH TRAINING EXPERIENCE

Recognizing Abilities

Since trainees who are DHH are *as able* to conduct biomedical research as trainees who are not DHH, the expectations related to their research should be in keeping with those trainees who are not DHH.

Accommodations should focus on providing the best system(s) of communication so that the trainee who is DHH is an engaged member of the laboratory community, both scientifically and socially.

Creating an Inclusive Environment for Trainees Who Are DHH

Inclusiveness provides an environment of mutual respect, equity, and recognition of the value of differences that each individual brings to the research group regardless of background or disability.

Clearly communicating these organizational values fosters a trusting and welcoming environment.

Working With a Sign Language Interpreter

Working with a language interpreter, whether it is a spoken language or a sign language, may be a new experience for you and your laboratory. *Remember that the interpreter is not part of the conversation*, but rather he or she is your “conduit” so you may hear and be heard. Following a few simple guidelines will support your communication relationship with the *trainee*.

- Introduce yourself to the sign language interpreter at the beginning of the conversation, but otherwise, do not engage directly with the interpreter.
- Clarify that the interpreter will communicate what you have said and not interpret its meaning to the trainee.
- Do not ask the interpreter’s opinion.
- Stay in constant eye contact with the trainee (and not the interpreter), focusing your attention on him or her.
- Let the trainee and the interpreter position themselves as needed. Usually, the interpreter will stand at your side so that both people who are signing face one another. Group discussions may take a few more moments to find the optimal positions for all who are part of the conversation.
- Lighting may need to be considered.
- Speak and gesture normally. If the trainee reads lips, he or she will probably be looking between the interpreter’s hands and face, your lips, and your gestures to get a full picture of the conversation. Avoid the tendency to speak louder.
- If repetition is needed, use different words.

- Be sensitive of a slight time lag in interpreting. You should speak at a normal pace and follow the usual rules in conversation, allowing for pauses where appropriate.
- If the trainee wants to interject something, pause to allow the interpreter time to communicate the comment(s).
- Schedule meetings with the interpreter to identify any communication issues that need to be addressed.

Communicating With a Trainee Who Is DHH

- Set time aside for the trainee to review and select software that will support his or her work. Software is provided by ORI.
- See Appendix E for software for individuals who are DHH.
- Arrange for a sign language interpreter or alternate professional or service, depending on the trainee's preferences. Video relay is another method of communication. The person who is deaf signs to a video camera, and the interpreter for the relay service interprets from sign to speech.
- If you, or others in the laboratory, need to get the attention of the trainee, identify the trainee's preference (e.g., touching his or her shoulder).
- When meeting with the trainee to review work, allow for a little extra time to accommodate the sign language interpreting.
- Stay in constant eye contact with the trainee, focusing your attention on him or her. This is especially important if the trainee reads lips.
- Establish a clear communication plan in the event of an emergency in the laboratory or building.
- For campus meetings and events outside the laboratory, such as an NIH interest group or grand rounds or Intramural Research Training Award meetings, arrange for sign language interpreting. This should be done ahead of time.
- Consider setting time aside for informal chats including the members of the laboratory.

Mentoring the Trainee

Mentoring is a *personnel enhancement strategy* that facilitates the *transfer of knowledge and skill*. Mentors share expertise, resources, organizational history, values, perspectives, and attitudes with the mentee. This allows the trainee to quickly ramp up, and build skills and knowledge while attaining career development goals. It also provides the opportunity for mentors to further enhance their own skill and knowledge areas. Your Institute's or Center's (IC) training director can provide additional information on mentoring and the mentoring process. A list of training directors can be found at: www.training.nih.gov/ic_contacts.

- Create an Individual Development Plan that includes the trainee's scientific research projects and career goals. Building working relationships with laboratory mates is also an important part of the trainee's development. For example, since the

interpreter may not sign all of the informal verbal exchanges that occur throughout the day among the laboratory members, setting time aside to communicate informally with others in the laboratory may be important for the trainee, especially in the early days.

- Assist other trainees in the laboratory to create Individual Development Plans that include how the trainee will communicate with his or her colleague who is DHH.
- Hold the trainee who is DHH to the same standards as other trainees in the laboratory.
- Treat the trainee normally. When you refer to your trainee, always refer to the individual first. Mention the disability only as it relates to the topic being discussed.
- Conduct regular meetings with the trainee.
- Discuss the trainee's goals and how the training program can support him or her.
- Provide guidance on the trainee's research experiments and interpretation of results.
- Provide feedback on the trainee's performance and professional development.
- Assist the trainee in networking with other NIH trainees who are DHH. The SDI can assist with making these connections. Please contact the Training Directors SDI at TrainingCoordinator@niaid.nih.gov.
- Introduce the trainee to your Institute's training office and the programs and services it provides, as well as programs offered at the NIH level by the Office of Intramural Training and Education.
- Visit the NIH Office of Training and Education (www.training.nih.gov) to see programs and services offered at the NIH level.
- Visit Intramural Training Contacts (www.training.nih.gov/ic_contacts) to identify the training director for your Institute.
- As the trainee progresses, actively expand his or her scientific network to maximize exposure to other scientists who may be collaborators in the future. You may need to introduce the scientists to communicating with an individual who is DHH and provide them with resources.
- As a mentor, establish your own network of researchers who also have experience mentoring trainees who are DHH.

ASSISTING THE TRAINEE TO TRANSITION TO THE NEXT STEP

The next phase of mentoring focuses on the trainee's transition to his or her next step, whether this be another laboratory experience or graduate studies.

When the trainee goes for a graduate or medical school interview, encourage the trainee to make the necessary arrangements for accommodations with the university.

When writing a letter of recommendation, if the trainee's hearing loss is mentioned, expand on how the trainee and mentor overcame barriers to develop a successful working relationship. Discuss how the trainee himself or herself reached out to establish interactions and relationships with peers in different settings—the laboratory, seminars, conferences, laboratory social activities.

Build an alumni group of trainees and researchers who are DHH or have worked with those who are DHH. This network can offer advice or guidance to transitioning trainees. Creating a LinkedIn group or using a social media approach can facilitate this.

Encourage the trainee to consider the possibility of working in a laboratory with a supervisor/ mentor who is DHH (e.g., at Gallaudet University, Oregon Hearing Research Center, Rochester Institute of Technology National Technical Institute for the Deaf) as a step between NIH training and working independently.

APPENDIX A

ARRANGING FOR SIGN LANGUAGE INTERPRETING SERVICES FOR TELEPHONE CALLS AND EVENTS

Sign language interpreting services are provided by the National Institutes of Health (NIH) Office of Research Service and include American Sign Language (ASL), Pidgin Signed English (PSE), Computer Accessed Real-Time Translation (CART), Oral Interpreting, Oral Tactile, and Cued Speech. Video relay is also a method that is available. The person who is deaf signs to a video camera, and the interpreter for the relay service interprets from sign to speech. If both discussants are deaf, they can just sign to one another. These services are available on and off the NIH main campus including Frederick and Baltimore, Maryland; Research Triangle, North Carolina; and Rocky Mountain Laboratories, Montana.

These services are *best scheduled 2 weeks in advance*, or as soon as you know you are going to need the service.

ORI recommends Internet Explorer 7 and higher, Firefox, and Chrome as the Internet browser.

Please note: All requests, changes, and cancellations must be made through this system.

An emergency situation would be to provide interpreting services for occupational medical services, the employee assistance program, police and ambulance emergencies, and doctor-patient meetings after normal business hours, Federal holidays, and weekends. The emergency number is **1-571-730-4330**.

How to schedule an interpreter for an event or phone call:

1. Go to **Office of Research Services** website:
<http://www.ors.od.nih.gov/Pages/home.aspx>.
2. Click Services.
3. Click Event Management.
4. Click Sign Language Interpreting.
5. Request login ID through support@ainterpreting.com.
6. Sign in and schedule an interpreter for an event or a telephone call.
7. If you have a login ID, go to www.portal.ainterpreting.com, sign in, and schedule an interpreter for an event or a telephone call.

Contact Information

Carole Harman
Quality Assurance Specialist
Telephone: 301-402-8180
Email: Harmanc@mail.nih.gov

Interpreting Customer Service
Telephone: 301-402-8180
Email:
InterpretingServices@ors.od.nih.gov

Source: Office of Research Services website: <http://www.ors.od.nih.gov/Pages/home.aspx>.

APPENDIX B

FACT SHEETS ON INTERVIEWING AND ROLE OF THE MENTOR AND MENTEE

The following fact sheets were developed by the Office of Training and Diversity, National Institute of Allergy and Infectious Diseases.

QUESTIONS TO ASK A POTENTIAL MENTOR

Having a mentor throughout your career increases the opportunity for successful professional advancement and advanced research capabilities. Before choosing a mentor, it is important to determine what type of mentor is best suited to your goals, objectives, and learning style. Below is a list of suggested questions to ask your potential mentor. Keep in mind that some of the questions may not be relevant to your anticipated level of training.

- Will I have my own project?
- Will there be regular opportunities for communication to discuss my research and career goals with you?
- Are there others in the laboratory who are resources for questions or assistance if you are not available?
- What do you expect a trainee at my level to accomplish in terms of having command of the literature, planning experiments, possessing knowledge of mentoring techniques, understanding the research and its context, and communicating orally and in writing?
- How much independence will I have in terms of planning and executing experiments, determining the direction of research, and analyzing and interpreting results?
- Will I have opportunities to increase my independence?
- How does authorship work in this lab?
- Will I be able to take time from the laboratory to participate in and attend seminars and workshops?
- Are you available for career advice and assistance with the application process to graduate and medical schools?
- Will I be able to take time off to attend interviews with prospective universities?
- Will I have the opportunity to participate in collaborations?
- Will I have the opportunity to publish?
- What opportunities will you provide to learn about the management of laboratory resources?
- Will I have the opportunity to mentor trainees?
- How will you give me feedback on my professional development?

TRAINEE SKILLS

The relationship between a mentor and trainee requires active participation by both parties. By taking an active role, you can enhance your training experiences at the National Institutes of Health. Ultimately, it is up to you, the trainee, to tailor your training to meet your career goals.

Communication

- Arrange an initial meeting with your mentor to clarify expectations for how the lab functions.
- Schedule meetings with your mentor individually and as part of the lab at regular intervals.
- Initiate discussions with other trainees and laboratory staff.
- Inquire about available resources such as:
 - Individuals with complementary knowledge and expertise
 - Core facilities
 - Human resource support and availability.

Research/Skills Development

- Work with your mentor to select an appropriate project.
- Help plan, identify, and prioritize projects based on short- and long-term goals.
- Create an Individual Development Plan and review your plan on a regular basis.
- Seek opportunities to learn about new research techniques, ways to keep records, methods of analysis, and skills for interpretation of data.
- Initiate opportunities for increasing independence.
- Review and follow guidelines for best practices.
- Discuss with your mentor how authorship works in the laboratory.

Promotion

- Follow up on opportunities for successful collaborations.
- Attend seminars, forums, and professional meetings.
- Make presentations at meetings.
- Seek opportunities to gain experience and to advance.
- Be willing to ask questions and seek help.

Career Advice/Assistance

- Seek input regarding education and career development from a variety of resources.
- Ask for time for education and career development activities (e.g., interviews).

MENTORING SKILLS

The mentoring and training of scientists is an important goal at the National Institutes of Health (NIH). The key components of mentoring outlined below represent training that enables senior investigators at the NIH to foster the careers of their trainees.

Communication

- Meet with trainee individually and as part of the laboratory staff regularly.
- Clarify expectations for how the lab functions.
- Provide opportunities for communications and interaction between trainee and laboratory staff.
- Encourage opportunities to communicate orally and in writing.
- Inform trainee of available resources
 - Individuals with complementary knowledge and expertise
 - Core facilities
 - Human resource support and availability.

Research/Skills Development

- Assist trainee in selecting a project.
- Help plan, identify, and prioritize projects based on short- and long-term goals.
- Discuss the trainee's Individual Development Plan initially and periodically.
- Set guidelines for best practices and expectations for ethical conduct in science.
- Ensure understanding of research techniques, record-keeping, analysis, and interpretation of data.
- Encourage initiative and development of increasing independence.
- Involve trainees in discussions within the laboratory.
- Increase awareness of resource management (e.g., supplies, staffing, and budget).
- Provide opportunities to critically review literature.
- Explain how authorship works in the laboratory.

Promotion

- Offer opportunities for successful collaborations.
- Encourage attendance at seminars, forums, and professional meetings.
- Encourage presentations at meetings.
- Encourage original and innovative thinking.

- Assist in the development of writing skills (e.g., grant writing).

Career Advice/Assistance

- Provide solid input regarding education and career development.
- Allow time for education and career development activities (e.g., interviews).

APPENDIX C

NATIONAL INSTITUTES OF HEALTH RESOURCES FOR TRAINEES WHO ARE DEAF OR HARD OF HEARING

Office of Research Services

Interpreting Services

Sign Language and CART Services System (See Appendix A for details.)

Do You Know the A, B, C's of Signing?

Visit the ASLPro.com website and watch instructional videos to learn the American Sign Language (ASL) alphabet along with a variety of commonly used words and phrases.

Deafness in the Workplace: A Panel Discussion

<http://videocast.nih.gov/summary.asp?live=11767>

On August 23, 2012, the Division of Amenities and Transportation Services (DATS) hosted a lively and enlightening discussion featuring a small panel of deaf employees working at the National Institutes of Health. The panel and moderator discussed work-related challenges and communication issues between deaf and hearing employees in the workplace.

Interacting and Working With People Who Are Deaf

<http://videocast.nih.gov/summary.asp?live=10976>

On March 29, 2012, DATS along with the Office of Human Resources, the National Institute on Deafness and Other Communication Disorders, and Access Interpreting Services presented an exciting workshop providing practical strategies for effective two-way communication.

Office of Equity, Diversity and Inclusion (EDI)

EDI will provide training for your laboratory to increase members' understanding of working with individuals who have a disability. In particular, a seminar on working with deaf and hard-of-hearing individuals can be arranged by contacting:

Kimberly Kirkpatrick
Disability Program Manger
kimberly.kirkpatrick@nih.gov
301-451-0748

National Institute on Deafness and Other Communication Disorders

Telecommunications Relay Services

<http://www.nidcd.nih.gov/health/hearing/pages/telecomm.aspx>

A telecommunications relay service allows people who are deaf, hard of hearing, or speech impaired to communicate through a communications assistant (CA) with people who use a standard telephone. A CA relays the TTY (text telephone or telecommunications device for deaf and hard-of-hearing people) input to the telephone user and types that person's

response back to the TTY user. Telecommunications relay services can be reached by dialing 711.

Just as you can dial 411 for information, you can dial 711 to access all telecommunications relay services anywhere in the United States. The relay service is free.

CAs are trained to be as unobtrusive as possible during a call. A CA's responsibility is to relay the conversation exactly as it is received. All relay calls are confidential.

Regardless of which long-distance company or organization is providing a state's relay service, callers can continue to use the long-distance company of their choice.

Two options when using a telephone relay service are voice carry-over (VCO) and hearing carry-over (HCO). VCO allows a person with a hearing impairment to speak directly to the other party and then read the response typed by a CA. HCO allows a person with a speech impairment to hear the other party and relay the TTY response back to the telephone user through the CA. This service allows individuals with communication disorders to communicate with all telephone users.

For more information on telecommunications relay services, please visit the Federal Communications Commission at www.fcc.gov/cgb/dro/trs.html.

APPENDIX D

NON-NATIONAL INSTITUTES OF HEALTH RESOURCES FOR TRAINEES WHO ARE DEAF OR HARD OF HEARING

Organization	Resource Location	Result
American Association for the Advancement of Science (AAAS): Entry Point	http://ehrweb01.aaas.org/entrypoint/about/	Program encourages those with a disability and also interested in a STEM program. Does not provide sponsorship; that is the responsibility of the employing institution. Point of contact: entrypoint@aaas.org .
American Association of People With Disabilities (AAPD)	http://www.aapd.com/what-we-do/employment/internship-program/	Internship coalition: AAPD provides accessible housing, a living stipend, and travel to and from Washington, DC, for all summer interns.
Emerging Leaders	http://www.viscardicenter.org/services/nbdc/emerging-leaders/	Program acts to match students with internships that are paid for by the employer.
Employer Assistance and Resource Network (EARN)	http://askearn.com/	Website provides a starting point for employers considering hiring deaf or hard-of-hearing individuals.
Gallaudet, Career Center	http://www.gallaudet.edu/career_center/career_resources.html http://www.gallaudet.edu/career_center.html	Interim Director: Ms. Karen Cook, I.K. Jordan Student Academic Center.
Hearing Loss Association of America (HLAA)	http://www.hearingloss.org/ http://www.hearingloss.org/content/financial-assistance-programs-foundations	Provides no sponsorship opportunities for trainee stipends. Offers support for equipment for low-income families/children. Resources include referrals to other resources.
Job Accommodation Network	https://askjan.org/empl/	Referral to Employer Assistance and Resource Network (EARN).
Maryland: Governor's Office of Deaf and Hard of Hearing	http://www.odhh.maryland.gov/welcome_vlog.html	No programs that offered sponsorship for deaf/hard-of-hearing individuals located.
Office of Disability Employment Policy Workforce Reinvestment Program (WRP)	http://www.dol.gov/odep/wrp/	Connects federal and private sector employers with college students and recent graduates with disabilities.

Organization	Resource Location	Result
The Optimist Club	http://www.optimist.org/e/visitor/sponsorships.cfm	Provides aids and services to hearing-impaired youth. No funding is available for training; they provide very focused opportunities which they sponsor.

APPENDIX E

SOFTWARE FOR INDIVIDUALS WHO ARE DEAF OR HARD OF HEARING

Below is the description of the software available for a professional setting. The Dragon Naturally Speaking software is not readily available through the Computer/Electronic Accommodations Program (CAP) but would be considered a special request. In the second half of this document are the commonly requested deaf or hard-of-hearing (DHH) aids for which CAP normally maintains an inventory.

Dragon Naturally Speaking 11.5 Professional

This enterprise-ready speech recognition software allows busy professionals to dictate documents, send email, search the web, and command and control their PCs—entirely by voice—for new levels of personal productivity and corporate cost savings.

From legal, insurance, and finance to education and social services industries, countless professionals rely on Dragon Professional to automate their PC computing processes to work faster and smarter. Use Windows applications to create documents, send email, search the web, and more—just by talking. Customize the vocabulary and commands to reflect your terminology and workflow. Create macros to automate business processes. Use your iPhone or iPod as a wireless microphone or use Dragon with a digital voice recorder, anywhere, anytime for productivity on the go. Dragon Professional provides security features, configuration options, and administrative tools for managing large user networks.

- **Fast, Accurate Dictation:** Dictate naturally to create documents, spreadsheets, presentations, email, and more—three times faster than typing—with up to 99 percent recognition accuracy.
- **Works With Most Windows-Based Applications:** Use your voice to dictate, edit, and control applications like Microsoft Word, Corel WordPerfect, Microsoft Excel, Microsoft Outlook, and more. Dragon also works with many industry-specific software programs.
- **Control Your Computer by Voice:** Use simple voice commands to create files, send email, schedule meetings, open and close applications, save documents, and search the web or your PC faster than ever before.
- **Custom Vocabularies:** Add unique names, acronyms, and terminology tuned to your business or industry so that Dragon will recognize the words and phrases you use. Custom word lists can be imported and shared across the enterprise.
- **Time-Saving Macros:** Easily create or import custom voice commands that let you fill out forms, insert frequently used text and/or graphics, or automate processes.
- **More Productivity Away From the PC:** Dictate into a Nuance-approved digital recorder from anywhere, at any time, and Dragon will transcribe the resulting audio files. Wireless microphone support, including the ability to use your iPhone or iPod as a wireless microphone, delivers added convenience.

- **Ideal for Enterprise Deployments:** Centrally manage voice profiles, custom vocabulary, feature access, and multiple installations over a network. Robust security features and administrative tools make Dragon enterprise ready.
- **Section 508 Certified:** Meet Government-mandated accessibility requirements for workers with disabilities. Prevent repetitive stress injuries and keep more employees on the job.

Resource: <http://www.nuance.com/for-business/by-product/dragon/dragon-for-the-pc/dragon-professional/index.htm>.

Additional Products Available Through CAP

The following products are a sample selection of items that can be found among the assistive technology products on the CAP website. These products are normally maintained within its regular inventory and thus are readily available. All product information was gathered and should be considered current as of August 15, 2012. Visit CAP <http://cap.mil> for more products.

Interact-AS is software that allows spoken words to be instantly displayed, and anything that is typed or written is spoken out loud. CAP provides the software + microphone configuration. This can be configured for one-to-one communications in an office setting, conference rooms where multiple people will be talking, and when one speaker is giving a presentation. Individuals who DHH and who are required to communicate with coworkers who do not know sign language could benefit from this software.



The Interpretype ITY C.20 is a communication system that provides access to alternative forms of conversation. It allows individuals who are DHH to communicate with individuals in a streamlined manner. It is 6.7 inches long, 9.8 inches wide, and 1.1 inches tall. It weighs 2.2 pounds with 120 GB of storage space and has a 9-inch screen. The brightness, contrast, and font size are adjustable, and it gives the ability to print out conversations later with a possible 120 conversation participants. Individuals who are DHH and constantly need to interact with hearing individuals, and who are not able to use sign language to communicate, could benefit from this device.

The UbiDuo is a portable, wireless, battery-powered, stand-alone communication device that facilitates simultaneous face-to-face communication by means of two displays and two keyboards. Two to four people may chat simultaneously for up to 10 hours. It weighs 6 pounds and is just less than 10 inches in length, 14.5 inches in width, and 1-inch tall. The contrast can be light letters on dark background or dark on light. USB ports enable conversations to be saved and printed in 12- to 24-point fonts. Individuals who are DHH and need to communicate directly with hearing individuals for their job may benefit from this device.



CapTel 800i: This telephone works like any traditional telephone, but it also connects to the Internet to display written captions during telephone conversations. Users can enjoy familiar telephone calls with the added benefit of captions—carried to their telephone via the Internet. Enables users to be sure of what callers say every time.



Features

- Captions can be turned on/off as needed.
- Callers dial telephone number directly.
- Has adjustable font sizes and colors.
- Contains telephone book to store frequently called numbers (95+ names).

Requirements

- Telephone service
- High-speed Internet
- Standard electrical power

EMERGENCY INTERPRETER SERVICE

It may be necessary to obtain interpreting services on an emergency basis. Emergency situations include providing interpreting services for occupational medical services, the employee assistance program, police and ambulance emergencies, and doctor-patient meetings after normal business hours, Federal holidays, and weekends.

The emergency number is 1-571-730-4330.



National Institutes of Health