

CCDI PROVINCIAL GUIDELINES

FOR THE

PROVISION OF INTERPRETER, INTERVENER

AND

COMPUTERIZED NOTETAKING SERVICES

JUNE 1999

(Revised June 2000)

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INTRODUCTION

The College Committee on Disability Issues (CCDI) recognizes the responsibility inherent in providing support services to students who are Deaf and Hard of Hearing.

In September 1998, CCDI struck a committee of service providers who worked largely with students who are Deaf or Hard of Hearing. The committee was mandated by CCDI to develop a policy that would begin to identify and implement provincial standards for service delivery to these students.

This manual focuses on interpreter, intervener, real time captioning and computerized notetaking services provided by staff and contract personnel at Ontario colleges. CCDI service providers are encouraged to use this manual as a guideline for establishing and supervising services in their institutions.

Special thanks go to Loyalist College for the original Handbook on Support Services, which served as the foundation of this document. We would also like to thank the George Brown Deaf and Hard of Hearing Services Staff who added to the original document. Thank you to Sylvie Landry-Decker and Eydie Troper from the Ministry of Training, Colleges and Universities (MTCU), for support on this initiative and ongoing feedback. Finally, a special thank you goes out to the four CCDI members who spent many hours reworking the policy so that it would reflect provincial standards for all service providers.

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The Interpreter Fund

The Interpreter Fund was established in 1998. Following the discontinuation of Vocational Rehabilitation Services in Ontario that same year, the Ministry of Community and Social Services (MCSS) transferred \$3 million to the Ministry of Training, Colleges and Universities (formerly MET). Acknowledging that there may be disproportionate financial impact on some postsecondary institutions, MTCU agreed to set aside a portion of these funds, \$850,000, in an Interpreter's Fund for postsecondary institutions to serve students who are deaf, deafened and hard of hearing. The fund was intended to help defray the actual costs of interpreting, intervening, computerized notetaking and real time captioning at both colleges and universities. In the college sector, colleges outside Toronto have access to the Interpreter's Fund, while the five colleges in the Toronto area have access to these services from the Support Service for the Hearing Impaired Fund, administered by George Brown College.

In 1999 the fund split, half going to universities and half to colleges. The college Interpreter Fund that year, was increased to \$675,000.

Eligible expenses include:

1. ASL/LSQ Interpreters
2. Computerized Notetakers
3. Real-Time Captioning
4. Deaf-Blind Interveners

The Ministry of Training, Colleges and Universities (MTCU), will reimburse colleges up to a maximum of \$40/hr for interpreters, captioners, and interveners. Computerized notetaking services will be reimbursed up to a maximum of \$25/hr. Students can request any **one** of the above services, pending availability.

Colleges may not receive reimbursement for their total expenditures for these services if the demand for the funds exceeds the available funding. In this case, the funds will be allocated on a pro-rated basis. Funds may be used for both full time and part time students, taking either credit or non credit courses. A limited number of hours may be claimed if students need interpreters to access information about Financial Aid, Registration, Counselling, or other college related services.

Colleges will be reimbursed for the actual number of hours the interpreter/notetaker was needed in that college. Amounts reimbursed will reflect the amount invoiced, up to the maximum rate. All other funds should be accessed first, including Educational Support Services (CHS), WISB, or George Brown College for Toronto colleges. Please refer to your annual report for the reporting format.

REQUEST FOR SERVICE/SERVICE PRIORITY

Students who are Deaf or Hard of Hearing should self-identify themselves by calling the Disability Services office to set up an appointment with a counsellor four to six weeks prior to the beginning of courses. Counsellors will make every effort to provide the students with a qualified interpreter, intervener or computerized notetaker. This is done on a first come first served basis. It is therefore highly advised that the student apply early to ensure service provider availability.

Bookings will be made through the Disability Services office for these services. If there are any requests for service other than scheduled program hours (from students, staff, or faculty) , please direct them to the Disability Services office and provide the necessary information about the contracted services (i.e. time/date/location - Appendix C Request Form).

Requests for services outside the classroom should be made one week prior to the activity, and will be put into place in the following priority:

- 1. scheduled program hours**
- 2. class required activities and student/professor meetings, orientation**
- 3. access to college services such as counselling, Financial Aid, Student Services**

Please Note: For student life activities such as college activities, speakers, graduation etc. booking interpreters/interveners/notetakers is the responsibility of the sponsor of that event.

When not in the classroom, full time interpreters, interveners and computerized notetakers are expected to spend time preparing for courses and will be on call and available to assist students as needed.

NOTE: Only costs for intervening, interpreting or computerized notetaking during class time can be funded through the MET interpreting fund, in addition to a limited number of hours to access college services such as Financial Aid, the Registrar's, or Counselling. Other activities can be funded through various college departments. **The Special Needs envelope is intended only to supplement any expenditures the college makes from its general revenues to meet its legal obligations to accommodate persons with disabilities under the Human Rights Code.**

QUALIFICATIONS

STAFF AND CONTRACT POSITIONS

Professional Requirements for all Interpreters Interveners, and Notetakers:

- Demonstrate a high degree of flexibility, maturity, patience and professionalism
- Be willing to interpret conversations with students and/or faculty as needed, and work as part of a team by maintaining good interpersonal relations
- Maintain high professional standards by adhering to the Association of Visual Language Interpreters of Canada (AVLIC) Code of Ethics, (Appendix A), and the institution's Code of Conduct
- Be able to articulate goals and assist other interpreters/interveners/notetakers regarding skill and professional development and:
 - a) commit to improving the service provided by attending professional development activities
 - b) actively engage in the upgrading of pertinent skills
 - c) be willing to improve service provision by working with a mentor, reading professional journals and attending seminars and workshops
- Become familiar with course content, and comfortable with material being taught

Interpreter Qualifications

The following guidelines can assist with the process of determining qualifications of candidates and establishing suitable hiring practices.

- ✓ Graduation from a recognized interpreter education program, or equivalency determined by a diagnostic assessment (i.e. OIS, COI, Sec.State)
- ✓ Demonstrated competency in educational interpreting
- ✓ Active membership status in the local and national organizations (chapter affiliate and AVLIC)
- ✓ Demonstrated knowledge of the AVLIC Code of Ethics
- ✓ Certification from AVLIC, or demonstrated effort toward gaining certification

Computerized Notetaker Qualifications

- ✓ Graduate of a post secondary institution from a program of 2 years in length or more
- ✓ 3 - 5 years of notetaking experience
- ✓ Have passed the College Computerized Notetaking Screening
- ✓ Demonstrated excellent notetaking skills at a rate of at least 70 wpm
- ✓ Understanding of Deaf culture
- ✓ Excellent written and spoken English language skills, including above average interpersonal skills

Real Time Notetaking (Electronic Steno Notetaker)

- ✓ Graduate of a 2 year court reporting/real time captioning program from a recognized community college
- ✓ An internship in a Deaf Services department is highly desirable
- ✓ At least 3 years experience in electronic steno operations, to include experience working with a diverse population, concentrating on Deaf and Hard of Hearing clients with knowledge and understanding of Deaf culture
- ✓ Demonstrated advanced level word processing skills (Windows environment) and real time translation software/global cat/premier power
- ✓ Minimum keyboarding speed of 140 wpm
- ✓ Demonstrated ability to learn a new subject quickly, analyze information quickly and summarize relevant information
- ✓ Excellent written and spoken English language skills, and English credits at college level or higher
- ✓ Demonstrated ability to solve technical and interpersonal problems

Deaf - Blind Intervener

- ✓ Graduate of the George Brown College or Medicine Hat Intervener program, or a college Interpreter Training Program, and trained by deaf-blind consumers or CNIB staff
- ✓ Able to provide interpreting to deaf - blind students, utilizing various communication methods, dependant upon student preference (See Deaf-Blind Services, Appendix K)
- ✓ Must have a firm grasp of the interpreting process in order to manage and relay information in a college setting. This includes a high degree of creativity to ensure information is processed by students, including visuals on the board and class demonstrations.
- ✓ Excellent guiding techniques, to ensure student safety on campus as they travel with you from class to class. This includes basic knowledge of the college campus, layout of buildings, and resources.
- ✓ Ability to be extremely flexible and resourceful in relaying information.
- ✓ Willingness and commitment to improve signing skills with the deaf-blind student, to understand the student's preferred communication method, short forms, signs etc. Must accept and incorporate feedback to continually better communication.
- ✓ Maintain high professional standards by adhering to the Intervener Organization of Ontario Code of Ethics

NOTE: From this point on, any reference in the guidelines to interpreters will include interveners. Reference to notetakers will include both computerized and real time captioning notetakers.

Service Provision

For classes or meetings longer than two hours in duration, two interpreters/notetakers may be employed if needed. There may be a need to book two interpreters for classes that are an hour and a half, if the professor lectures the entire time and is not willing to give a break. This should be discussed and approved ahead of time by the Disabilities Counsellor.

Promptness is important. Service providers should arrive at least 15 minutes before each class to ensure that seating is arranged, the computer equipment works, and that Deaf and Hard of Hearing student(s) have access to all class announcements, discussions, activities, etc.

A minimum 10 minute break must be taken around each hour of service. This needs to be discussed with faculty prior to the actual beginning of classes. If the interpreter/notetaker has discussed this with the professor and there is difficulty in ensuring a ten minute break, please discuss the issue with the student's Disabilities Counsellor. The Counsellor will call the professor and attempt to ensure that breaks are in place.

Interpreters, interveners and notetakers must be on call for the full time that they are billing for services. It is their responsibility to ensure that the Disability Services office knows where they can be reached during the duration of the assignment. Therefore, please ensure that the office is informed when a class is cancelled, or if a student is absent.

Interpreters and computerized notetakers must endeavour to collect materials, books, and handouts. It is the interpreters' and computerized notetakers' responsibility to request this information, and to pick up and familiarize themselves with the materials provided. The college will provide textbooks and other materials if requested. The Disability Services office can assist interpreters and notetakers by contacting publishers and requesting a free copy of a classroom text for use by the interpreter or notetaker, or purchasing materials at the book store. Ensure that counsellors know which textbooks are required.

It is recommended that notetakers/interpreters maintain a logbook in the event a replacement notetaker/interpreter is required. These notes should include comments on homework assignments, environmental conditions of the class, and work covered during class. Computerized notetakers should include a copy of the notes of the classes they covered that day. Service co-ordinators will encourage that computerized notes be reviewed periodically by the professor to determine accuracy and completeness.

Absence of Service Provider:

Contract interpreters/computerized notetakers are responsible for finding a replacement in the event that they will be absent. Please ensure that you have the names and phone numbers of substitute interpreters/notetakers who are able to replace you. The Disability Services office must be notified when you are being replaced by another worker.

Staff interpreters or notetakers who are unable to work due to illness, must inform the Disability

Services office by 7 a.m. so that a substitute can be arranged, or follow the agreed upon guidelines. When the interpreter or notetaker has prior knowledge of a conflict with a scheduled class, appointment, or a change in scheduling, she/he must notify the Disability Services office immediately.

When alternative arrangements are settled, the replacement interpreter/notetaker should inform the instructor and the Deaf or Hard of Hearing students of the change by introducing himself/herself as the substitute.

Absent or Late Student(s):

The interpreter or notetaker will wait **twenty minutes** for the student; if the student does not show, the interpreter or notetaker should report directly back to the Disability Services office, so that services can be dispatched elsewhere as needed.

Statement on Working Conditions and Health and Safety Issues:

- Actual 'hands in the air' interpreting time should not exceed 24 hours per week or 5 hours per day.
- All signs of discomfort should be reported to the Disability Services office immediately.
- All interpreters and computerized notetakers should do warm up exercises regularly, and stretch their shoulders, arms and fingers prior to working
- Interpreting or notetaking should not be performed for more than 50-55 minutes without a break.
- Interpreters and notetakers must arrange for a break with the faculty and students.
- Interpreters and notetakers must wear course-specific safety equipment, i.e. safety shoes, glasses. These costs are covered by the Disability Services office.

Computerized notetakers and interpreters are expected to obtain lecture information (i.e. handouts, videotapes, overheads) prior to class. This helps to familiarize them with the information to be discussed, allows them to type in (or practice their interpretation of) the material in advance, and greatly reduces the stress associated with providing service.

PROFESSIONAL DEVELOPMENT

The College recognizes the importance of professional development for interpreters and computerized notetakers. As professionals, each interpreter and computerized notetaker is expected to take responsibility for his/her own professional development and must assess his/her individual needs and seek out further training as necessary.

Videotaping in the Classroom:

Interpreters are encouraged to consider videotaping their performance while working as well as have a professional diagnostician work with them. Before bringing in consultants to observe and/or film the service provided, permission must be obtained from the instructor and Deaf and/or Hard of Hearing students before the class commences. Please contact the Disability Services office to book out equipment, if needed.

Student Feedback on Services:

To evaluate the quality of service, evaluation forms (Appendix G and H) will be distributed and/or meetings will be held with the Deaf and Hard of Hearing students. Completed forms will be reviewed by the Disability Services office and problems will be promptly addressed with the individual staff member.

ORIENTATION

Pre-semester:

The assigned interpreter or computerized notetaker must meet with the disability counsellor, student, and if possible, one or more faculty members at least once prior to classes commencing. The goal here is to establish a comfortable working relationship and to provide an orientation to support services.

First Class:

If the interpreter or computerized notetaker cannot meet with the faculty and student outside of class time, they should arrive early on the first day of class to discuss the seating/lighting with the Deaf and Hard of Hearing students and the instructor. To provide the best arrangement, consider effective viewing of instructor, interpreter/notetaker, fellow students and the blackboard/visual aids; note window glare and avoid busy backgrounds.

Interpreters and computerized notetakers must meet with students to:

- identify their language preference, and preferred style of delivery of service
- identify the style of notetaking i.e., study notes/verbatim/point form/paragraphs
- establish rapport
- be open to talk with students about the 'Responsibilities' reference sheets pertaining to students, instructors and notetakers/interpreters. (pages 13 - 17)

It is also suggested at that time the interpreter or computerized notetaker should:

- obtain a course outline, timetable, and book list
- address any faculty concerns
- review handouts on information for the instructor, interpreter, or computerized notetaker, and the Deaf or Hard of Hearing students
- inform the faculty member if a team interpreter/notetaker will be present in the class
- ask permission to videotape classes for skills development
- request a few minutes during the class orientation to address the interpreting/notetaking process. Students can address the need for interpreters and notetakers to have a break, and can share any information about their disability that they feel is necessary.
- identify any needs, such as copies of handouts, overheads and tests a couple of days in advance
- request videos ahead of time, in order to preview them
- ensure that hearing students understand the need for them to speak in turn, at an even pace, and the need for lag time

FEES AND INVOICING

Fees for Freelance Interpreters/Intervenors/Notetakers

Contract interpreters who hold current OIS, AVLIC or Secretary of State status, may be paid **up to** \$40.00/hr (forty dollars) for time spent in class interpreting. Interveners, according to qualifications and the job description, may be paid **up to** \$40/hr. Rates will vary according to certification and/or years of interpreting or intervening experience in a post secondary setting. Contract computerized notetakers will be paid **up to** \$25.00 (twenty-five dollars) per hour, depending on years of experience and expertise. Real time captioners (over 140 wpm) may be paid **up to** \$40/hr. An extra 15 minutes may be paid at the beginning of class for set-up, and at the end of class for printing and editing for all notetakers. Additional costs such as parking, mileage or insurance will be the responsibility of the interpreter/notetaker. Contract interpreters and notetakers are solely responsible for payments and/or deductions, including those required for Canada or Quebec Pension Plans, Workers' Compensation, or Income Tax. A sample invoice is attached as Appendix J. Staff interpreters and notetakers are covered under the support staff contract of their colleges.

It is not recommended that actual 'hands in the air' interpreting exceed 24 hours a week or 5 hours a day. In a teaming situation or in a lab where interpreters are not continually interpreting, they may choose to work more hours.

The contractor, upon accepting a contract of service, agrees to:

- 1) contact the Disability Services office prior to the contracted service to obtain course or meeting information.
- 2) contact the Disability Services office immediately in the event he/she will be unable to provide service and arrange for a replacement.
- 3) complete invoices or time sheets accurately and submit them to the Disability Services office on a regular basis as prearranged.
- 4) abide by the policies of the institution's Code of Conduct and the Code of Ethics of the Association of Visual Language Interpreters of Canada (Appendix A).
- 5) notify Disability Services of any changes in class schedules or when services are not needed or being used, as soon as this information is received.

Cancellation of Service, Minimum Fees and Late Notices:

Contractors who have been scheduled for assignments lasting an entire semester, will be given ten working days (two weeks) notice of cancellation. For assignments less than a full semester, contractors will be given two days' notice of cancellation. A two hour minimum will be paid to ensure notetakers and interpreters are paid for a minimum of two hours on a given day. Any additional time worked that day will be paid on a per hour basis, rounded up to the nearest half hour. For example, if an interpreter has billed for a two hour class, and then for interpreting a one hour appointment, the total billing will be three hours.

Interpreters and notetakers are expected to be available for alternate assignments during contracted time when services are not needed by the student.

***INTERPRETERS' AND COMPUTERIZED
NOTETAKERS' RESPONSIBILITIES***

The interpreters and computerized notetakers are responsible for providing interpreting and notetaking services according to the priorities list (see page 4). Their primary role is to perform these tasks and they should not be interrupted from this to perform other duties.

The interpreters and notetakers should adhere to the Association of Visual Language Interpreters of Canada Code of Ethics (Appendix A). The roles and responsibilities of the interpreters and computerized notetakers are further guided by the College Code of Conduct for Support Staff.

Specific Responsibilities of Interpreters and Computerized Notetakers

- Discuss communication preferences with the Deaf and Hard of Hearing student and deliver service in a style preferred by student.
- At the request of the Deaf or Hard of Hearing student, provide an introduction to the faculty and students about your role and responsibilities.
- Review subject matter and technical vocabulary prior to class.
- Arrive at class 15 minutes early; if the student does not show up, wait at least 20 minutes and then **report directly back to the Disability Services Office (DSO) to be available for reassignment.**
- Discuss the best seating arrangements with the Deaf and Hard of Hearing students to ensure that they have full access to the class discussions.
- Check lighting and window glare, and correct where ever possible.
- Position yourself near the instructor, board, and overhead to accommodate the transfer of visual information between the student and the instructor/visual aids
- Provide services to student when student is present and participating in class only.
- Interpret or type test questions clearly, ensuring that the answers are not given.
- Maintain confidentiality regarding student and class information, but be open to discussing problems regarding notetaking or interpreting.
- Interpret or type all spoken and signed messages in class without personal bias or emotion.
- Refer student requests for tutoring to DSO and then inform DSO so that appropriate arrangements can be made for the student.
- Immediately inform the DSO when changes occur in a student's schedule (change of room, time, day etc.) and whenever your scheduled services are not required.
- Maintain a logbook in the event a replacement interpreter/notetaker is required.

Responsibilities Specific to Interpreters

- Do not censor or speak for the student or faculty. The interpreter's role is to facilitate communication.

Responsibilities Specific to Computerized Notetakers

- Arrange with faculty to receive a copy of all overheads before class and make a copy for the student.
- Incorporate black/whiteboard notes into class notes. If this isn't possible, tell the student before class that writing these notes is his/her responsibility.

INFORMATION FOR FACULTY

In order to assist you as well as the interpreters, notetakers, and the students in providing appropriate support services for Deaf and Hard of Hearing students at college, we would ask that you:

- Maintain the same expectations for Deaf and Hard of Hearing students that you have for all

students.

- Speak directly to the Deaf and Hard of Hearing students, not to the interpreter or computerized notetaker.
- Do not say anything to the interpreter or computerized notetaker in class that you do not want interpreted or typed.
- Provide notetakers and interpreters with a list of materials needed to properly prepare for the class in advance. This includes videos, which notetakers can transcribe in preparation for class.
- Try to incorporate visual aids, i.e. the blackboard, overheads, flip charts; look for closed or open captioned movies.
- Be prepared to occasionally meet with the interpreter/computerized notetaker for consultation and planning.
- Be prepared to meet with the student and his/her interpreter/notetaker after class to discuss his/her progress. **Please do not hold this discussion with interpreter or notetaker.**
- Avoid movements which distract or block the student's view of their interpreter or computer screen.
- Avoid turning your back on the student while you are speaking.
- When someone has spoken inaudibly, several people have spoken at one time, or a concept is not understood, clarification may be requested by the interpreter or notetaker. For clarity, please ensure that only one person speaks at a time.
- Interpreting or typing material requires a few seconds delay or lag time in which the interpreter or computerized notetaker listens, decodes and presents the intended message. Discuss with the students a procedure for interjecting questions and repeating hearing students' questions to allow for the identification of the speaker and to ensure clarity.
- Typing and interpreting requires intense concentration and physical stamina. Therefore, interpreters/notetakers require at least one 5 - 10 minute break for approximately every 50 minutes of class time. This may vary depending on the nature of the content.

Please note the following:

- A peer notetaker may also be required, as students who are Deaf/Hard of Hearing cannot watch the interpreter or the computer screen and take notes at the same time.

- As part of an ongoing effort to improve service delivery, we may request permission to have a consultant to observe and/or videotape the interpreter/notetaker while in class. Notes from the class may be examined as well. Course notes will be kept strictly confidential.
- Please inform the Disability Services office as soon as changes occur in the schedule (change of room, time, day, etc).
- Additional time or alternate testing procedures may be required. This must be organized with the Disability Services office prior to the test time.
- Notes taken by the computerized notetakers are for the use of the Hard of Hearing students only, unless an arrangement has been made with the Disability Services department for these notes to be shared with one of their students.

INFORMATION FOR STUDENTS

- As an adult learner, you are responsible for your education. You must make sure that the service that you are receiving is right for you.

- Ask the Disability Services office, or an interpreter or computerized notetaker to review the Policies and Procedures Handbook with you. You will be asked to sign the Interpreting Services Checklist (Appendix B) to acknowledge that understand the Policies and Procedures for Sign Language interpreters and Computerized Notetakers, as well as your responsibilities, the responsibilities of the interpreter or notetaker, and the instructor.
- Meet with the interpreter or notetaker to discuss the signs and format of notes used in the class for technical words/concepts for your course.
- Indicate when you do not understand the speaker, the notes, or the interpreter.
- Discuss how you want to communicate in class with the interpreter or computerized notetaker. It is very important that you receive the type of service that suits you best.
- If required, arrange for a peer notetaker. The Disability Services office will provide you with notetaking paper or a photocopy card, and a notetaker form. The notetaker may be given a small honorarium per term/per course by the Disability Services office.
- If required, arrange for an FM system through your Disability Services office. A small deposit may be required.
- If you are unable to attend a class, inform the Disability Services office as soon as possible (see No Show Policy Appendix E). If you are late for class, the interpreter or computerized notetaker will **wait for 20 minutes** and then return back to the Disability Services office.

Please call _____ (TTY) or _____ (voice) if you cannot come to class (for example, if you are sick).

- Direct your questions to the person you wish to communicate with by facing them, not the interpreter or the notetaker.
- Be aware that the interpreter will interpret the professor's lecture AND student discussions that are obtrusive or noticeable to others in the class. If you wish your conversations to be private, let it be known, otherwise he/she will interpret your comments.
- Be aware that personal conversations with the interpreter or notetaker should not interrupt your class work and should take place outside of the class.
- If you do not understand an exam question, approach the instructor for an explanation.
- Be aware that some classes may be videotaped in order to assist in the development of your interpreter's skills.
- Inform the Disability Services office immediately when changes occur in the schedule (e.g. change of room, time, day, etc.).

- The Disability Services office will meet with you at least once per term to hear your comments and suggestions for improving their services.
- Computerized notetakers will not provide service if you do not attend the class.
- Notetakers and interpreters need a break to rest their hands. Please allow them to choose to spend their breaks alone.
- Rest your eyes when the interpreter/notetaker takes a break.
- Notes taken by the notetaker are not for sale or to be given away. They are for your use only.
- The first priority of the service is to make sure that all class activities receive service. Only after this is covered can the department provide service for other assignments (see page 4 for service priority).
- If you require service outside of class, fill out a request for service form and present it to the Disability Services office.
- The interpreter or notetaker will try to accommodate your preference of where to stand/sit in class, but must be able to hear what is going on. The location must not interfere with ongoing class activity.
- Learn the technical words and concepts for your course.
- When viewing a video, understand that the speaker is talking quickly and will not slow down or stop for the interpreter. Please note that the quality of many video tapes is poor, making it difficult to hear.
- Complete an evaluation form at least once a semester on the services of your interpreter/notetaker, and return to Disability Services.

IF PROBLEMS ARISE

Colleges have several policies and documents that provide assistance to students, staff, and faculty when problems arise.

- If students who are Deaf/Hard of Hearing have difficulties with their interpreter/notetaker,

attempts to resolve the conflict should be made in the following manner:

1. Discuss any difficulties with regard to understanding an interpreter or notetaker with him/her, as soon as possible.
 2. If this discussion does not resolve the problem, then contact your Disabilities Counsellor.
 3. If you have a problem with a lesson or assignment, see the instructor.
 4. If the situation is still not resolved, see the director of the Disability Services office to determine the next step.
- If an interpreter or notetaker experiences difficulties with the assignment, the following procedure is suggested:
 1. Address concerns with the student or instructor involved.
 2. If this fails, arrange a meeting with your Disabilities Counsellor.
 3. If the situation is still not resolved, see the director of the Disability Services office to determine the next step.
 - If an instructor has difficulties that arise with an interpreter/notetaker, the following procedure should be followed:
 1. Address concerns with the interpreter/notetaker.
 2. If unable to resolve, approach the student's Disabilities Counsellor.
 3. If these efforts fail, see the director of the Disability Services office to determine the next step.

APPENDICES

Appendix A: Association of Visual Language Interpreters of Canada: Code of Ethics

Appendix B: Orientation Checklist

Appendix C: Interpreter Service Request Form

Appendix D: Preparation for Team Interpreting/Notetaking

Appendix E: No Show Policy

Appendix F: Techniques For Working Together As A Team

Appendix G: Computerized Notetaker Evaluation Form

Appendix H: Interpreter Evaluation Form

Appendix J: Sample Invoice

Appendix K: Deaf-Blind Services

APPENDIX A

ASSOCIATION OF VISUAL LANGUAGE INTERPRETERS OF
CANADA
CODE OF ETHICS

as well Adapted for computerized notetakers

Preamble

The purpose of the following code of ethics, is to provide all persons receiving this service. The concepts presented As with any ethical code, it is anticipated that time will move professional advancement.

1. The visual language interpreter computerized notetaker

It takes a minimum amount of information to identify not reveal identifying information about any part of an assignment.

In certain situations, the interpreter computerized notetaker when discussing team assignments.

When an interpreter computerized notetaker is functioning experiences, she he will not reveal any identifying information.

2. The visual language interpreter computerized notetaker

The interpreter computerized notetaker will transmit disagree or feels uncomfortable with what is being expressed.

3. The visual language interpreter computerized notetaker

Just as an interpreter computerized notetaker will not reveal persons involved. The interpreter computerized notetaker

Appendix A

ASSOCIATION OF VISUAL LANGUAGE INTERPRETERS OF CANADA CODE OF ETHICS CONT'D .

4. The visual language interpreter computerized notetaker

It is important for the interpreter computerized notetaker way of communicating prior to the assignment.

While working from audible to visual language, the interpreter person s receiving the service.

While working from a visual language to an audible language

Visual language interpreter will accept no gifts or favors from the person

Interpreter will generally refrain from interpreting for friends or close professional associates may affect the objectivity

6. The visual language interpreter computerized notetaker

Interpreter will not accept fees or remuneration for services not suggested fee schedules.

When services are rendered and remuneration is not received

7. The visual language interpreter computerized notetaker

Visual language interpreter will not accept gifts or favors from the person

APPENDIX B

Orientation Checklist

Deaf and Hard of Hearing students have a right to have interpreters

Students must work with the staff of the College to ensure funding made to ensure that funding for this service is not wasted

Please read this carefully and when you understand your

Have you read or do you have:

1. The Student Information Handbook
2. A copy of the No Show Policy
3. A copy of the interpreter computerized notetaker Re
4. The Student Responsibility Sheet

I have read the items listed above and understand my rights and responsibilities.

Date Student Signature

Appendix C

INTERPRETER SERVICE REQUEST FORM

SERVICE DATE:

TIME: START: FINISH:

LOCATION:

CONTACT PERSON: PHONE NUMBER:

STUDENT S :

NATURE OF
ASSIGNMENT:

REQUEST FROM:
 PHONE NUMBER:
 REQUEST DATE:

| INTERPRETERS | PHONE D | Y | N | COMMENTS |
|--------------|---------|---|---|----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

SERVICE CANCELLED BY: DATE:

INVOICE NUMBER S :

APPENDIX D

PREPARATION FOR TEAM INTERPRETING NOTETAKING

The following issues should be discussed with your teamer:

- Lag time
- Individual's strengths needs
- Lexical items particular to the assignment
- Length of time for switching
- Audience assessment
- Knowledge of consumer's
 - Where should the back up or feed person seat them when the necessary feed is too long and when there should be
 - How will we signal each other that we need support frame
 - Is there anything you want me to watch for as the back up
 - Feedback do you want encouragement during the assignment there anything you are working on that you would like
- What preparations need to occur with a Deaf student
 - secure the necessary text books

- What strategies will we use to deal with conflict When assignment
- Introductions of team members role of Lead back up ex

APPENDIX E

NO SHOW POLICY

If you will not be attending class, please advise the Disability Services Office before 7:00 a.m. which classes you will be absent from. Otherwise, all class coverage will be cancelled for that day.

1st No Show

If you fail to notify the lead interpreter notetaker of your absence, services will be suspended until you contact the lead hand for reinter

2nd No Show

Service has been cancelled. To arrange return of service, contact the Disability Services Office. The service will be returned on a Monday. A warning letter will be issued.

3rd No Show

Service has been cancelled. For return of service, arrange a meeting with the faculty and a representative from the Disability Services Office.

4th No Show

After you receive two warning letters your service is terminated. For possible return of service arrange a meeting with the faculty and a representative from the Disability Services Office. Please remember your interpreter computerized notes will be reassigned and you will go to the end of the waiting list.

I have read and understood this Policy:

Signature:

Date:

APPENDIX F

TECHNIQUES FOR WORKING TOGETHER AS A TEAM

1. Trust your team members.
2. Ask for feeds before interrupting the speaker.
3. Establish clear signals and watch for them.
4. Allow the person the processing/lag time they need. Try to avoid offering a feed too early.
5. If both members of the team are lost, stop the speaker. Tell them specifically where you need them to go back to in their presentation. Use a signal that is appropriate for the setting. Know the conventions for the setting you are working in. Practice ways to interrupt appropriately.
6. If you ask the back up to take over the designated time period, you become the back up. Don't fight to take back the lead position.
7. Help your team to do a successful job by communicating encouragement to them throughout the assignment.
8. Practice often with a back up so the "feed" doesn't distract you.
9. Own your mistakes and find culturally/linguistically/professionally appropriate ways to express that responsibility
10. Videotape/audiotape your work often; it can reveal patterns within your work. Examine your English as it reflects on the Deaf or hard of hearing student, given the audience makes assumptions about them, based on our language fluency and how we talk about our work. Take public speaking classes. Learn about your FIRST language!
11. Socialize with the deaf community, allowing yourself to experience using ASL in settings where you control the language usage versus interpreting/typing other people's messages.
12. Monitor your own non-verbal behaviours that can be distracting to consumers; grimaces, nail biting, legs wrapped about chairs don't do much to instill confidence in our consumers. Learn to relax and your work will likely improve.
13. If you have preparation materials make them accessible to you during the assignment. It is appropriate to utilize them but not depend on them. Discuss with your team how to use the materials effectively.
14. Communicate with each other (your colleagues, the student, the professor) at breaks and after the assignment to ensure you are working together.
15. Deal with conflict in a timely and professional manner.
16. Know how to use technical equipment during the assignment. Ensure the computer and external devices are working. Be aware of lighting, distracting noises etc,
17. Communicate with each other (your colleagues, the student, the professor) at breaks and after the assignment to ensure you are working together! Deal with conflict in a timely and professional manner.

(Excerpted from Debra Russell, Feb. 1994)

APPENDIX G

COMPUTERIZED NOTETAKER EVALUATION FORM

The College strives to provide you with quality notetaking services. To assess this service we ask you for your input. Please fill out separate evaluation forms for each of the notetakers and return the forms to the Centre for Students with Disabilities.

Your Name (optional): _____ Notetaker's Name: _____

Date: _____ Course Name: _____

Date Course Began: _____

Course Time: _____ Date Course Completed: _____

Please circle the comment that best describes your notetaker:

1. Is your notetaker on time for classes?

A) Usually

B) Sometimes

C) Never

2. Does the top of each page include course name, instructor's name, date and page number?

A) Usually

B) Sometimes

C) Never

3. Are the notes organized? Can you follow and understand what was presented in the lecture or demonstration?

B A) Usually

B) Sometimes

C) Never

If you circled Sometimes or Never, please explain why.

A) The instructor did not present the information in an organized manner.

B) The notetaker did not follow the lecture the way it was presented.

C) Other:

4. Are the important points of the lecture emphasized, for example: assignments, vocabulary, statements?

D A) Usually B) Sometimes C) Never

5. Can you clearly read the computerized printout of the notes?

E A) Usually B) Sometimes C) Never

6. Is the spelling of names, places and terms correct?

F A) Usually B) Sometimes C) Never

7. Are difficult, technical words/complicated ideas defined or explained?

A) Usually B) Sometimes C) Never

8. Does your notetaker use complete sentences or thoughts?

A) Usually B) Sometimes C) Never

9. Does the notetaker leave spaces for illustrations and diagrams?

A) Usually B) Sometimes C) Never

10. Do you feel the notetaker communicates well with the instructor?

A) Usually B) Sometimes C) Never

11. Does the notetaker ask for feedback from the instructor, in terms of accuracy or notes?

A) Usually B) Sometimes C) Never

12. Are the notes complete and available at the end of the class or day?

A) Usually B) Sometimes C) Never

13. Do you feel comfortable discussing what you want included in the notes and/or ways of improving the notes with the notetaker?

A) Usually

B) Sometimes

C) Never

If you circled Sometimes or Never, answer the following question by circling one or the answers.

The notetaker:

A) Is not friendly

B) Does not ask me for feedback

B) Cannot communicate well with me

C) Other: _____

14. Do you ALSO take time to get to know the notetaker?

A) Usually

B) Sometimes

C) Never

15. What does the notetaker do that you appreciate the most?

(Comment below. It can be more than one thing.)

16. How would you like the notetaker to improve or change?

17. Would you like to use this notetaker again?

A) Yes, definitely

B) Yes, if the notetaker improved the above mentioned areas

C) No (explain)

18. What suggestions do you have for improving notetaking services? For example: in asking for services, receiving services, or anything else you can think of?

I suggest:

| |
|-------------------|
| APPENDIX H |
|-------------------|

INTERPRETER EVALUATION FORM

The College strives to provide you with quality interpreting services. To assess this service we ask you for your input. Please fill out separate evaluation forms for each of the notetakers and return the forms to the Centre for Students with Disabilities.

Your Name (optional): _____ Interpreter's Name:

Date: _____ Course Name: _____

Date Course Began: _____

Course Time: _____ Date Course Completed: _____

Please circle the comment that best describes your interpreter:

1. Wears clothing that is non-distracting and appropriate to the situation
A) Usually B) Sometimes C) Never

2. Is on time for class.
A) Usually B) Sometimes C) Never

3. Uses my preferred mode of communication (e.g. ASL, oral).
A) Usually B) Sometimes C) Never

4. Signs clearly (e.g. signs are smooth, not too fast or jerky).
A) Usually B) Sometimes C) Never

5. Fingerspells clearly and correctly.
A) Usually B) Sometimes C) Never

6. Has adequate sign vocabulary. Sign vocabulary matches course vocabulary.
A) Usually B) Sometimes C) Never

7. Speaks for me in an appropriate manner, when I need to ask a question or participate in class Discussions.

A) Usually B) Sometimes C) Never

8. Is motivated and concentrates on interpreting.

A) Usually B) Sometimes C) Never

9. Has an open attitude and is willing to accept feedback..

A) Usually B) Sometimes C) Never

10. Has proper behaviour, follows interpreter role in communicating to me.

A) Usually B) Sometimes C) Never

11. Is flexible and can usually accommodate my interpreting needs.

A) Usually B) Sometimes C) Never

12. In general, interpreting skills are very good.

A) Usually B) Sometimes C) Never

13. I would like to use this interpreter again.

A) Yes B) No

Explain: _____

14. Suggestions/feedback for what the interpreter can do to improve his/her skills.

15. Have you discussed your concerns with the interpreter?

A) Yes

B) No

Further comments:

Thank you for your time.

INTERPRETER SERVICES // INVOICE NUMBER : _____

Name of Interpreter: _____

Home Address: _____

_____ (City / Province) _____ (Postal Code)

Telephone: _____

| <u>Date of Service</u> | <u>Course / Student name</u> | <u>Times / Fee</u> | <u>Amount</u> |
|------------------------|------------------------------|--------------------|---------------|
| _____ | _____ / _____ | _____ / \$ _____ | \$ _____ |
| _____ | _____ / _____ | _____ / \$ _____ | \$ _____ |
| _____ | _____ / _____ | _____ / \$ _____ | \$ _____ |
| _____ | _____ / _____ | _____ / \$ _____ | \$ _____ |
| _____ | _____ / _____ | _____ / \$ _____ | \$ _____ |
| _____ | _____ / _____ | _____ / \$ _____ | \$ _____ |
| _____ | _____ / _____ | _____ / \$ _____ | \$ _____ |
| _____ | _____ / _____ | _____ / \$ _____ | \$ _____ |

Total Hrs. Worked _____ **Total Invoiced: \$** _____

Interpreter's Signature _____ **Date** _____

Invoice to be sent to:
Algonquin College, Centre for Students with Disabilities
Room C142, Attention: Elaine Godin
1385 Woodroffe Avenue, Nepean, Ontario K2G 1V8