

Pah! I'm in College...Now What?

The following is a close reproduction of the captioning script from the video. This information is being provided to give you a clear idea of the topics covered in the video. All information in the video is presented in sign language, with voice overs and captions.

Introduction

Sarah: Hey! Guess what! I'm going to school here this fall!

Hank & Beth: Cool!

Sarah: Yeah, but I'm a little nervous. Things seem really different here than at my high school.

Hank: I remember when I started school I had no idea how to get interpreters and note takers set up for my classes.

Beth: Or that by following procedures and rules interpreters would be at my classes everyday.

Sarah: Rules? Really?

Beth: Interpreters' responsibilities are different in college than they were in high school.

Hank: And there are some things interpreters can't do in college that they could do in high school.

Sarah: Wow. It sounds like I have a lot to learn! But my teachers will be aware I'm in their classes, right?

Hank: Not exactly. You really need to meet with your teachers and interpreters yourself to discuss your needs.

Beth: I know it seems overwhelming. But the school has lots of services to help you.

Sarah: Oh. I see. Well, do you guys want to grab some lunch?

Narrator Introduces Video

Narrator: Hello! In programs after high school, like college or vo-tech, figuring out how to get what you need can be overwhelming for deaf or hard of hearing students. You might be wondering how you will get an interpreter, who tells the teachers what you need, and where to go for help.

In this video, we'll follow Sarah, a deaf student, as she figures out how to get interpreters and work with teachers during her first term in school. Let's check in with Sarah and see what she does first.

Director Meets Sarah

Director: Hi Sarah. Welcome to Disability Services! Come on in. So, you want to request interpreters for your classes. Have you registered yet?

Sarah: No. I'm waiting to find out the classes my friends are taking. I want to take the same ones.

Director: Well, don't wait too long. It's important to come in and fill out the request form as soon as you have registered for your classes. If you wait till the last minute, I can't guarantee we'll have interpreters the first day of class.

Sarah: Oh. So that means I need to register as early as I can, and then come into the office and fill out the request form so that the services will be in place when classes start.

Ok. I also want to ask how to request interpreters for activities, like club meetings, a sport practice, or a meeting with my professor after class. How do I request an interpreter for that?

Director: Those are great questions! We take care of that, too. You need to fill out the request form in the office for out-of-class activities as soon as possible, with at least two days notice so we can get an interpreter in time.

Sarah: Ok. I will do that.

Narrator Summarizes Disability Services

Narrator: It is important to contact the Office of Disability Services as soon as possible. Disability Services is the office that works with people who use wheelchairs, who are blind, deaf, or have other disabilities. They provide interpreters, note takers, captioning, etc. As soon as you register, make sure you let the Disability Services office know what services you will need.

If you want to participate in other activities at school, don't wait until the last minute to request interpreters. Make your requests as early as possible.

You know, your experiences here will not be like high school. You will likely be working with many interpreters, not just one. Together with the director of Disability Services, you will decide the right accommodations for you. Be aware, you might have to provide documentation of your hearing loss to receive services.

Meeting the Interpreter

Narrator: The first time you meet the interpreter is important. How you manage the first meeting will be remembered. There are many things you can do to make the first meeting a successful experience. For example, discussing signs, vocabulary and expectations will help the interpreter prepare for your classes. You might think this meeting is not very important, but it will help you both stay prepared for your classes. Let's see how Sarah introduces herself to her interpreter before her first class.

Sarah Meets Her New Interpreter

Sarah: Are you Jo, the interpreter? Hi, I'm Sarah. Thanks for meeting with me.

Interpreter: Oh, sure. What's up?

Sarah: I wanted to talk to you about the signs for this class. I prefer to use ASL, and don't use English word order. When vocabulary is presented, please fingerspell the new words several times and later we can decide upon a sign to use.

Interpreter: Ok. Are there any particular signs you'd like me to use?

Sarah: I'm not sure yet. Is it ok if I let you know as they come up?

Interpreter: No problem. Just let me know and I'll use the signs you want.

Sarah: Ok. I'll be sure to do that. Oh, do you mind voicing for me?

Interpreter: That would be fine.

Sarah: Good. Let's go in and check out the room. I want to find the best place for us to sit.

Interpreter: Good idea

Narrator Summarizes Interpreter Tips

Narrator: Sarah let the interpreter know her preferences for signing style, vocabulary, and seating before class. This is very helpful to the interpreter...and to you. You get to meet each other and see each others' signing style. Now the interpreter will be aware of your preferences.

Meeting the Teacher

Narrator: After you register for classes, sometimes, but not always, Disability Services will let your teachers know that a deaf student and interpreter will be in their classes. Still, we urge you to introduce yourself to your teacher. Let's watch Sarah as she meets her teacher for the first time.

Sarah Meets Teacher with Interpreter

Interpreter: That's the classroom. Is the teacher in there?

Sarah: Yes. Do you mind coming with me while I introduce myself?

Interpreter: Sure, let's go. Good idea.

Sarah: Hi Professor Jensen, I'm Sarah

Teacher: Hi Sarah.

Sarah: This is the interpreter, Jo. I wanted to let you know that we will be in this history course. Is there a time that you're available that we could talk?

Teacher: Yes. I have office hours from 1 to 2, Tuesdays and Thursdays.

Sarah: Ok. I'm thinking Thursday would be great. At 1:00? That will give me enough time to request an interpreter.

Teacher: Great. I look forward to seeing you. Welcome to class.

Sarah: Thank you.

Narrator Summarizes Teacher Tips

Narrator: Did you notice that Sarah introduced herself and the interpreter to the teacher? This gives the teacher a chance to ask questions if she wants. Sarah finds out the teacher's schedule, makes an appointment, and lets the teacher know she will arrange an interpreter.

What to Ask Teacher

Narrator: What do you think they might discuss in this meeting? It is important to discuss the class rules of order, like how having only one person talk at a time really helps the interpreter, and the use of visually accessible media, such as videos with captions, and overhead transparencies. Let the teacher know that giving copies of overheads and handouts to the interpreter and note taker before class is very helpful. Also, ask the teacher to give you time to view the overhead before she begins speaking, so that you won't miss any lecture.

AT THE BEGINNING OF THE TERM

- Contact Disability Services on Campus
- Register Early

MEET INTERPRETER & DISCUSS

- Language Preference
- Vocabulary
- Seating

MEET TEACHER & DISCUSS

- Class Rules
- Exams
- Communication
- Turn Taking
- Overheads
- Teacher Expectations

MEET OTHER SERVICE PROVIDERS

- Note takers
- Real time Captioners

Your Responsibilities

Narrator: Now you understand why it is important to meet with Disability Services early to set up your services. But you may not realize it is important to stay in touch with them all through the term as changes come up. You may decide you want to drop or add a class. If you change your schedule, what should you do? You need to tell Disability Services so that they can reschedule the interpreters and note takers. They will probably have a form to fill out for their records. Each school has its own policies and procedures for how to request and cancel services.

Also, suppose you have to miss a class because you are sick or maybe you just want to skip. Be careful! You **MUST** let Disability Services know you aren't going to class. Many offices will stop sending the interpreter to the class if you don't show up **AND** don't let them know. Then when you go to your next class you would wonder why the interpreter is not there.

It's 2 weeks into the term. Let's see how Sarah is doing.

Sarah Drops Course with Director

Sarah: Hi. I came in to let you know that I'm changing my schedule. I decided to drop Chemistry. What do I do to let the interpreter know I won't need them for that class anymore?

Director: That's a great question, Sarah. We have a form you fill out to show that you are dropping a class and that you won't need interpreter services. If you also have a note taker, you'll need to indicate that you don't need those services anymore, either.

If you add a class, just come in and fill out a request form. Remember that because it's during the term, it may take a few days to find an interpreter for that class.

Sarah: Ok.

Narrator Summarizes Responsibilities

Narrator: Why do Disability Service Offices set up these policies? Because interpreters at these schools work with many students. Just like you, students are involved in activities and need interpreters outside their regular classes. If you find out you don't need an interpreter and you inform Disability Services ahead of time, that interpreter can be placed in another assignment.

CHECK WITH DISABILITY SERVICES ABOUT PROCEDURES FOR

- Canceling Services
- Reinstating Services
- Notifying Interpreters If Absent From Class
- Resolving Concerns About Your Services

Narrator Introduces Interpreter Role

Narrator: By now, you've noticed that a student's responsibilities are different in college than in high school. You've seen that you will request your own services and be responsible for contacting interpreters and teachers. You may not have realized, though, that interpreter responsibilities are also different. Let's watch as Sarah learns about these differences.

Sarah Learns Interpreter Role

Director: So you've decided to drop your chemistry class. How are your other classes going?

Sarah: Ok. But I'm confused. After my English class, I asked the interpreter a question. I had missed the homework the teacher announced. The interpreter told me I have to ask the teacher. Did the interpreter forget? Can't she tell me? I don't understand what was wrong.

Director: Good question! There are some things interpreters can't do. In high school, you had one or two interpreters all day. But the interpreters here work with many different students. Colleges and other schools after high school are different. Interpreters specifically come for their assignment. In high school, the interpreter would go with you to class and to the resource center, and maybe tutor you for class. Here, interpreters are not allowed or trained to be tutors.

Sarah: Oh, I see. Now I understand! It's MY responsibility. I can't depend on the interpreter.

Director: Right. The interpreters are there to give you access to the information, not to be your teacher.

THE INTERPRETER *WILL*

- Interpret For You, Your Classmates, Teachers
- Interpret For Classes & School Activities
- Accurately Interpret Information
- Keep Information About You Confidential

THE INTERPRETER *WILL NOT*

- Share Information About Other Deaf Students
- Chat Instead Of Interpret
- Tutor Or Proofread
- Advise You About Classes To Take
- Take Notes If You Are Absent

Survival Skills

Narrator: It is important to establish clear communication, AND keep it going. Do not let communication breakdown. Check in with the interpreter *and* teacher from time to time. Ask for help if you need it. Be flexible with problems. Talk to the interpreter BEFORE you talk to the supervisor. Keep communication open with the interpreter. Agreeing on signs, voicing needs, and vocabulary will help ensure accurate interpreting for you.

Beth and Hank have been through several courses and have learned some valuable lessons over time. Let's check in with them as they discuss their experiences.

Hank and Beth Talk about Survival Skills They Learned

Hank: Hey Beth, looking at my school experiences makes me laugh. I used to think everything was the interpreter's fault. One time I failed a test-really flunked it. I met with the teacher and asked why I failed. The teacher looked it over and asked me if I did the reading. I explained I was busy and didn't always have the time. She told me if I studied, I'd do better next time. It worked. I understood the lectures and aced my tests. After that, I kept up with all my reading I understood the lectures and got an A on the next exam. Now I know it's my job, and NOT the interpreter's, to do well in my classes.

Beth: Oh, yeah! The first time I did a class presentation, I waited until the last minute to write the speech and the voicing just wasn't in sync with me. I felt awful and got a bad grade. I realized that I need to write the speech early and copy it for the interpreter. We set up signals to use if the interpreter needed clarification on something, if she needed me to slow down so she could keep up with me, or when I voice for myself, how to adjust my volume. The next time I presented, the interpreting was perfect. Being prepared meant we both looked good, and I got a good grade!

Hank: Yeah, and it was hard to do, but very important to talk to my interpreter and teacher ahead of time about the accommodations I need for evaluations and tests.

School Resources

Narrator: School can feel overwhelming. Don't wait and get too far behind before you ask for help! Schools have many resources and services to help you. Let's see what suggestions Hank has for Sarah.

Hank Tells Sarah about Resources

Hank: Hi. How are you?

Sarah: Lousy. I'm having trouble with my English class. I'm getting so far behind, I just don't understand.

Hank: Oh. That's too bad. Have you thought about getting a tutor?

Sarah: Oh?! Where do I get one? In high school it was my interpreter, but here, they told me that my interpreter can't tutor me.

Hank: Well, that's true. But you can get an interpreter to go with you. There is a tutoring center here. There are many resources here.

Sarah: Really? Like what?

Hank: Whew! There's many! There's student health services, financial aid, writing skills, and academic advising.

Sarah: Wow. Can I get interpreters for all of these resources?

Hank: Sure can! But make sure and request an interpreter in advance.

Sarah: I'm going to set up an appointment with a tutor and request an interpreter right now!

Narrator Summarizes Resources

Narrator: Check with your school about available resources. Remember, it is your responsibility to request interpreters.

SURVIVAL TIPS:

- Give/Ask For Feedback From Interpreter Throughout The Term
- Discuss Class Presentations Ahead Of Time With Interpreter
- Discuss Class/Test Accommodations With Teacher
- Find Out About Available School Resources

End of the Term

Narrator: As the end of the term approaches, you should realize that the regular schedule and finals week are very different. It's important to talk with your teachers, interpreters, Disability Services, and other service providers about your needs during finals week. Maybe you don't need the note taker during finals. You need to let the note taker know and cancel that service. Remember to follow Disability Services' procedures.

After finals, you think you can relax? Oh, no! Remember to register early for classes and request services like interpreters and note takers for the next term. Even if you DON'T plan on going back to school, you still need to inform Disability Services.

Hank Addresses Camera

Hank: Getting used to a new school isn't as bad as you think. Remember it's important to contact Disability Services, to register for classes early, and to request interpreters. The school has procedures for this. Follow them!

Sarah Addresses Camera

Sarah: Don't be afraid of the new responsibilities you have now. Communicate your language preferences to your interpreter. Meet with your teachers to discuss classroom needs. Most important, take responsibility for studying. Keep up with assignments and don't fall behind. Another thing, always prepare copies of presentations early for interpreters and give it to them ahead of time.

Beth Addresses Camera

Beth: If you have problems during the term, don't worry! Schools have many services to help you, like libraries, tutoring centers, and academic advising. If you fall behind, these services can help you catch up. Don't forget...participate in activities, and HAVE FUN!!

Narrator with Final Statement

Narrator: We hope this video has been helpful. There's a lot to learn about any new situation. If any questions come up, you should feel free to drop by Disability Services and ask for help. How do you guarantee a successful school experience? You need a little planning, a lot of organization, and clear communication. Disability Services looks forward to working with you and to cheering you on your graduation day.