

# The Floridian Guide & Resource for The Deaf, Hard of Hearing, Deaf/Blind



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# Introduction

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## **DISCLAIMER**

**This guide is meant to assist you in finding information and or services for the Hard of Hearing, Deaf, and Deaf/Blind. Laws and services both state and federal are constantly changing. Please check your resources for up to date information/services.**

## **About The Floridian Guide & Resource for The Deaf, Hard of Hearing, Deaf/Blind**

This guide was compiled for the Florida Coordinating Council for Deaf and Hard of Hearing ([www.FCCDHH.org](http://www.FCCDHH.org)). It is a collaboration of the students in Dr. Cindy Simon's, AuD-CCC, Auditory Aural/Rehabilitation class at Florida International University (FIU), Miami, Florida. We are graduate students of FIU's Communication Sciences and Disorders studying Speech Language Pathology.

## **About FCCDHH**

The Florida Coordinating Council for the Deaf and Hard of Hearing, is mandated by [F.S. § 413.271](#) to serve as an advisory and coordinating body which recommends policies that address the needs of Florida's deaf, hard of hearing, late-deafened and deaf-blind (hereafter referred to collectively as "hearing loss") community. The Coordinating Council serves as a resource for deaf and hard-of-hearing Floridians who need some assistance with everyday needs including employment, education, and access to services.

Whether providing technical assistance to individuals, governmental agencies and other private or public organizations, or providing the resources to allow individuals to help themselves, the Coordinating Council is dedicated to assisting the nearly 3 million Floridians affected by hearing loss. The Coordinating Council's technical assistance allows both public and private entities to better and more efficiently serve persons with hearing loss and their families. This information can also help those entities avoid costly and unnecessary litigation resulting from violations of the [Americans with Disabilities Act](#) (ADA) and other laws and statutes that provide for protection of civil rights.

## **How to use the guide**

The Table of Contents is a general overview of the different sections or topics the reader will find within the book. The first page of each section contains a more detailed listing for that specific topic. For example, to find information on cell phones turn to Communication Optional Methods and Technology section within the book to find the specific page to locate information on cell phones. Throughout the guide the reader will find many web site listings, please go to these sites for more up to date information.

Our apologies if the reader finds information repeated throughout. The vision for this guide, is for the reader to be able locate information on a specific topic they are looking for, rather than having to read the guide in its entirety.

A comprehensive listing of companies that sell assistive listen devices is located at the end of the guide. This list was compiled by The Colorado Commission For The Deaf And Hard Of Hearing. For more information please go their web site [www.cdhs.state.co.us/Deaf](http://www.cdhs.state.co.us/Deaf)

## AKNOWLEDGEMENTS

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The Floridian Guide & Resource for The Deaf, Hard of Hearing and Deaf/Blind was modeled after two other resources: California's Directory of Resources For Deaf and Hard of Hearing Services and the Michigan Rights Handbook for Deaf, Hard of Hearing and Deaf/Blind People. We thank them.

As the project manager there many people to acknowledge. The first person is Dr. Cindy A. Simon, Au.D. She mentored us, and provided me with advice, continuous information and direction, but at the same time allowed us to make this guide our own. Next this guide would not have been remotely accomplished without my colleagues; my classmates and future speech language pathologists. Creating the guide has definitely been a learning process for us all. I hope this is the beginning of many future endeavors that we will collaborate on.

I would also like to extend many thanks to: Lynn Miskiel Program Director, Auditory/Oral Education Program, University of Miami Debbie School, Mary Grace Tavel Human Services Program Specialist Florida Coordinating Council for the Deaf and Hard of Hearing for her help in providing information for the Health Services and Mental Health section and in helping with editing, Marc Dubin for offering his advice in the shaping of the Rights section, Dr. Shana Williams Chair of DCF advisory committee, and Merideth Eldridge, PsychD., Chair of Tinnitus Practitioners Association for their contributions.

Above all our class thanks FCCDHH for providing a stimulating and gratifying learning experience about the challenges of the deaf, hard of hearing and deaf/blind population. It is with this knowledge that we, as clinicians, will be the advocates our clients deserve as we provide them and their families the best possible service.

Respectfully,

Yvonne M. Theodor

Class of 2012 FIU Communication Sciences & Disorders Graduate Students

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Tara Gonzalez	Evelio Muñoz	Glynnis Vega

## ***ACCESS SYMBOLS***

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Access symbols are intended to promote and publicize accessibility of places, programs, and other activities of people with various disabilities. These symbols are nationally recognized access symbols for Deaf/HH/DB. These symbols sometimes appear with a white image on a black background, as they are easier for people with low vision to see.

### **Access (Other Than Print or Braille) for Individuals Who Are Blind or Have Low Vision**



Best used in places to indicate access for guided tours, tactile tours, museum exhibitions that may be touched, and nature trails or scent gardens in a park.

### **Symbol for Wheelchair Accessibility**



Indicates access for individuals with limited mobility, including wheelchairs.

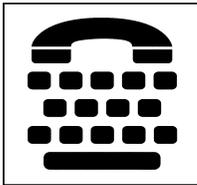
### **Audio Description**



Blind or low vision people may enjoy performing arts, visual arts, television, video, and film that offer live commentary or narration (via headphones and a small transmitter)

of visual elements provided by a trained Audio Describer.

### **Telephone Typewriter (TTY)**



This device is also known as a text telephone (TT), or telecommunications device for the deaf (TDD). TTY indicates the presence of a device used with the telephone for communication with and between deaf, hard of hearing, speech impaired and/or hearing persons.

### **Volume Control Telephone**



This symbol indicates the location of telephones that have handsets with amplified sound and/or adjustable volume controls

### **Assistive Listening Systems**



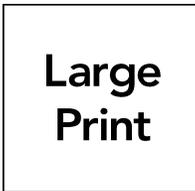
This symbol indicates that systems are available that transmit amplified sound via hearing aids, headsets or other devices. They include infrared, induction loops and FM systems. Portable systems may be available from the same audiovisual equipment suppliers that service conferences and meetings.

### **Sign Language Interpretation**



Indicates that sign language interpretation is provided for a lecture, tour, film, performance, conference or other program.

### **Large Print/Accessible Print**



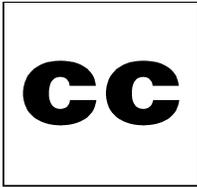
Indicates materials are printed in 18 pt. or larger text. Indicates that large print versions of books, pamphlets, museum guides, theater programs, and conference or membership forms are all available.

### **The Information Symbol**



The information symbol is used on signage or on a floor plan to indicate the location for specific information or materials concerning access accommodations and services available such as "LARGE PRINT" materials, audio cassette recordings or materials, or sign interpreted tours.

### **Closed Captioning (CC)**



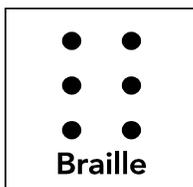
Closed Captioning (CC) (commonly known as subtitles) enables people who are deaf or hard of hearing to read a transcript of the audio portion of a video, film, exhibition or other presentation.

### **Opened Captioning (OC)**



Open Captioning (OC) indicates that captions, which translate dialogue and other sounds in print, are always displayed on the videotape, movie, television program or exhibit audio. Open captioning is preferred by many, including deaf and hard-of-hearing individuals, DeafBlind individuals, and people whose second language is English.

### **Braille Symbol**



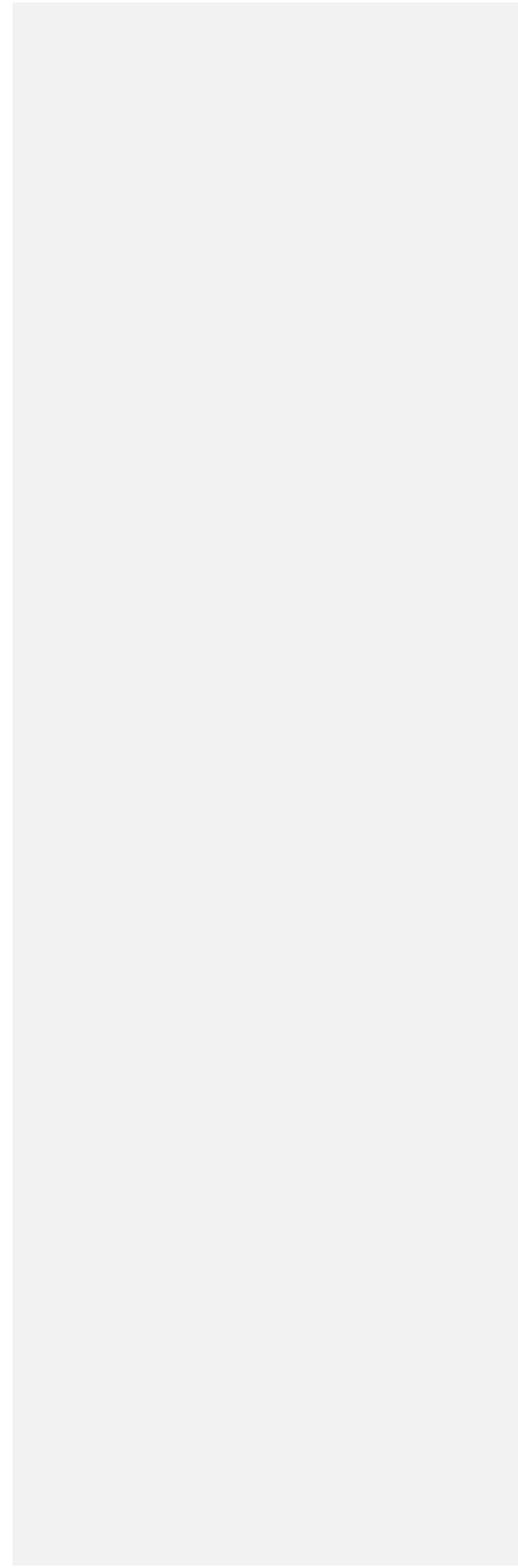
This symbol indicates that printed material is available in Braille, including exhibition labeling, publications and signage.

### **International Symbol of Deaf/Hard of Hearing**



This symbol indicates individual(s) who is deaf, hard of hearing, or having some degrees of hearing loss.

References: <http://www.cdhh.ri.gov/logo/>  
<https://www.graphicartistsguild.org/resources/disability-access-symbols/>



# ***BASIC COMMUNICATION GUIDELINES AND STRATEGIES***

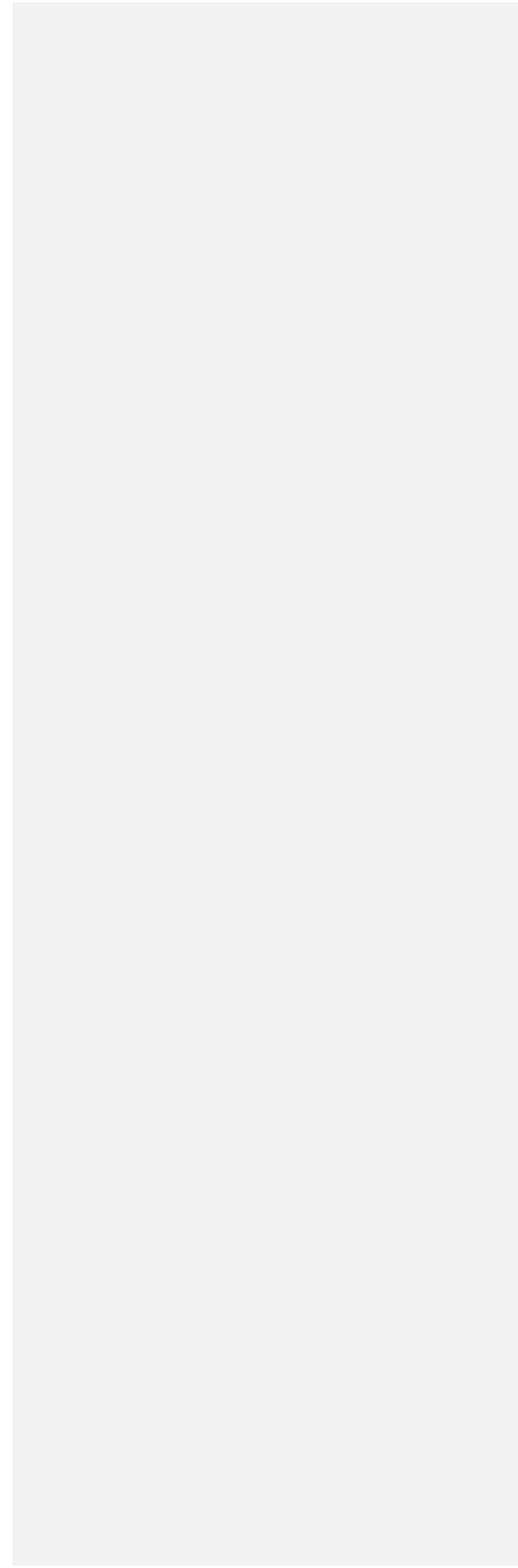
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## **GUIDELINES**

COMMUNICATING WITH A HARD OF HEARING PERSON  
COMMUNICATING WITH A PERSON WHO USES SIGN LANGUAGE  
COMMUNICATING WITH A DEAF/BLIND PERSON

## **STRATEGIES**

BASIC COMMUNICATION MODES  
AMERICAN SIGN LANGUAGE CLASSES  
APPS FOR TABLETS AND SMARTPHONES



## GUIDELINES FOR COMMUNICATION

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### GUIDELINES FOR COMMUNICATING WITH A HARD-OF-HEARING PERSON

- Do get the person's attention before you speak.
- Avoid noisy background situations.
- Be sure that your face can be clearly seen.
- Do not put obstacles in front of your face. Do not have objects in your mouth such as gum, cigarettes, or food when speaking.
- Speak clearly and at a moderate pace.
- Be sure that light sources (windows and artificial lighting) are on your face and not behind your head.
- Use facial expressions and gestures that will help your listener to better understand.
- Give clues when changing the subject. It's easier for a person to lip/speechread you if he or she knows what the topic is.
- Let your listener know if and when the topic changes.
- Rephrase instead of repeating when you are not understood.
- Don't shout shouting distorts speech and makes speech-reading more difficult.
- Talk TO a hard of hearing person, not ABOUT him or her.
- When in doubt, ASK the hard of hearing person for suggestions to improve communication.
- Be patient, positive, and relaxed.

### GUIDELINES FOR COMMUNICATING WITH A PERSON WHO USES SIGN LANGUAGE

To get the deaf or late-deafened person's attention, try a gentle tap on the shoulder; a wave or flashing the lights; or a stomp on the floor or a hand slap to a table.

- While waiting for the interpreter to show up, have a paper and pen ready for simple English questions that can be answered with more than a yes or no. Open-ended questions that solicit more than a yes or no answer will give you an idea of how much the deaf person understands. Don't attempt to get consent from the deaf person until the interpreter is present.
- When asking a yes-or-no question, do not assume that when the deaf or late-deafened person nods his/her head it is affirmation or understanding. Nodding of the head often means confirmation that the message is being received or is courtesy and nothing more. There is a very specific sign that is used to indicate Yes or No.
- If you know basic sign language and fingerspelling, use it for simple things. If you don't know, use natural gestures, mime and facial expressions (i.e. drink, eat). It is important to realize that the ability to interpret is much more than knowing how to sign. If you have taken one or more sign language classes, that does not mean you can replace the interpreter. Until you have taken and passed the performance tests given through the

Florida Registry of Interpreters for the Deaf (FRID) or the National Registry of Interpreters for the Deaf (RID), you are not qualified to interpret.

- When the Interpreter is present, talk directly to the deaf person, not the interpreter. Do not say, "Tell her..." or "Ask him..."
- Be courteous to the person during conversation. If the phone rings or someone knocks at the door, let the person know that you are responding to the phone or door.
- Maintaining eye contact with a deaf person is vital when communicating. It is considered rude carrying on a conversation without eye contact.
- When you are speaking to a deaf person through an interpreter, everything you say will be interpreted. It is the interpreter's job to communicate everything to the deaf person.

#### **GUIDELINES FOR COMMUNICATING WITH A DEAF-BLIND PERSON**

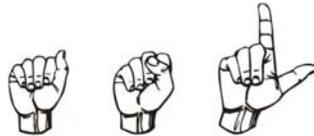
If the person is hard of hearing and communicates in spoken language, use the same tips offered for communicating with hard-of-hearing people. Keep close so the deaf-blind person can see the speaker's face.

- If the person is deaf and uses sign language, use the same tips offered for communicating with a deaf person that uses sign language. Check to see if the person uses sign language close up or uses tactile (hand-over-hand) communication. Call an interpreter and notify the agency/interpreter that the person is deaf-blind and which mode of communication is needed (visual sign language or tactile sign language.)
- When approaching or walking with deaf-blind persons, offer an elbow and use it to guide them. Never push or pull them along.
- Do not leave deaf-blind persons alone in an open space. If you need to leave them alone for a few minutes, escort them to a safe place (for example, a chair near the wall.) Let them know why you are doing this.
- If using a paper and pen to communicate, use readable big print.
- If the person has Usher's Syndrome or Retinitis Pigmentosa, make sure the lighting is good and without glare.

Modified from "Communication," Florida Coordinating Council For The Deaf And Hard Of Hearing

## BASIC COMMUNICATION STRATEGIES

- Communication with a deaf, hard-of-hearing, late-deafened or deaf-blind person involves sensitivity, common sense and courtesy.
- Effective communication is a joint responsibility of the hearing person and the deaf, hard of-hearing or late-deafened person.
- Always feel free to ask, “What can I do to make it easier for the two of us to communicate?”
- There are many ways to communicate; the situation determines the difference.
  - American Sign Language (ASL)
  - Pidgin Sign Language (PSE)
  - Signing Exact English (SEE) or Seeing Essential English (SEE II)
  - Total Communication
  - Cued Speech
  - Fingerspelling
  - Lip Reading/Speech Reading
  - Note-Reading/Writing



## American Sign Language Classes

Many sign language classes are offered throughout the state. It is not possible to keep records of all recommended locations due to changes in locations every year, however we can recommend that you check with places most likely either to offer classes or have information about them:

- Community Colleges/Universities
- Libraries (some libraries are clearing houses for community activities)
- Adult Education/Continuing Education Programs
- Vocational Rehabilitation Services
- Recreation and Community Centers (YWCA, YMCA)
- State and County Department of Public Instruction, Education, or Special Education
- Religious Affiliated Organizations
- State Schools for Deaf Children
- Interpreters for deaf people
- Deafness-Related Organizations/Groups
- State Offices/Commissions for Deaf and Hard of Hearing people

There are also resources to learn sign language online. Some online courses may be free while others may come with a fee. These are a few recommended sites:

- <http://technology.fsdb.k12.fl.us/distance-learning/sign-language-interactive/>
- <http://www.lifeprint.com/asl101/>
- <https://signingonline.com/>
- <http://www.start-american-sign-language.com/>
- <http://www.asldeafined.com/>

## APPS for Tablets and Smartphones

Due to an increase in technology, there are many new and unique ways to communicate with individuals who are deaf or hard of hearing. There are APPs available at your fingertips to facilitate communication when needed. By doing a quick search on your tablet or smartphone hundreds of applications can be downloaded immediately. A few options are listed.



1. **IP-Relay:** This works like a TTY or TDD in which you are able to make phone calls. During your phone call, an operator reads your messages to the desired party and then transcribes their messages back your way.

2. **Hamilton Mobile Captel:** Transcribes the phone call in real time in English or Spanish. While you're wearing a headset you are able to

read the text at the same time as you're hearing the person's voice on the other end of the call.

3. **iASL:** This is an American Sign Language phone application that provides the user with translators, a video dictionary, automatized spelling correction, and valuable resources.

4. **Tap Tap:** Alerts you when a loud noise is in close proximity to your phone. This app also notifies you when someone is talking towards you.

5. **soundAMP:** Using the iPhone microphone, sounds around the listener are amplified so as to make it easier for them to distinguish sounds. This app basically turns your iPhone into a hearing aid.

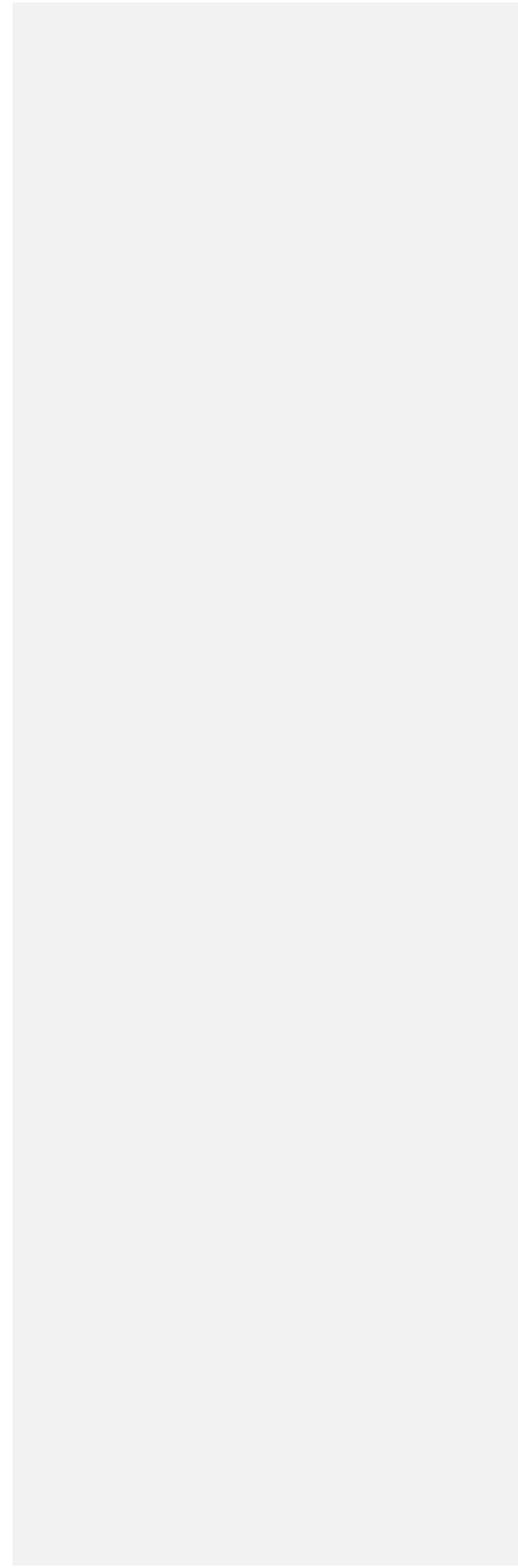
6. **DeafNation:** Every deaf and hard of hearing individual will benefit from this app because it updates you with entertainment, sports, videos, and important resources.

7. **Subtitles:** Ever felt lost while watching a movie because you have no idea what the characters are saying? This app fixes that problem; it provides subtitles for today's favorite blockbusters, helping individuals understand the plot as it unfolds. This is great for when going out to the movie theatres.

8. **Comunica:** American Sign Language keyboard; translate between letters and signs with just one click.

9. **Read What I Say:** The goal is to make it possible for all to engage in face-to-face conversations, even though we have limited hearing and/or the conversation is occurring in noisy situations.

10. **Sign 4 Me:** A tool to learn or communicate with sign language. The library includes 11,500 words. Type in sentences, phrases, and words that will be signed by a 3D full-body avatar.



## *Public Accommodations*

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ASSISTIVE TECHNOLOGY

COMMUNICATION ACCESS

HEARING DOGS

TRAVELING SERVICES

CAPTIONING IN PUBLIC PLACES

HOTEL, MOTEL, INN

COMMUNICATION OPTIONS FOR INDIVIDUALS WHO ARE DEAF OR HEARD OF HEARING

- TOTAL COMMUNICATION METHOD
- AMERICAN SIGN LANGUAGE
- COMMERCIAL SOURCES OF PURCHASABLE, MULTIMEDIA ASL PRODUCTS

SIGN LANGUAGE INTERPRETER

- ORAL INTERPRETER/ORAL TRANSLITERATOR

STATE QUALITY ASSURANCE (QA) LEVELS/DESCRIPTIONS

SIGN LANGUAGE INTERPRETER SERVICE INFORMATION IN FLORIDA

## ***PUBLIC ACCOMMODATIONS***

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### **ASSISTIVE TECHNOLOGY**

Hearing loss may interfere with daily communication on many occasions. A hearing aid may be of benefit to certain people, but some situations may still present a problem which could require additional assistive technology. It might be difficult listening in a noisy restaurant or in a business meeting where the speaker is at a distance from the listener. The telephone can present a special problem where even a hearing aid may not be of any help. Doorbells or safety alarms with flashing lights or strobe lights are other assistive devices which can be particularly helpful. There are many assistive communication devices available for persons with hearing loss and a primary resource for assistive technology information is Florida Alliance for Assistive Services and Technology (FAAST). The contact information for this organization and others are listed below.

#### **Florida Alliance for Assistive Services and Technology (FAAST)**

3333 W Pensacola Street  
Building 100 Suite 140  
Tallahassee, FL 32304-2800  
For information contact: (850) 487-3278  
1-888-788-9216  
Voice: (877) 506-2723  
Fax: (850) 575-4216  
Email: [faast@faast.org](mailto:faast@faast.org)  
Website: <http://www.faast.org>

This is a statewide project which promotes: access to assistive technology resources, related services, and assistive technology information to enable children and adults with disabilities. Their online service directory has a listing of assistive technology resources. Other services provided include: information and referral, funding for assistive technology, advocacy and training.

#### **ASSISTIVE TECHNOLOGY NEWS**

Email: [jwilliams@atechnews.com](mailto:jwilliams@atechnews.com)  
Website: [www.atechnews.com](http://www.atechnews.com)

This is an online publication which has numerous assistive technology resources regarding products, informative articles, legislation and many other areas involving assistive technology.

#### **Deaf & Hard of Hearing Services of Florida, Inc.**

Website: <http://www.deafhhsfla.org>

This program provides community education and services, advocacy, interpreter services, and client assistance and referral services.

#### **DISABILITY RESOURCE DIRECTORY, ASSISTIVE AND ADAPTIVE**

## TECHNOLOGY

Website: [www.disability-resource.com/assistive-technology.html](http://www.disability-resource.com/assistive-technology.html)

This online assistive technology resource directory includes communications, educational, rehabilitation and research institutions and organizations as well as manufacturers and vendors of both hardware and software products.

*The following companies provide assistive devices for deaf and hard of hearing individuals.*

### **Deafpagers.com**

Email: [sales@deafpagers.com](mailto:sales@deafpagers.com)  
Website: [www.deafpagers.com](http://www.deafpagers.com)

### **Global Assistive Devices, Inc.**

1121 East Commercial Boulevard Oakland Park, FL 33334  
Voice: (954) 776-1373  
Email: [Sales@GlobalAssistive.com](mailto:Sales@GlobalAssistive.com)  
Website: [www.globalassistive.com](http://www.globalassistive.com)

### **Harris Communications**

15155 Technology Drive Eden Prairie, MN 55344  
Voice: 800-825-6758  
TTY: 800-825-9187  
Videophone: 866-789-3468  
Email: [info@harriscomm.com](mailto:info@harriscomm.com)  
Website: [www.harriscomm.com](http://www.harriscomm.com)

### **Interpretype**

3301 Brighton-Henrietta Townline Road, Suite 200 Rochester, NY 14623  
Voice: 877-345-3182  
Voice: 585-272-1155  
Fax/TTY: 585-272-1434  
Email: [info@Interpretype.com](mailto:info@Interpretype.com)  
Website: [www.interpretype.com](http://www.interpretype.com)  
This company carries one product called Interpretype which is a dual keyboard typing communication device.

### **Krown Manufacturing, Inc.**

3408 Indale Road Fort Worth, TX 76116  
Voice: 800-366-9950  
Voice/TTY: 817-738-2485  
Videophone: 866-532-1531  
Email: [info@krownmfg.com](mailto:info@krownmfg.com)  
Website: [www.krownmfg.com](http://www.krownmfg.com)

### **sComm**

6238 Hadley Street Raytown, MO 64113  
Voice: 866-505-7008  
TTY: 866-505-7001  
Videophone/Sorenson: 816-527-8339  
Email: [info@scommonline.com](mailto:info@scommonline.com)  
Website: [www.scommonline.com](http://www.scommonline.com)  
This company carries one product called UbiDuo which is a wireless, portable, dual keyboard typing communication device.

### **United TTY**

21004 Brooke Knolls Road Laytonsville, MD 20882  
Voice/TTY: 866-889-4872  
Videophone: 866-536-6781  
Email: [sales@unitedtty.com](mailto:sales@unitedtty.com)  
Website: [www.unitedtty.com](http://www.unitedtty.com)

### **Weitbrecht Communications**

1500 Olympic Boulevard Santa Monica, CA 90404  
Voice/TTY: 800-233-9130  
Voice: 310-626-4924  
Website: [www.weitbrecht.com](http://www.weitbrecht.com)

## COMMUNICATION ACCESS

Generally speaking, one-on-one communication between persons who are deaf and hearing is facilitated by a sign language interpreter who translates English into American Sign Language (ASL) for the person who is deaf and ASL into English for the person who is hearing. For a listing of ASL interpreting service vendors in Florida, refer to the section entitled "Sign Language Services" in this directory.

A person who is hard of hearing and not familiar with ASL, may need to use a captioning service which translates spoken words into printed English in a realtime format. This is known as Communication Access Realtime Translation (CART) and a listing of vendors can be found in the "Captioning Services" portion of this directory.

There are also dual typewriter devices which allow a person that is hearing and a person with a hearing loss the ability to communicate by typing back and forth. Two of the vendors for these typing devices (sComm and Interpretype) are listed in the "Assistive Technology" section of this directory.

When none of these services are available, writing back and forth with the individual is an option. Lipreading is probably the least effective manner of communication because many of the sounds in English are hidden and may also resemble other sounds. This increases the possibility of miscommunication.

Title III of the Americans with Disabilities Act (ADA) says places of public accommodation must give persons who are Deaf/HH/DB equal opportunity to participate in and benefit from their services by providing auxiliary aids and/or services to ensure effective communication.

Places of public accommodation must change their policies when necessary to provide equal access to services and buildings.

**Example:** Allowing a customer to take a service animal into a business.

**Note:** Private clubs are not covered by the ADA, except to the extent the facilities of the private club are made available to customers or patrons of a place of public accommodation.

Places of public accommodation include over five million private establishments. This includes both profit and non-profit establishments regardless of their size.

Examples of places with public accommodations:

- Amusement parks
- Banks
- Convention centers
- Dentists' offices
- Dry cleaners
- Hospitals
- Insurance agencies
- Libraries
- Optometrists' offices
- Pharmacies
- Recreational programs
- Retail stores
- Social service agencies
- Theaters
- ❖ Attorneys/lawyers offices
- ❖ Bowling alleys
- ❖ Day care centers
- ❖ Doctors' offices
- ❖ Health spas
- ❖ Hotels, motels, inns
- ❖ Laundromats
- ❖ Museums
- ❖ Parks
- ❖ Private schools
- ❖ Restaurants
- ❖ Shopping centers
- ❖ Stadiums
- ❖ Zoos

### What You Should Know

1. The ADA requires **removal of structural communication barriers** that are in existing facilities, by installing:

- Flashing alarm systems (fire, etc.)
- Permanent signage
- Adequate sound buffers
- Entry systems that do not depend on hearing to operate



2. Whenever a school or education building is built or remodeled, the ADA Accessibility Guidelines (ADAAG) or the Uniform Federal Accessibility Standards (UFAS) must be followed: This includes:

- Public telephones
- Emergency warnings and alarms
- Assembly areas – ALDs
- Elevators
- Signage
- Visual devices in sleeping rooms

3. Businesses may need to instruct employees to accept TTY Relay Center calls, even though such calls take longer to complete.

**When is a public accommodation not required to provide an auxiliary aid and/or service?**

- When it can show that providing the accommodation will impose/result in an undue hardship.

**Undue hardship criteria:**

- Decided for each case
- The accommodation is excessively:

Costly Extensive (Far-reaching) Substantial (Large) Disruptive (Upsetting, hurtful)

- When the accommodation would fundamentally alter the nature or operation of the business

**Is undue hardship measured by the amount of income the business is receiving from a client, patient, or customer who is Deaf/HH/DB?**

- Undue hardship is measured by the cost to the overall operation.
- A business may be responsible for providing auxiliary aids/ services even if it does not make a sale or receive income from a customer who is Deaf/HH/DB.

**Note:**

**A place of public accommodation is required to provide alternate (another/different) auxiliary aid/service if possible.**

**Tax Credit**

The cost of interpreters & other auxiliary aids and/or services may entitle a business to an income tax credit, as well as the usual business-related expense deduction. For more information contact your CPA or tax attorney, or:

**IRS**

Office of the Chief Counsel  
PO Box 7604, Ben Franklin Station  
Washington, DC 20044  
DC area: 202-622-3110  
Toll free: 800-829-1040  
TDD-Toll Free: 800-829-4059  
[www.irs.gov](http://www.irs.gov)

**For technical assistance and additional information about how laws against discrimination apply to people who are Deaf/HH/DB, contact any of the following offices:**

**Florida Coordinating Council for the Deaf and Hard of Hearing**

4052 Bald Cypress Way, Bin #A06

Tallahassee, Florida, 32399-1707

Voice: 850-245-4913

Toll Free Voice: 866-602-3275

TTY: 850-245-4914

Toll Free TTY: 866-602-3276

Email: [info@fccdhh.org](mailto:info@fccdhh.org)

<http://www.fccdhh.org>

**National Association of the Deaf Law Center**

TTY/V 301-587-7730

**A local attorney a local enforcement agency**

## HEARING DOGS



[www.wolfpacks.com](http://www.wolfpacks.com)

A hearing dog is an assistance dog that is selected and explicitly trained to assist individuals who are deaf or hearing impaired.

**What the LAW states...**The American Disabilities Act of 1990 mandates the public use of service and guide dogs by an individual with a disability and grants access to the dogs anywhere the general public is also admitted. In most states, hearing dogs wear a bright colored orange collar, leash or cape for identification within the community (Assistance Dogs International, 2012).

**How to get a Hearing Dog...**Many non-profit organizations provide hearing dogs to individuals at little to no cost. Some organizations include: *Canine Companions for Independence, Dogs for the Deaf, and International Hearing Dog.* These organizations may charge an application fee and/or a refundable deposit for the hearing dog; however the long-term fee is the care and maintenance of the dog.

The types of dogs that are used can range from a variety of breeds and are anywhere from small to medium in size (Assistance Dogs International, 2012). The dogs are either donated from breeding programs or rescued from animal shelters (Assistance Dogs International, 2012). Assistance Dogs International have established standards which can be found on their website at <http://www.assistancedogsinternational.org/> titled "Minimum Standards for Training Hearing Dogs" (2012). Individuals and/or teams are designed for professional training for adjustment by the hearing dog, the handler and their family.

*\*Complaints against public places that refuse admission of a hearing dog may be filed with the Florida Commission of Human Relations at 850-488-7082.*

A trained and certified hearing dog alerts the Deaf/HH/DB by touching them with a paw or nose, this provides a more keen sense of what is going on within their home and in their environment. They can lead them to the **source of everyday sounds, such as:**

- Smoke or burglar alarms
- Alarm clock rings
- An intruder
- Baby cries
- Door knocks
- Telephone/TTY rings
- Other household noises

Florida Statute 413.08 gives a person who is Deaf/HH/DB the right to enter public places with a hearing dog.

**Public places include:**

- Apartment building
- Billiard parlor
- Elevator Inn, hotel, motel
- Restaurant
- Trailer park
- Barber shop
- Boat, train, taxi-cab
- Colleges, schools
- Movie Theater Store

***Protects a qualified person's right to fly with a service dog:***

Air Carrier Access Act of 1986, C.F.R. § 382.55—Miscellaneous provisions, C.F.R. §382.37© - Seat assignments, C.F.R. § 381.38(a)(3) - Seat accommodations.

*\*Complaints* against public places that refuse admission of a hearing dog may be filed with either the Florida Department of Civil Rights

**Florida Commission on Human Relations**

2009 Apalachee Parkway, Suite 100  
Tallahassee, Florida, 32301  
Phone: 850-488-7082  
Toll-Free: 1-800-342-8170  
Fax: 850-488-5291  
Email: <http://fchr.state.fl.us>



For Those with Communication Impairments:  
The Florida Relay Service Voice (statewide) 711  
TDD ASCII: 800-955-1339  
TDD Baudot: 800-955-8771

Lawsuits may be brought against persons who violate hearing dog laws or they may be criminally prosecuted under state law.

**Finding a list of organizations and trainers**

To find a list of organizations and trainers, contact:

**The Pet Project**

1164 E. Oakland Park Blvd.

Office: 954-568-5678

Fax: 954-561-1987

Website: <http://www.petprojectforpets.org/index.php>

The Pet Project's was created in order to help the bond between the human and the animal. This project is to help those with life threatening illnesses or disease by educating them as well as through pet care services.

**Assistance Dogs International**

Website: [www.adionline.org](http://www.adionline.org)

Assistance Dogs International, Inc. is a coalition of not-for-profit organizations that trains and places assistance dogs. The types of dogs trained are service dogs.

**Service Dogs of Florida, Inc.**

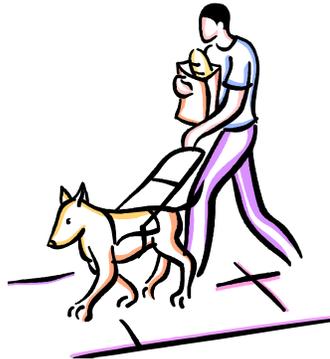
Person to Person Contact:

Phone: 407-443-3042

Fax: 407-429-3926

Email: [Info@ServiceDogsFL.org](mailto:Info@ServiceDogsFL.org)

Website: [www.ServiceDogsFL.org](http://www.ServiceDogsFL.org)



**Postal Mail (UPS, FedEx, USPS)**

Service Dogs of Florida, Inc.

145 East Story Road

Winter Garden, FL 34787

**Training Center and Complex**

17885 Dangler Road

Winter Garden, FL 34787

Service Dogs of Florida is a not-for-profit organization that provides service dogs for disabled residents in Florida. The service dogs are used for mobility, hearing, PTSD, seizure prediction, seizure response, and medical and diabetic alert.

**Southeastern Guide Dogs**

4210 77<sup>th</sup> Street East  
Palmetto, Florida, 34221  
Phone: 941-729-5665  
Toll Free: 800-944-3647  
Website: <http://www.guidedogs.org>

Southeastern Guide Dogs was created to create a relationship between the visually impaired and a guide dog. The dogs were trained to create the person's life with mobility, independence, and dignity. They have in place many programs to choose from, such as: Paws for Independence, Paws for Patriots, Gifted Canines, Canine Connections, Public Service Dogs, and Ambassador Dogs.

**New Horizons Service Dogs**

1590 Laurel Park Ct.  
Orange City, Florida, 32763  
Phone: 386-456-0408  
Fax: 368-456-0409  
Website: <http://www.newhorizonsservicedogs.org>

This not-for-profit organization has given those in wheelchairs the assistance needed through trained dogs. The programs that are offered are: mobility assistance, veterans, children with autism, facility dogs, court dogs, prison pups, and university raising.

**Florida Service Dogs, Inc**

P.O. Box 14810  
Jacksonville, Florida 32238  
Voice to Text: 800-549-2600  
Email: [buddynme@bellsouth.net](mailto:buddynme@bellsouth.net)  
Website: <http://www.floridaservicedogs.net>

Florida Service Dogs, Inc has been created to provide education, advocacy and trained service animals for those with disabilities.

**PAWS Assistance Dogs, Inc**

2496 Kirkwood Avenue  
Naples, Florida, 34112  
Phone; 239-775-1660  
Email: [info@pawsassistancedogs.com](mailto:info@pawsassistancedogs.com)  
Website: <http://www.pawsassistancedogs.com/index.html>



Their mission is to improve the quality of life and create independence for those with disabilities with trained dogs.

## **CANINE COMPANIONS FOR INDEPENDENCE**

National Headquarters: 866-224-3647

Website: [www.cci.org](http://www.cci.org)

### **Southeast Region**

Anheuser-Busch/SeaWorld Campus

8150 Clarcona Ocoee Road

Orlando, Florida 32818

Phone: 407-522-3300

Fax: 407-522-3347

Website:

[http://www.cci.org/site/c.cdKGIRNqEmG/b.4011069/k.A9A4/Southeast\\_Region.htm](http://www.cci.org/site/c.cdKGIRNqEmG/b.4011069/k.A9A4/Southeast_Region.htm)

Canine Companions for Independence is a national nonprofit organization that enhances the lives of people with disabilities by providing highly-trained assistance and hearing dogs and ongoing support to ensure quality partnerships. The types of dogs trained are service and hearing dogs.

### **Florida Dog Guides F.T.D. Inc.**

P.O. Box 20662

Bradenton, Florida, 34203

2016 27<sup>th</sup> Street East

Bradenton, Florida 32408

Phone: 941-748-8245

Email: [adogs@floridadogguidesftd.org](mailto:adogs@floridadogguidesftd.org)

Website: <http://www.floridadogguidesftd.org/Index.html>

The dogs are trained to work and provide assistance for their owners who are deaf or are hearing-impaired.

### **GUIDE DOGS FOR THE BLIND, INC.**

P.O. Box 151200

San Rafael, CA 94915

Phone: 800-295-4050

Email: [information@guidedogs.com](mailto:information@guidedogs.com)

Website: [www.guidedogs.com](http://www.guidedogs.com)

Guide Dogs for the Blind is a nonprofit, charitable organization with a mission to provide guide dogs and training in their use to visually impaired people throughout the United States and Canada

### **GUIDE DOGS OF AMERICA**

13445 Glenoaks Boulevard

Sylmar, CA 91342

Phone: 818-362-5834



Fax: 818-362-6870

Email: [mail@guidedogsofamerica.org](mailto:mail@guidedogsofamerica.org)

Website: [www.guidedogsofamerica.org](http://www.guidedogsofamerica.org)

The mission of Guide Dogs of America is to provide guide dogs and instruction in their use, free of charge, to blind and visually impaired men and women from the United States and Canada.

### Travel Services

Private travel services and tour guides have obligations under Title III of the ADA to persons who are Deaf/HH/DB that contract for public tours and services.

A travel service or tour guide must, upon request, provide a traveler who is Deaf/HH/DB, auxiliary aids and/or services.

Auxiliary aids and/or services must be provided without charge to the traveler and the traveler must be asked what type of aid or service is necessary to ensure effective communication.

These services should be set up with the tour service at the time the trip is being arranged.



Cruise ships are more accessible today, however, persons who are Deaf/HH/DB should ask about services and entertainment aboard ship ahead of time to assure accessibility. Foreign cruise lines that dock at U.S. ports are subject to the ADA as long as it does not conflict with international laws.

**The Air Carrier Access Act and the Department of Transportation** have procedures to insure that passengers with disabilities have the same opportunity as anyone else to enjoy a pleasant flight.

- Airlines must provide enplaning, deplaning, and connecting assistance, including both personnel and equipment.
- Airport terminals and airline reservation centers must have TTY telephone devices and amplified phones for persons with hearing or speech impairments.
- Passengers with vision or hearing impairments must have timely access to the same information given to other passengers at the airport or on the plane concerning gate assignments, delayed flights, safety, etc.

### Hotels, Motels, Inns, Etc.

Title III of the Americans with Disabilities Act (ADA) requires hotels, motels, inns, or other places of public lodging (hereafter referred to as facilities) be accessible to guests with disabilities.

**Exception:** Buildings in which the owner lives that contain not more than five (5) rooms for rent.

Public facilities must provide auxiliary aids and services to guests with hearing impairments to ensure effective communication.

Facilities are expected to accept calls from persons using the Florida Relay Center and may not make additional charges for using the relay to call hotel services.



### ADA Compliant Hotel/Hospital Guest Kit I Product Description

This custom made Hotel/Hospital suitcase kit contains everything the Americans with Disabilities Act (ADA) requires for the deaf or hard of hearing. It includes the following devices:



- TTY (Text Telephone)
- Telephone Ring Signaler
- Portable Telephone Amplifier
- Door Knock Signaler
- Alarm Clock with Bed Shaker
- Smoke Detector with Built-in Strobe Light
- Hard Suitcase Included

*\*For more information on how to purchase a guest kit:*

<http://www.hearworldusa.com/products/ADA-Compliant->

[Hotel%7B47%7DHospital-Guest-Kit-I.htmlHotel%7B47%7DHospital-Guest-Kit-I.html](http://www.hearworldusa.com/products/ADA-Compliant-)



### TTY and Amplified Telephones

If telephone service is routinely available for guests, the ADA and Department of Justice require hotels, motels, or other places of public lodging to provide access to phone service for guests who are Deaf/HH/DB.

- Places of public lodging meet this requirement by:
  - Providing a TTY at the front desk in order to take calls from guests who use a

TTY in their room. This allows guests to:

- Call the front desk
- Order room service
- Request wake-up calls or alarm clock services
- Providing amplified telephones in guest rooms
- 

#### ***What You Should Know***

1. Where entry to a facility requires use of a security entrance telephone, a TTY or other effective means of communication must be provided for guests who are Deaf/HH/DB.

2. Facilities are not required to have a business TTY for receiving or making routine business telephone calls since callers who are Deaf/HH/DB can use the Relay Service to make reservations or to call hotel guests.

#### **Television Decoders**

Facilities that provide televisions in five or more (5+) guestrooms shall provide, upon request, a way for guest who are Deaf/HH/DB to use captioning.



The Television Decoder Circuitry Act of 1990 required all televisions with screens thirteen inches or larger, whether manufactured in the United States or imported, be capable of displaying closed captioning without the aid of external equipment. This law went into effect on July 1, 1993. Most facilities today have televisions that were manufactured after this date.

#### **Safety Equipment – Visual and Tactile Alerting Devices**

To provide equally accessible services, facilities must provide visual and tactile notification/alerting devices for guests who are Deaf/HH/DB. These include:

- A telephone ringer connected to a light that flashes
- A fire or smoke alarm
- A bed vibrator that shakes the bed when the telephone or doorbell rings.
- A weather alert alarm
- An intercom

#### ***What You Should Know***

1. Safety equipment can be permanently or temporarily installed in a guestroom.

2. Local fire codes may require facilities to have visible flashing smoke alarms with adequate strobe and candela power to alert a Deaf/HH/DB guest of an emergency.

#### **Conferences or Events**

When a facility provides entertainment or leases space for conferences, conventions, etc., the event must comply with the ADA and be accessible to people who are Deaf/HH/DB.

The Department of Justice regulations state that the renter is responsible for providing access to its conferences or performances. Both the owner of the facility and the renter have a responsibility to comply with the requirements of the ADA.



#### **Surcharge for Loan of Equipment**

The ADA prohibits facilities from charging or “surcharging” the person who is Deaf/HH/DB for the use of auxiliary aids and/or services.

**Note: If the facility charges a deposit to all patrons who need loaned equipment, it may charge a deposit to a person who is Deaf/HH/DB for the use of an auxiliary aid.**

**Refundable deposits are a way to ensure the equipment is available to comply with the ADA.**

**The deposit cannot be more than the value of the equipment loaned. Many facilities ask for the person’s driver license which is held until the borrowed equipment is returned.**

#### **Removal of Architectural Barriers in Existing Hotel Facilities**

Architectural barriers for people who are Deaf/HH/DB include barriers that are “structural in nature” and prevent equal access to goods and services. Examples include:

- Poor acoustics
- Voice only intercom or entry systems
- No TTY payphones
- No visual smoke alarms
- No visual notification system

The facility must remove such barriers only if removal of the barrier is easily accomplished and able to be carried out without much difficulty or expense.

### **New Construction and Renovation Requirements**

New construction and renovations to existing facilities must comply with strict requirements explained in a federal document titled the “ADA Accessibility Guidelines for Buildings and Facilities (ADAAG)”:

- A facility must have a certain percentage of guest rooms accessible for Deaf/HH/DB guests
- Assistive listening or amplification systems must be provided in facility meeting rooms, assembly areas and conference rooms with at least 50 fixed seats (a minimum of 2 receivers, or 4 per cent of total number of seats, whichever is more).
- Elevators must have visual control indicators and emergency two-way communications systems that do not require voice communication.
- Installation of pay TTY telephones and amplified telephones where public telephones are available.

### **CAPTIONING IN PUBLIC PLACES**

To accommodate public facilities captioning can found in classrooms, performances, seminars, corporate presentations, movie theatres. The text can be shown on any of four state-of-the-art display devices: laptop screen, television screen, light emitting device (LCD) projection screen or liquid crystal display (LED) message display signs. These display options offer the ultimate in flexibility, from a laptop for a single student to a large LED display sign for thousands at a live performance (California Department of Social Services, 1991, p. 16).

Movie theatres offer real time/open captioning in various ways:

- Digital Theater Systems Cinema Subtitling System (DTS-CSS) projects captioning directly onto theatre screen. The entire audience is able to see the captioning.
- MoPix® (Rear Window® Captioning) captioning can only be viewed by the individual, it is a plexiglass screen that is attached to the back of a theatre chair. Text is displayed on the plexiglass screen via light-emitting diode (LED) (Seder, 2003).
- USL Closed Captioning System (CCS), is a single infrared emitter which broadcasts closed caption text. Two types of private display units are available: The "Seat Mount" display that clips to the arm rest and an "Eyewear/glasses" display. Each unit contains custom optics which display the caption as a virtual image far enough from the viewer to avoid the need to refocus between the caption and the movie screen.
- CaptiView system consists of a small, OLED display on a bendable support arm that fits into the theater seat cup holder. It transmits and receives caption on a wireless band frequency (Stark and Rogers, 2012).

### **SIGN LANGUAGE INTERPRETER**

A person who is a sign language interpreter is a highly skilled professional who is able to listen to the words another person speaks, along with their inflections and intent, and simultaneously turn them into the visual language of signs using the mode of communication preferred by a person who is Deaf/HH/DB. The interpreter also interprets and voices whatever a Deaf/HH/DB person signs, conveying its meaning so hearing people can “hear” what is signed.

\*\*\*Interpreters are the bridge that make it possible for hearing people to communicate with Deaf/HH/DB people who use sign language as their mode of communication and vice versa.

### **Oral Interpreters/Oral Transliterators**

Oral transliterating is a subspecialty of interpreting. It is less common than sign language interpreting. Oral transliterating facilitates communication between individuals who are Deaf/HH/DB and other persons. A person who has a hearing loss, and who uses oral transliterating, uses speech and speechreading as their primary mode of communication. Oral transliterators may also voice for speakers who are difficult to understand or who do not use their voice.

Oral transliterators use a variety of skills and techniques:

- Accurate reception of the spoken message
- Accurate interpretation of what was said
- Appropriate facial expression
- Appropriate gestures
- Appropriate rephrasing of what was said if necessary for clarity
- Additional mime-like gestures to help clarify what was said
- Writing on paper easily misunderstood words
- Voice interpreting

### **Interpreting Credentials**

Common certifications include:

- CI - Certificate of Interpretation
- CT - Certificate of Transliteration
- CDI - Certified Deaf Interpreter
- OTC - Oral Transliteration Certificate
- SC:L - Specialist Certificate: Legal

Nationally certified interpreters generally have more education, and have more experience as an interpreter than state qualified interpreters .

National certification tests:

- Language knowledge
- Communication skills
- Knowledge and judgment on issues of ethics, culture and professionalism

National certification is accepted in every state and is strongly recommended for legal

matters, life- threatening, mental health, and all other highly complex situations. For more information regarding interpreter certification, see the RID and/or NAD web sites: RID - <http://www.rid.org/>, NAD - <http://www.nad.org/>.

### State quality assurance (qa) levels/descriptions

<p><b>QA Level III — Intermediate Skill Level:</b> Demonstrates ability to interpret/transliterate communication between hearing and deaf or hard of hearing persons with a minimum of 80% accuracy.</p> <p>Recommended for: Situations where there <b>may not</b> be an opportunity for the interpreter to stop communication for clarification.</p> <p><i>Examples:</i> Informal meetings and daily living skills, training, public meetings, interviews.</p>	<p><b>QA Level II — Limited Skill Level:</b> Demonstrates ability to interpret/transliterate communication between hearing and deaf or hard of hearing persons with a minimum of 74% accuracy.</p> <p>Recommended for: One-to-one or small group situations where the interpreter <b>may or may not</b> have the opportunity to stop communication for clarification.</p> <p><i>Example:</i> Informal meetings and daily living skills training.</p>	<p><b>QA Level I — Restricted Skill Level:</b> Demonstrates ability to interpret/transliterate communication between hearing and deaf or hard of hearing persons with a minimum of 60% accuracy.</p> <p>Recommended for: Mainly one-to-one situations where the interpreter has the opportunity to stop communication for clarification.</p> <p><i>Examples:</i> Social/recreational situations, non-technical and informal meetings.</p>
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For information regarding Florida regulations visit the **Florida Registry of Interpreters for the Deaf** website at: <http://www.fridcentral.com/Default.aspx?pageId=729749>

**Legal base for providing interpreters: (National)**

1. Rehabilitation Act of 1973 (Section 504)
2. ADA, Title II, Sec. 202 (PL 101-336)
3. ADA, Title III, Sec. 302 (A) (:> 101-336)

**(Florida):**

Website: <http://www.flsenate.gov/Laws/Statutes/2011/90.6063>



### **Principles of Ethical Behavior**

The Registry of Interpreters for the Deaf, Inc. has set forth the following principles of ethical behavior to protect and guide interpreters and transliterators and hearing and deaf consumers. Underlying these principles is the desire to ensure for all the right to communicate.

- Interpreters/translitterators shall:
  - Keep all assignment-related information strictly confidential
  - Render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve
  - Not counsel, advise or interject personal opinions
  - Accept assignments using discretion with regard to skill, setting, and the consumers involved
  - Request compensation for services in a professional and judicious manner
  - Function in a manner appropriate to the situation
  - Strive to further knowledge and skills through participation in work-shops, professional meetings, interaction with professional colleagues, and reading of current literature in the field
  - Strive to maintain high professional standards in compliance with the Code of Professional Conduct.

<b>Listed below are links on the RID website for various topics:</b>
<b>Code of Professional Conduct:</b> <a href="http://www.rid.org/ethics/code/index.cfm">www.rid.org/ethics/code/index.cfm</a>
<b>Ethics Overview:</b> <a href="http://www.rid.org/ethics/index.cfm">www.rid.org/ethics/index.cfm</a>
<b>Education and Certification Overview:</b> <a href="http://www.rid.org/education/index.cfm">www.rid.org/education/index.cfm</a>
<b>Find Interpreter Education Programs:</b> <a href="http://www.rid.org/acct-app/index.cfm?action=search.ITP">www.rid.org/acct-app/index.cfm?action=search.ITP</a>
<b>Filing a Complaint Against Interpreter:</b> <a href="http://www.rid.org/ethics/file_complaint/index.cfm">www.rid.org/ethics/file_complaint/index.cfm</a>
<b>Find Interpreter Agency/Referral Service:</b> <a href="http://www.rid.org/acct-app/index.cfm?action=search.ISA">www.rid.org/acct-app/index.cfm?action=search.ISA</a>
<b>Hiring an Interpreter:</b> <a href="http://www.rid.org/interpreting/hiring/index.cfm">www.rid.org/interpreting/hiring/index.cfm</a>
<b>Testing and Testing Process:</b> <a href="http://www.rid.org/education/testing/index.cfm">www.rid.org/education/testing/index.cfm</a>

#### ETIQUETTE WHEN USING A SIGN LANGUAGE INTERPRETER

- Look at the person when signing/speaking to them, not at the interpreter.
- Look at the person who is signing/speaking to you, even though this may feel awkward since the message is coming through an interpreter.
- Address the person directly: Appropriate communication: "Where were you born?" Inappropriate communication: "Ask him where he was born."
- When possible, please share any notes, outlines, or handouts with the interpreter in advance, or at the very least, provide a copy of these items to the interpreter during the assignment.
- If, during the assignment, you plan to turn down the lights, remember to leave enough lighting on the interpreter.
- The interpreter may ask for specific seating/positioning to facilitate the best viewing angles for himself/herself and for the client.
- Sign/speak in your normal tone of voice at a moderate pace. The interpreter will tell you if you need to pause, slow down or repeat the information.
- People sometimes read aloud in a different manner than they typically sign or speak. When reading extensively from written materials, consider supplying a copy to the audience and the interpreter. Be aware of the pace of your signing/speech, especially when reading aloud.
- Be aware that the interpreter should interpret everything said, so avoid discussing subjects you don't wish the deaf/hard of hearing person to know.
- When separated from the person you are communicating with, avoid giving messages to the interpreter to relay at a later time to the individual.
- Relax. If you are unsure of the appropriate way to proceed in a particular situation, just ask.



## SIGN LANGUAGE INTERPRETER SERVICE INFORMATION IN FLORIDA

The *Florida Coordinating Council for the Deaf and Hard of Hearing (FCCDHH)* serves as a resource for hard-of-hearing and deaf Floridians who need assistance with everyday needs including employment, education, and access to services: <http://www.fccdhh.org>

### *Information Regarding the Use of an Interpreter*

(Provided by The Florida Deaf Education Professional Development Online Community)

Website: <http://rmtc.fldb.k12.fl.us/training/in-service/useinterpreter.html>

### FLORIDA INTERPRETING SERVICE AGENCIES

#### Southeast Region

***American Sign Language Interpreters, Inc***  
Address: 5800 SW 5<sup>th</sup> Terrace, Miami FL  
33144-3908  
Phone: (786) 393-4864

Video Phone: (954) 519-2975  
Website:  
<http://www.acdterps.com/index.php>

***Accessible Communication for the Deaf (ACD)***  
Sunrise Office Serves: Dade, Broward, & Palm Beach counties  
Tampa Office Serves: Hillsborough, Polk, Pinellas, Pasco, Hernando, Manatee, Marion, Citrus, & Orange counties  
Address: 10218 NW 47<sup>th</sup> Street, Sunrise FL 33351  
Phone: (954) 578-308  
Fax: (954) 241-5033

***Indy Translations***  
Address: 721 US Highway 1N. Palm Beach, FL 33408  
Phone: (561) 969-3988  
Toll Free: (800) 695-8772  
Fax: (317) 566-9465  
Website:  
<http://www.indytranslations.com>  
***Signs of Excellence, LLC***  
Address: PO BOX 7471 Delray Beach, FL 33482-7471

Phone: (561) 305-1321

Website: <http://www.signsofexcellence.cc>

### Southwest Region

***Deaf Service Center of Southwest Florida, Inc.***

Address: 1860 Boy Scout Drive Suite B208  
Fort Myers, Florida 33907  
Phone: (239) 461-0334  
VP/TTY: (239) 461-0438  
Fax: (239) 461-0434  
Website: <http://www.dsc.us/home.html>

***Word for Word Interpreting Sign Language***

Address: 2470 55<sup>th</sup> Terrace SW Apartment  
B Naples FL 34116  
Phone: (239) 331-7786

***Associated Interpreters for the Deaf, Inc. (A.I.DEAF)***

(Serve Sarasota, Fort Myers, Naples, and Tampa)  
Phone (Office): (239) 810-9554  
Mobile: (239) 810-9554  
Fax: (239) 337-5080  
Email: [aideaf@me.com](mailto:aideaf@me.com)  
Website: <http://aideaf.com/Welcome.html>

***All About Translation, Inc***

Address: 909 NE 15<sup>th</sup> Street Cape Coral, FL  
33909-1424  
Phone: (239) 242-0398

### South Central Region

***VisCom: American Sign Language Interpreting Services***

Phone: (941) 363-1318  
Fax: (941) 371-1883  
Website: <http://www.viscomoffice.com>

***Central Florida Interpreters for the Deaf***

Address: P.O. Box 92588 Lakeland, FL  
33804  
Phone: (863) 944-5488  
Email: [cf\\_interpreters4thedeaf@verizon.net](mailto:cf_interpreters4thedeaf@verizon.net)

***Deaf Service Bureau***

(Serves Pasco, Hernando, Hillsborough, and Pinellas counties)  
Address: 11441 Osceola Drive New Port Richey, FL 3465  
Video/TTY: (727) 861-7074  
(VP) (727) 233-4441  
(VP) (866) 566-9848

***Dory Lteif Sign Language Interpreting Services***

Phone: (813) 442-0420  
Website: <https://sites.google.com/site/dlslterp/home>

### Tampa Bay Region

***VisCom: American Sign Language Interpreting Services***

Phone: (941) 363-1318  
Fax: (941) 371-1883  
Website: <http://www.viscomoffice.com>

***K.R. Kanter & Associates***

Address: P.O. Box 684 Zephyrhills, FL  
33539  
Phone: (813) 899-4515

**Associated Interpreters for the Deaf, Inc.**  
**(A.I.DEAF)**  
(Serves Sarasota, Fort Myers, Naples, and Tampa)  
Office/VP: (239) 810-9554  
Mobile: (239) 810-9554  
Fax: (239) 337-5080

Email: [aideaf@me.com](mailto:aideaf@me.com)  
Website: <http://aideaf.com/Welcome.html>  
**Sign Language Access, Inc.**  
Address: 1700 Nursery Rd Clearwater FL 33756  
Phone: (727) 499-8418 FL  
Email: [Request@needinterpreter.com](mailto:Request@needinterpreter.com)  
Website: [www.NeedInterpreter.com](http://www.NeedInterpreter.com)

### East Central Region

**American Sign Language Services, Inc**  
**(ASL Services)**  
Address: 370 Commerce Blvd. Suite 216  
Kissimmee, FL 34741  
Phone: (407) 518-7900  
Toll Free: 1-888-SIGN-ASL

**Deaf Talk, LLC**  
Address: PO Box 620664 Orlando, FL 32862  
Phone: (407) 694-5101  
VP: (407) 278-4836  
Fax: (888) 315-3181  
Email: [officemanager@deaftalkllc.com](mailto:officemanager@deaftalkllc.com)  
Website: [www.DeafTalkConsultants.com](http://www.DeafTalkConsultants.com)

**Deaf Service Bureau**  
(Serves Pasco, Hernando, Hillsborough, and Pinellas counties)  
Address: 11441 Osceola Drive New Port Richey, FL 3465  
Video/TTY: (727) 861-7074  
VP: (727) 233-4441  
(866) 566-9848

**Interpretek**  
Address (Southeast Office): 3950 US Highway 17-92 Suite 2064A Casselberry, FL 32707 Phone/TTY: (407) 339-4835 (407) 339-4830  
Website: <http://www.interpretek.com/index.html>

### North Central Region

**Center for Independent Living of North Central Florida**  
Address: 222 SW 36<sup>th</sup> Terrace Gainesville, FL 32607  
Phone: (877) 629-8840  
Toll Free: (800) 265-5724  
Website: <http://cilncf.org>

**Citrus Hearing Impaired Program Services (C.H.I.P.S)**  
Address: 8960 SW Hwy 200, Suite #2 Ocala, FL 34481  
Phone: (352) 368-4070  
Email: [mjlawson@embarqmail.com](mailto:mjlawson@embarqmail.com)  
Address 2: 109 NE Crystal Street Suite B Crystal River, FL 34428  
Phone: (352) 795-5000  
Email: [chips2@centurylink.net](mailto:chips2@centurylink.net)  
Website: <http://www.citrushearingimpaired.org/index.html>

**Communication Specialties-Deaf Services**  
Phone/Text: (262) 909-2552  
Website: <http://www.csi4deaf.com/default.html>

## Northeast Region

### ***Sign Language Interpreters, LLC***

Address: P.O. Box 61857 Jacksonville, FL 32236

Office Phone: (904) 502-6593

Toll Free: (855) 754-3542

Fax: (904) 845-2055 (Fax)

Email (Interpreter Coordinator) Rebekah

Borges: [sliagency.bekah@gmail.com](mailto:sliagency.bekah@gmail.com)

Website:

[http://www.sliagency.com/#!/contact\\_us/cc8k](http://www.sliagency.com/#!/contact_us/cc8k)

### ***Language Services International Corp.***

Address: 2121 A Corporate Square Blvd.

Suite 145 Jacksonville, FL 32216-1990

Phone: (904) 565-2631

Fax: (904) 805-9123

Email: [lsinternat@yahoo.com](mailto:lsinternat@yahoo.com)

Website:

<http://www.languageservicesintl.com/contact.php>

### ***Deaf Services of North Florida***

Phone: (904) 338-8620

### ***ASL Associates***

Address: 5388 Hidden Gardens Drive

Jacksonville, FL 32258

Office: (904) 288-6753

Fax: (904) 288-8015

24-Hour Pager: (904) 433-0365

Email: [maddysigns@aol.com](mailto:maddysigns@aol.com)

Website: [www.ASLAssociates.org](http://www.ASLAssociates.org)

## Northwest Region

### ***Professional Interpreting Services for the Deaf, Inc.***

Address: 10956 Country Ostrich Drive

Pensacola, Florida 32534

Phone: (850) 477-2876

Fax: (850) 791-0840

Email: [pisdinc@yahoo.com](mailto:pisdinc@yahoo.com)

### ***Sign Language Resource Center (SLRC)***

Address: 9022 Winged Foot Dr Tallahassee,

FL 32312

Phone: (850) 228-5776

Website: [www.alldeaf.com](http://www.alldeaf.com)

*\*For a listing of additional agencies and independent interpreters registered with the Florida Registry of Interpreters for the Deaf (FRID), see:*  
<http://www.fridcentral.org/Default.aspx?pageId=136803>

## *Communicational Optional Methods and Technology*

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- HEARING AID COMPATIBLE CELL PHONES
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VIDEO REMOTE INTERPRETING (VRI)

VIDEOPHONES FOR DEAF AND HARD OF HEARING

APPS FOR THE DEAF AND HARD OF HEARING

SPEECH TO TEXT SERVICES

CAPTIONING

CART

# COMMUNICATION OPTIONAL METHODS AND TECHNOLOGY

Commented [SF1]: Table of Content

There are a variety of communication options available for people who are deaf or hard of hearing, since every individual is unique and different in their response to these techniques. Below is a brief description of these various communication modalities, as well as some resource listings.



## Oral Method

The Oral Method of communication utilizes speechreading (lipreading) and the maximal use of a person's residual hearing for the development and production of speech. The premise behind this method is that a person who is deaf or hard of hearing will then be able to communicate more effectively with hearing individuals.

## Cued Speech Method

Cued Speech facilitates lipreading by having the speaker simultaneously use hand gestures while speaking to help the listener visually distinguish between similar looking sounds on the speaker's lips. It may reduce the confusion and frustration of incomplete or distorted sound and assists in lip-reading during difficult listening situations by using all available means to receive a message including sign, residual hearing, and lip-reading.

In English, eight different hand shapes are used to distinguish consonants and six different hand placements on the face and neck are used to distinguish vowels; together with the natural movements of the lips, Cued Speech disambiguates the phonemes in spoken language.

## Manual Communication Methods

Manual methods of communication utilize a person's ability to communicate through visual stimuli such as fingerspelling and sign languages.

### American Sign Language (ASL)

- ✦ ASL conveys meaning through:
  - use of hand shapes, position and movement
  - facial expressions
  - body movements
  - finger spelling
  - signs that represent ideas and gestures

\*\*\*It is an independent language that has its own grammar and syntax. It is the primary mode of communication for most Americans who are deaf, and has a grammar system that is unique from American English (e.g. topic followed by a predicate or a time, topic, predicate construction if tense is involved.)

For example: English sentence – I am going to the store to buy some new red shoes.  
 ASL sentence – Store I go buy red shoes.

**Manually Coded English (MCE)**

MCE is a method that uses ASL signs in English word order to convey a message just as it is spoken.

- ❖ It supplements ASL signs with:
  - Pronouns
  - Plurals
  - Possession
  - the verb “to be” (and its other forms – “is”, “are”, “was)

These supplemental signs are not used in ASL. MCE manually reproduces English both word – for-word in and in the same order it is spoken and is most commonly used in educational settings.

**Pidgin Signed English (PSE)**

PSE is a combination of ASL and English:

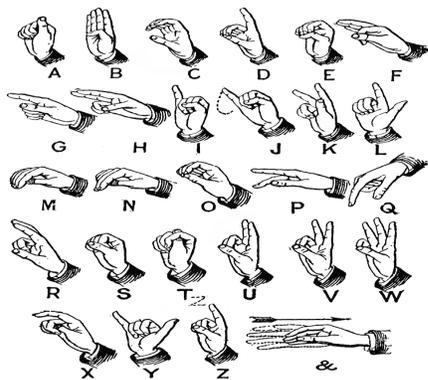
- ❖ Most of the English words of a sentence may be signed
- ❖ Comes very close to the arrangement of words in an English sentence
- ❖ Most frequently used by people who primarily speak English

**Fingerspelling**

- ❖ This manual mode of communication represents the 26 letters of the English alphabet by 25 handshapes and 2 hand movements.
- ❖ Augments most sign language systems by using handshapes to code the letters of the alphabet as well as numbers.
- ❖ Words (i.e., proper names, places, etc.) are then spelled out by using these individual letter codes.
- ❖ All sign language books, whether

ASL or manual English, will have a section showing the symbols for the letters. Fingerspelling is the same regardless of which manual communication method used.

- ❖ Fingerspelling is an effective means of communication, however, it is the least efficient form of manual communication; each letter of each word must be produced which makes it a relatively laborious means of communication.



### **Total Communication (TC) Method**

The philosophical basis for Total Communication (TC) is for a person who is deaf or hard of hearing to use any and all communication methods necessary to facilitate language acquisition, it is not a formal method. This system, which typically uses signs in English word order, may include: speech, written words, fingerspelling, manual signs, gestures, speechreading, cued speech and augmentation of residual hearing. Variations depend on the individual's circumstances, for instance their stage of development or the communication situation. Basically, this mode of communication may utilize any combination of the communication options listed above.

### **Bilingual-Bicultural Method**

This method is based on the idea that ASL should be taught as a first language to people who are deaf or hard-of-hearing with written and spoken English being taught as a second language. This method also stresses the importance of Deaf cultural education.

## **RESOURCE LISTINGS**

### ***ORAL METHOD RESOURCES***

#### **Auditory/Oral Schools for the Deaf in the U.S.**

Website: [www.oraldeafed.org](http://www.oraldeafed.org)

#### **The Debbie School Auditory/Oral Education Program (Through the University of Miami)**

Website: <http://pediatrics.med.miami.edu/debbie-school/education-services/auditory-oral-education-program>

#### **Florida Hands and Voices**

A partial list of Florida schools that offer special programs for students who are deaf or hard of hearing.

Website: <http://www.flhv.org/resources/florida-schools>

#### **Florida Statutes Related to Auditory/Oral Educational Options**

Website: <http://www.flsenate.gov/Laws/Statutes/2011/1002.391>

### ***CUED SPEECH RESOURCES***

#### **National Cued Speech Association**

Website: [www.cuedspeech.org](http://www.cuedspeech.org)

Marah Baltzell

Executive Assistant

Email: [marah@cuedspeech.org](mailto:marah@cuedspeech.org)

Telephone Numbers:

Office: 850-654-2008  
Cell: 850-865-4021  
Fax: 850-837-0450  
1-800-459-3529 (V/TTY)

**Cued Speech Discovery**

Website: [www.cuedspeech.com](http://www.cuedspeech.com)  
Address: 23970 Hermitage Road  
Cleveland, OH 44122-4008  
Phone/TTY: 216-292-6213

**The Cued Speech Initiative @ University of South Florida**

Phone: 813-402-8377  
[www.cuedspeech.usf.edu](http://www.cuedspeech.usf.edu)

**Alternatives In Education For The Hearing Impaired**

Website: <http://www.agbms.org/aehi.html>  
Address: Alexander Graham Bell Montessori School  
9300 Capitol Drive  
Wheeling, IL 60090  
Phone: 847.850.5490

**The Testing, Evaluation, and Certification Unit**

**(The National Certifying Body for Cued Language Transliterators, TECUnit, Inc.)**

Website: [www.tecunit.org](http://www.tecunit.org)  
Address: TECUnit  
P.O. Box 41  
Heber City, Utah 84032  
Phone/TTY: 800.523.0964  
Fax: 435.657.9993  
Email: [info@tecunit.org](mailto:info@tecunit.org)

*ASL/MANUAL/FINGERSPELLING RESOURCES*



**Harris Communications-Signed English Dictionaries**

Website: [www.harriscomm.com/catalog/default.php?cPath=35\\_173](http://www.harriscomm.com/catalog/default.php?cPath=35_173)

**Learn American Sign Language (ASL) and Signed English (SE)**

Website: [www.lesstutor.com/ASLgenhome.html](http://www.lesstutor.com/ASLgenhome.html)

**Deaf Family Literacy Academy of Miami-Dade and Broward Counties**

“A Volunteer USA Program that serves deaf children from birth to age 12 and their families in need of assistance with language, literacy and communication in American Sign Language (ASL), at no charge.”

Website: [http://www.alfanocenter.com/The\\_Alfano\\_Center/Deaf\\_Literacy.html](http://www.alfanocenter.com/The_Alfano_Center/Deaf_Literacy.html)

Phone: 305-471-4707

Email: [dfla@alfanocenter.com](mailto:dfla@alfanocenter.com)

**Pinellas Public Library Cooperative Deaf Literacy Center**

Website: <http://www.deafliteracycenter.us>

Address: Deaf Literacy Center

101 Second Street

North Safety Harbor, FL 34695

Phone: (727) 724-1525 ext 232 or (727) 724-1529 TDD

FAX: (727) 724-1533

Contact Person: Rosa Rodriguez

E-Mail: [rrodriguez@pplc.us](mailto:rrodriguez@pplc.us)

Parent Agency: Pinellas Public Library Cooperative, Inc.

**S.E.E. Center of the Advancement of Deaf Children**

Central resource center for S.E.E. sign information

Website: [www.seecenter.org](http://www.seecenter.org)

Phone/TTD: (562) 430-1467

Fax: (562) 795-6614

Email: [SeeCenter@seecenter.org](mailto:SeeCenter@seecenter.org)

**Fingerspelling (website practice)**

Website: [www.asl.ms](http://www.asl.ms)

***TOTAL COMMUNICATION METHOD*****Florida Diagnostic and Learning Resources System (FDLRS)**

“The Florida Diagnostic & Learning Resources System provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities.”

Website: <http://www.fdlrs.org>

**Florida Hands and Voices**

A partial list of Florida schools that offer special programs for students who are deaf or hard of hearing.

Website: <http://www.flhv.org/resources/florida-schools>

***AMERICAN SIGN LANGUAGE (ASL)***

As with any language, repetition and practice is essential for mastery of that language. Listed below are a number of free websites which include ASL dictionaries and fingerspelling practice.

***Online Dictionaries:*****Dictionary**

Website: [www.lifeprint.com](http://www.lifeprint.com)

**Dictionary with movement on video**

Website: [www.signingsavvy.com/index.php](http://www.signingsavvy.com/index.php)

Website: [www.commtechlab.msu.edu/sites/aslweb/browser.htm](http://www.commtechlab.msu.edu/sites/aslweb/browser.htm)

Website: [\[home.com/The\\\_Library/ASL\\\_Dictionary\\\_Project/ASL\\\_Tables/A.html\]\(http://home.com/The\_Library/ASL\_Dictionary\_Project/ASL\_Tables/A.html\)](http://www.masterstech-</a></p></div><div data-bbox=)

***ASL Dictionary***

Website: [www.asl-dictionary.com](http://www.asl-dictionary.com)

*ASL Dictionary of Religious Signs*

Website: [www.deafmissions.com/?PageID=18](http://www.deafmissions.com/?PageID=18)

*ASL Dictionary, Religious Signs, Conversational Signs, ASL for Babies with movement on video*

Website: [www.aslpro.com/cgi-bin/aslpro/aslpro](http://www.aslpro.com/cgi-bin/aslpro/aslpro)

**\*SIGNhear Communicaton Center**

See "ASL Links" to access a listing of various ASL resources:

<http://library.thinkquest.org/10202>

*American Sign Language Teachers Association (ASLTA)*

Website: [www.aslta.org](http://www.aslta.org)

*ASL University*

Website: [www.lifeprint.com/asl101](http://www.lifeprint.com/asl101)

Florida Chapter: <http://www.faslta.org>

**ASLinfo**

Website: [www.aslinfo.com](http://www.aslinfo.com)

**ASLPAH.com**

An e-zine (website magazine) for students and teachers of American Sign Language.

Website: [www.aslpah.com](http://www.aslpah.com)

*Sign Language Classes:*

**Online Sign Language Classes (Provided by Florida School for the Deaf and Blind)**

Website: <http://www.fsdb.k12.fl.us/news/online-sign-language-courses-available>

Email: Aimee McDonald at [mcdonalda@fsdb.k12.fl.us](mailto:mcdonalda@fsdb.k12.fl.us)

**Sign Language Classes (Provided by American Sign Language Servies Inc. in the Kissimmee, FL area)**

Website: <http://aslservices.com/asl-classes-workshops-and-certification-maintenance>

**Learn American Sign Language (ASL) and Signed English (SE)**

Website: [www.lesstutor.com/ASLgenhome.html](http://www.lesstutor.com/ASLgenhome.html)

**Sign Language – CAL Resources Guides Online**

Website: [www.cal.org/resources/archive/rgos/asl.html](http://www.cal.org/resources/archive/rgos/asl.html)

*Commercial Sources of Purchasable, Multimedia ASL products*

**Buy ASL.com**

Website: [www.buyasl.com](http://www.buyasl.com)

**Dawn Sign Press**

Website: [www.dawnsign.com](http://www.dawnsign.com)

**Harris Communications (Sign Language Books, Tapes, and Dictionaries)**

Website: [www.harriscomm.com/catalog/default.php?cPath=35\\_105](http://www.harriscomm.com/catalog/default.php?cPath=35_105)

**Sign Media, Inc.**

Website: [www.signmedia.com](http://www.signmedia.com)

## **Notetakers/Transcriptionists in Schools**

In the classroom, deaf and hearing impaired students tend to use visual cues such as reading the teacher's lips or watching the interpreter sign to understand what is being said. However, if they look down to take notes, they no longer have access to these visual cues. The notetaker would allow the student to pay attention to class lectures without worrying about missing anything important because notes will be provided to the student once class is over.

The notetaker may be another student in the class who is responsible and willing to take on this responsibility for the student who is deaf or hearing impaired. The cost may depend on the level of education of the notetaker as well as what professional licenses the notetaker holds. The student would need to request this service either informally or formally through the school's student services office.

It is important for the notetaker to be dependable, accurate, focused and organized. However, the notes taken by the notetaker may be missing information or not completely accurate so it is important for the student to verify all the information presented is correct.

For more information visit:

<http://www.learningplace.com.au/deliver/content.asp?pid=14434>

<http://en.wikipedia.org/wiki/Notetaking>

<http://www.enablemart.com/Catalog/Voice-Recognition>

## HEARING AIDS

There are various styles of hearing aid from behind the ear to completely in the canal hearing aids. These hearing aids can come in various levels of technology, the more expensive tend to include more features such as noise cancellation technology to avoid feedback.

- Hearing aids receive sound through a microphone
- The microphone converts the sound waves to electrical signals
- The amplifier increases the loudness of the signals and then sends the sound to the ear through a speaker

### Hearing Aid Styles

There are two basic styles of hearing aids for people with sensorineural (nerve) hearing loss: Body and Ear Level aids.

#### ❖ Ear Level Hearing Aids:

##### *Behind-the-Ear (BTE)*



- Worn behind the ear with earmold that fits inside the outer ear
- Sound travels through the earmold into the ear
- Used for mild to profound hearing loss
- May have a telecoil, directional microphone and/or DAI
- May cause feedback due to fit of earmold, or the build up of earwax or fluid

<http://www.consumerreports.org/health/healthy-living/home-medical-supplies/hearing>

[/hearing-aids/which-type-is-best-for-you/hearing-aids-which-type.htm](http://www.consumerreports.org/health/healthy-living/home-medical-supplies/hearing/hearing-aids/which-type-is-best-for-you/hearing-aids-which-type.htm)

##### *In-the-Ear and Half Shell (ITE & HS)*



- Fits completely in the outer ear
- Used for mild to moderate hearing loss
- Options available may include a telecoil (T-coil) and directional microphone
- Rarely has capability for Direct Audio Input (DAI)
- Can be damaged by earwax and ear drainage
- May have adjustment and feedback (whistle/squeal) problems

[/Sites/dirmod.asp?sid=A4FCC1E79DEA41F69DBD289FB4d=Core+Pages&gid=4FF713B238874A26B5C81D709102499664CD4BEBEA2793F481EA7](http://www.consumerreports.org/health/healthy-living/home-medical-supplies/hearing/hearing-aids/which-type-is-best-for-you/hearing-aids-which-type.htm)



### ***In-the-Canal (ITC)***

- Fits the size and shape of the ear canal
- Used for mild to moderately severe hearing loss
- May have a telecoil
- Options available may include a directional microphone and T-coil

2/Sites/dirmod.asp?sid=A4  
D289FB48D1FA8&type=g  
id=4FF713B238874A26B  
eID=B0D898C879664CD4



### ***Completely-in-Canal (CIC)***

- Fits in the ear canal
  - Used for mild to moderately severe hearing loss
  - May be difficult to adjust and remove
  - Cannot hold a telecoil, directional microphone or DAI
- Can be damaged by earwax and ear drainage

<http://hearing-aids-denver-co.com/>

### ❖ **Body Aids**



rarely used today

- Generally used when other types of aids cannot be used
- Used by people with profound hearing loss and infants whose ears are not large enough for other types of hearing aids
- Attaches to a belt or pocket and is connected to the ear by a wire
- Has a volume wheel
- Has optional features such as a telecoil and DAI
- Microphone is omnidirectional (360 degrees) only
- With newer technology in BTE hearing aids, body aids are

in/usertrials/hearingaidtypes  
html

## Hearing Aid Types

Analog, adjustable, programmable and digital hearing aids are available in BTE, ITE, ITC and CIC aids.

### *Analog/Adjustable*

- Volume and other specifications determined by audiologist
- Has a volume wheel
- Amplifies all sounds equally
- Provider has some flexibility to make adjustments
- May be able to tune for low or high frequency (pitch)
- May have a telecoil and DAI
- Aid is built to specifications in a laboratory
- Least expensive
- May be preferred by older hearing aid users and people with profound hearing loss
- Difficult to match amplification needs of user to the hearing aid
- **Analog hearing aids are being replaced by digital technology**

### *Analog/Programmable*

- Provider uses a computer to program the hearing aid
- May have volume wheel
- Has a variety of listening “channels”
- May have remote control
- Circuitry (electronics in the hearing aid) has more than one program or setting
- Has optional remote control device so wearer can change the program to match the listening situation
- May have directional microphone
- BTEs and ITEs connects well to assistive listening device
- **Also being replaced by digital technology**

### *Digital/Programmable*

- Provider can adjust hearing aids to a variety of listening conditions by programming “channels”
- Greater ability to fine tune hearing aid to client’s hearing loss
- Offers most user control
- May have volume wheel
- May have remote control
- BTE connects well to assistive listening device
- Built in limitations for loudness control
- Automatic adjustment to different listening situations
- Most expensive although some manufacturers have models which may be less expensive than analog/programmable hearing aids

## QUESTIONS TO ASK BEFORE BUYING A HEARING AID



- ❖ Are there any medical or surgical considerations or corrections for my hearing loss?
- ❖ Which hearing aid style is best for my hearing loss?
- ❖ What is the total cost of the hearing aid?
- ❖ Is there a trial period to test the hearing aid(s)? What fees are nonrefundable if the hearing aid(s) is returned after the trial period? Is there a handling fee?
- ❖ How long is the warranty? Can it be extended? Can it be transferred if you move?
- ❖ Are there any fees associated with the warranty?
- ❖ Does the aid have both a manufacturer and a dispenser warranty? If yes, how are they different?
- ❖ Does the warranty cover future maintenance and repairs?
- ❖ Does it cover hearing aid loss?
- ❖ Can the audiologist/hearing aid dispenser make adjustments and provide servicing and minor repairs?
- ❖ Will loaner aids be provided when repairs are needed?
- ❖ What instruction does the audiologist provide? Does the hearing aid have a telecoil?

*Hearing Aids will not restore normal hearing or eliminate background noise.*

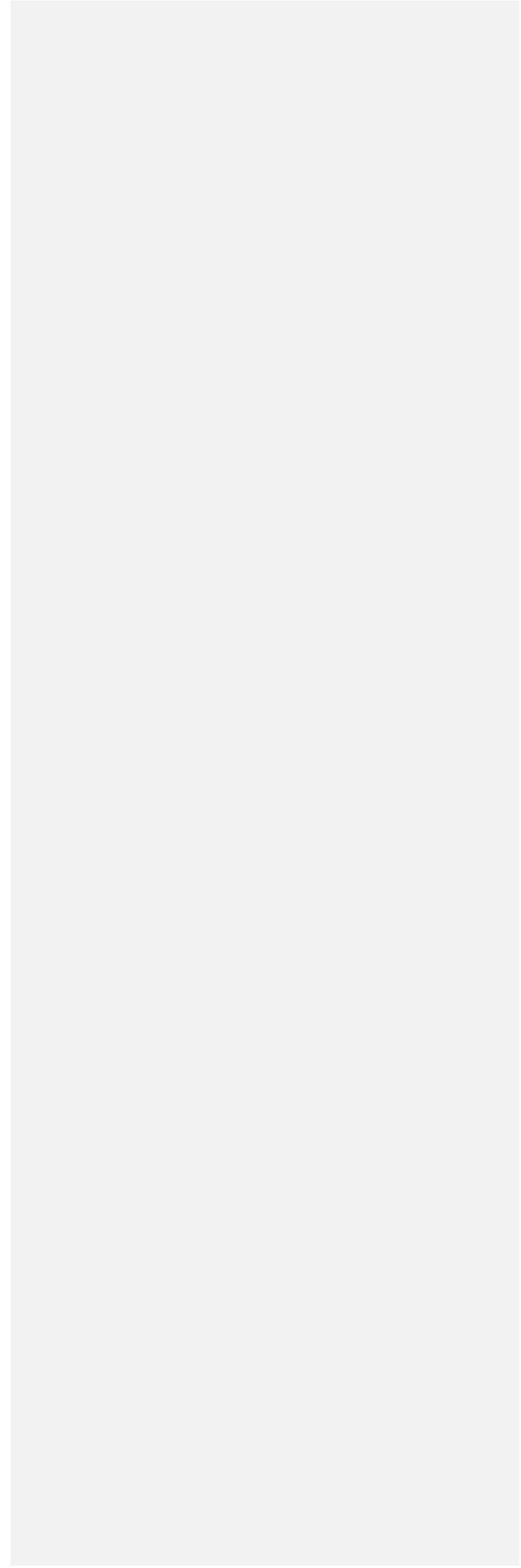
### ***Are two hearing aids better than one?***

Hearing takes place in the brain and the brain needs reliable information from the ears in order to interpret sound. If hearing test indicates two hearing aids are needed and only one is used, the brain's chances of hearing and understanding are reduced by 50%.

### **Reasons to wear two hearing aids include:**

- Location of sounds is improved
- Understanding speech increases
- Sounds are more natural
- Better hearing in noise
- Loud sounds are more comfortable
- Both sides of the brain receives stimulation
- Word recognition may be preserved

- Hearing sensitivity may be improved



## COCHLEAR IMPLANTS

### Cochlear Implants

#### ❖ How a Cochlear Implant Works

- ❖ Cochlear implants are made up of an external and internal part. The external portion of the cochlear implant is composed of a battery, magnet, microphone, radio-frequency transmitting antenna, and a sound processor. The processor portion of the cochlear implant translates the sounds on the environment into signals that are sent to the internal portion of the cochlear implant. The internal portion of the cochlear implant include a radio antenna, magnet, micro-computer, and an electrode array.

#### ❖ Telecoils

- A telecoil is a special circuit inside the hearing aid. It is simply a small coil of wire designed to pick up a magnetic signal. Telecoils can only fit in two styles of hearing aids: In-The-Ear and Behind-The-Ear aids. The smaller hearing aids are not large enough to fit the telecoil.

While the microphone on a hearing aid picks up all sounds, the telecoil will only pick up an electromagnetic signal. It turns off the hearing aid microphone, picks up the signal and the hearing aid converts it to sound. This magnetic signal is created from hearing aid compatible telephones and assistive listening systems. The more technical term for this signal is an induction signal.

#### ❖ Telecoil Interference

- There are other sources of electromagnetic signals that can interfere with the performance of the hearing aid telecoil. Fluorescent lights, television screens, computer monitors and electrical panels can cause a 'humming' sound when you turn on your telecoil. The humming sound interferes with your ability to hear clearly. Sometimes you can move and the interference is lessened. Sometimes it is not effective to have both hearing aid telecoils turned on (as when using an FM system) because you may not be able to hear your own voice. You'll only hear what the speaker is saying. If you need to hear classroom discussion, etc., you have two choices. One is to have an M/T switch on your hearing aid that allows the microphone to stay on at the same time the telecoil is operating. Another option is to turn only one aid on telecoil so that you can monitor other sounds in the room. A third option is to use an FM system with a built-in environmental microphone that will allow you to pick up sounds near you at the same time you are picking up the speaker's voice

#### ❖ Automatic/Touchless Telecoils

- Currently, in the U.S., no more than 30%-40 % of current hearing aids include telecoils. Telecoils can only fit in two styles of hearing aids: In-The-Ear (ITE) and Behind-The-Ear (BTE) aids. The smaller hearing aids are not large enough to fit the telecoil.
- If you do have a telecoil, your hearing aid(s) should have a three position switch (for analog aids) or three programmable modes (for digital aids). These three modes are "M" for microphone only, "T" for telecoil only and "MT" for **both** microphone and telecoil together.

### ❖ Purchasing a Hearing Aid With A Telecoil

*Loop/telecoils have several big advantages over regular hearing aids:*

1. No feedback !
2. You don't hear everything -- there is less noise.

You can set up personal loops for your TV or telephone. Permanent loop systems are often installed in public buildings and churches. In Europe, they are now installed in many forms of public transportation—taxis, busses, trains and ships. You will also find loop systems in most telephones, and some schools and offices where there are hard of hearing people. However, in the US, FM and IR technology systems are more common.



*Loop/telecoils also have some problems over regular hearing aids*

1. Telecoils pick up electrical interference. Loops produce electrical interference (mainly with other loops).
2. Except for their use in telephones (which are required to be compatible), loops require some preparation (i.e. wiring).
3. Telecoils take up space, and are not available in very tiny hearing aids.

### ❖ Completely implanted

A cochlear implant (CI) is a surgically implanted electronic device that provides a sense of sound to a person who is profoundly deaf or severely hard of hearing. Cochlear implants are often referred to as a **bionic ear**.

- Cochlear implants may help provide hearing in patients that are deaf due to damage to sensory hair cells in their cochlea. In those patients, they can often enable sufficient hearing to allow better understanding of speech. The quality of sound is different from natural hearing, with less sound information being received and processed by the brain. However, many patients are able to hear and understand speech and environmental sounds. Newer devices and processing strategies allow recipients to hear better in noise, enjoy music, and even use their implant processors while swimming.

### ❖ Hybrid Cochlear implant/Aid

- The Hybrid Acoustic Component amplifies sound, strongly stimulating the low frequency hair cells deep inside the cochlea, and improving the perception of low frequency sounds in the brain. The Hybrid implant directly stimulates the high frequency hearing cells bypassing the damaged hair cells and creates the perception of high frequency sound in the brain.

## MIDDLE EAR IMPLANTS

Middle ear implants use mechanical energy to stimulate the structures of the inner ear. They are a proven alternative to hearing aids.

### Who Can Benefit from a Middle Ear Implant?

A middle ear implant system is an alternative to conventional hearing devices. It is designed for individuals who cannot use hearing aids for medical reasons or who are unhappy with other hearing devices.

<http://www.medel.com/us/finder/index/id/274>

For more information contact:

University of Miami Health System  
Clinical Research Building  
Division of Audiology  
1120 N.W. 14 St.  
Fifth Floor  
Miami, FL 33136  
Phone: 305-243-2020  
Fax: 305-243-3200  
<http://otolaryngology.med.miami.edu/ear-institute/audiology>

All Florida Hearing Aid Centers  
2401 Langley Ave  
Pensacola, Florida, 32504  
(850) 476-3644  
<http://www.allfloridahearing.com/middle-ear-implants>

## BRAIN STEM IMPLANTS

An auditory brainstem implant provides a sensation of hearing to some people who are deaf due to auditory nerve damage, most commonly from a condition called neurofibromatosis type 2.

Neurofibromatosis type 2 is a rare genetic condition that affects your nervous system and causes tumors to develop in your nervous system. People who have neurofibromatosis type 2 develop tumors on the nerves that affect their hearing and balance on both sides of their body (vestibular schwannomas or acoustic neuromas). You also may develop tumors in your brain (gliomas), along the protective lining of your brain and spinal cord (meningiomas) or in other areas of your body.

Mayo Clinic - Florida — Jacksonville  
4500 San Pablo Road  
Jacksonville, FL 32224

General phone number 904-953-2000  
Appointment Office 904-953-0853  
Appointment Office fax 904-953-2898  
TDD: 904-953-2300

<http://www.mayoclinic.org/auditory-brainstem-implant/>

## HEARING ASSISTIVE TECHNOLOGY (HAT)

### *Hardwired Personal Listening Devices*

Hardwire listening devices are mostly used in noisy environments and in situations involving only a few people. Most hardwire listening devices are portable, battery operated, and they are limited to one-on-one communication. These relatively inexpensive listening devices have three basic components:

- A microphone that can be remotely extended with a wired patchcord to increase listening distance.
- An amplifier, with volume control, which picks up the incoming sound signal from the microphone and sends it to the output device.
- An output device or receiver, such as headphones or personal induction neckloop.



Hardwire Personal Listening System

### *Wireless Personal Listening Devices*

#### **Link-it Array Microphone System**

Link-it is a wireless assistive listening device used with a hearing aid or cochlear implant equipped with a telephone coil (T-coil) to improve speech intelligibility in noisy environments. The Link-it system uses an [induction field](#) to provide a straight connection to the hearing aid. This system is especially effective in restaurants and noisy, reverberant areas where it is difficult even for normal-hearing persons to understand speech well. The user may choose to use the device on one ear or both. Link-it contains a three directional microphone which improves the signal to noise ratio to

a level of 7 to 10db. Link-it provides twice as much directivity as most directional microphones and is an alternative to FM devices for many hearing aid users.



**Link-Array Microphone System**

### **FM Systems**

The frequency modulation (FM) systems work like mini radio stations operating on special frequencies. The FM system is specially designed for individuals with hearing impairment to help them hear better and focus better in situations where just hearing aids cannot completely satisfy the person's hearing needs. The person speaking wears or holds a transmitter microphone, or the transmitter can be placed in the middle of a group picking up speech from the surroundings. Using harmless radio waves, the FM system sends speech signals to the listener wearing the FM receiver. Other type of systems, such as FM sound field, the sound signal from the transmitter is broadcast to a loud speaker instead of an earphone receiver.

FM systems can be used by people with or without hearing aids to help them hear easier in noisy environments or when they are sitting at a distance away from the person or sound source they want to hear. FM systems can be used in places such as, the classroom environment during lectures and presentations, at conferences, meetings, social gatherings, courtrooms, and church.

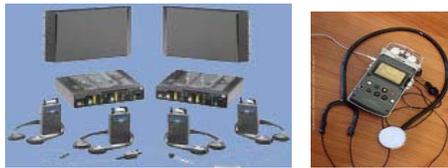


**FM Systems – Portable and Sound Field**

### **Infrared Systems**

There are two kinds of infrared systems, personal and large room types. Infrared systems operate through a beam of infrared light where audio signals are conveyed through IR transmitters that use pulses of light to transmit the sound, which then communicates to the audio sound by eliminating background noises to an individual wearing an IR receiver. Various types of infrared systems are available for the hearing impaired individual, personal infrared systems include the stethophone style, where the device dangles from the ears, a neckloop which is a looped cord worn around the neck, a headset type that fits over the ears like a headphone, pocket style IR receiver which is similar to a FM ALD.

An infrared system is used for any individual who wants to improve their audio signal to noise ratio. It is for any person who has a hearing impairment and uses hearing aids or has cochlear implants with or without the T-coils. But it can also be for those who do not have any hearing device. Frequently installed in places of entertainment, infrared systems may be used at home for television listening, restaurants, retail stores, stadiums, banks, amusement parks, shopping centers, zoos, museums, hospitals, theatres, cinema, courtrooms, orchestra or lecture halls, and classrooms.



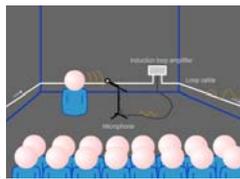
**Infrared Systems**

**Induction Loop Systems**

An induction loop system consists of an amplifier, a long wire that runs around the perimeter of the room or a specific assigned area, and a microphone. The microphone picks up the sound signal and sends it to the amplifier connected to the induction loop. The electric current flowing through the loop generates an inductive field inside the loop which is picked up by the T-coil in the hearing aid of the user. The user must be near or inside the loop in order to pick up the sound signal. For T-coil users, the telecoil itself functions as a receiver so there is no need to attach to another device. The user only needs to switch his/her hearing aid to the T-coil setting. Receivers are also available for listeners who do not have T-coils in their hearing aids or do not wear hearing aids. Induction loop systems not only can be used in large areas, such as churches, auditoriums, theaters, courtrooms, but also at bank teller stations, and hotel registration desks. At home, induction loops can help improve TV listening. If the user has a T-coil, he/she would be able to hear other ambient sounds as well as other people talking to them.



**Induction Loop Sign**



**Induction Loop System**

**ALS Applications**

Assistive Listening Systems (ALS) can be used in many different applications. Wireless systems, such as FM, IR, and Induction Loops can be used for both large and small area amplifications while hard-wire systems are useful in places where people are close to one another. The following table lists ALS devices and some of their applications.

HW=Hardwire, IR=Infrared, IL=Induction Loop

Application	HW	FM	IR	IL	Application	HW	FM	IR	IL
Home/family reunions	✓	✓	✓	✓	Church		✓	✓	✓
TV/music	✓	✓	✓	✓	Noisy Restaurant	✓	✓		
Meetings/Conferences		✓	✓	✓	Classroom		✓	✓	✓
Outdoors/Tours	✓	✓			Automobiles	✓	✓	✓	
Shopping	✓	✓			Golfing/Jogging/Cycling		✓		
Buses/Trains	✓	✓		✓	Busy Street	✓	✓		
Movies/Theater		✓	✓	✓	Telephones	✓	✓		

### ***Output Devices/Coupling Devices***

An output or coupling device transmits the signal from the receiver of an ALS device directly to the ear(s) or hearing aid(s) of the user. The output/coupling devices will vary depending on whether or not the user has hearing aids or a cochlear implant and if there is a T-coil attached to the device.

#### **Output device to ear without hearing aid or to a hearing aid without a T-coil**

The person can use Headphones or Earbuds

#### **Output device coupled to a hearing aid**

Hearing aids with a T-coil: the person can switch the hearing aid from “mic” to the “T” or “MT” position. A direct audio input connection (DAI) from sound sources, such as FM, IR, IL, TV, radio, CD player, or microphone can be routed directly via a cord to some hearing aids.

### Output device to a cochlear implant (CI)

Users of cochlear implants can use the assistive listening device in a similar manner as hearing aid users with direct audio input (DAI) by connecting a patch cord from the listening system to a body worn speech processor. With T-coil, the listener can use a neckloop for listening the same as a hearing aid user does. With induction loop systems, the cochlear implant user only needs to switch to the T-coil position



**Head phones**



**Ear phones**



**Ear buds**

Head phones, ear phones, and ear buds convert signal to sound



**Neckloop**



**Silhouette**

Neckloops and silhouettes bring the wire of the coupler close to the wire in the hearing aid so induction can take place

### ***Microphones***

In general, assistive listening devices ALD's come with their own microphones. However, there are other external microphones in the market that can provide greater flexibility for some users. For instance, omnidirectional microphones pick up sound signals from every direction and may bring extra sound for the desired voice signal to be heard clearly. On the other hand, directional microphones pick up sound signals from the direction they are pointed towards therefore eliminating unnecessary background noise.

**Recommendations when using microphones:**

- Don't walk away from stationary microphone
- Avoid shuffling papers near microphone
- Avoid covering mouth with microphone
- Keep handheld microphone about two inches from the chin
- Avoid turning head away from lapel microphone

***Soundfield Amplification Systems***

Soundfield amplification systems are typically small power amplifier (PA) systems which can be used in a variety of settings to amplify a speaker's voice. The system usually comes with two or more speakers suitable for accommodating different size rooms. In the case of FM or infrared (IR) PA systems, the speaker speaks directly to a microphone and his/her voice is sent via FM or IR signals to the receiver/amplifier which amplifies the speaker's voice by 10-12 dB's creating a pleasant listening environment. Soundfield amplification systems can be used in a variety of settings including training facilities, meetings, conference rooms, outdoor education, and classrooms.

**Soundfield Amplification Systems**

- ❖ Room loop
  - A large loop of wire that can be plugged into an assistive listening system (ALS) or amplifier, a radio, TV, some computer speakers and some telephones
  - Generates a magnetic signal that can be heard by the telecoil and amplified by the hearing aid
- ❖ Neckloop
  - A necklace-size loop of wire that can be plugged into an ALD or ALS receiver, a radio, TV, some computer speakers and some telephones
  - It is worn around the neck of someone who has a hearing aid with a telecoil
  - It generates a weak magnetic signal that can be heard by the telecoil and amplified by the hearing aid
- ❖ Silhouettes

- A small loop of wire embedded in a thin hook-shaped piece of plastic with a wire coming out of it that can be plugged into an ALD or ALS receiver, a radio, TV, some computer speakers and some telephones
- It is hooked over the ear and nestles beside a behind the ear (BTE) hearing aid with a telecoil
- Available in mono (one silhouette) or stereo (two silhouettes) for people with two hearing aids

## ALARMS/ALERTING DEVICES

### Wake up devices

Vibrating alarm clocks or pillow vibrators are used by individuals who have some residual hearing or no hearing at all. There are many alarm clocks available which have adjustable volume, pitch, flashing lights and/or vibration. The alarm clocks, also called bed shakers or pillow vibrators, usually include very high frequencies for those individuals that have some residual hearing. Telephones can also be connected



[http://www.harriscomm.com/catalog/product\\_info.php?cPath=1215\\_1048&products\\_id=651](http://www.harriscomm.com/catalog/product_info.php?cPath=1215_1048&products_id=651)

to the vibrating alarm clock and the clock will notify the person of an incoming call with its flashing light and vibration action. The alarm clocks are typically used for individuals who are independent and need an effective way of waking up at a specific time. The vibrating alarm clocks usually shake in a strong manner to ensure that the individual using it will wake up. Some brands that carry vibrating alarm clocks are Sonic Boom, Shake Awake, and others. The alarm clocks can be electrically powered or battery powered. There are also smaller timers which also include flashing lights, sound, and vibration. Wrist watches are also available and these could also be used for the purposes mentioned above, as well as using it as a stop watch and a countdown timer. Some brands for vibrating wrist watches are VibraLITE, Shake-N-Wake, and WatchMinder.

**Warning light flashers, or strobe/light signalers** help individuals who are deaf or hard of hearing be aware of environmental sounds and situations in their surroundings. When activated by a wake-up alarm or other signaler such as a doorbell, telephone, baby cry signaling device, fire alarm, or smoke/carbon monoxide detectors the strobe light will flash brightly to alert the person to that signal. Different flashing patterns are emitted by a receiver to make it easy to tell which signaler has sent the transmission. Some companies that sell individual signalers

and receivers, as well as complete systems, include: Alertmaster, Bellsman,



<http://www.harriscomm.com/catalog/default.php?Path=1215&hcCsid=d24d93ebb80c439dea564a09c91eeef9>

**Warning wrist vibrators** are a kind of tactile device which includes a wrist-worn receiver

that can be connected wirelessly to many signalers (i.e. doorbell, phone, fire alarm).

When a signaler detects a specified sound it sends a coded radio signal to the receiver. The receiver then vibrates to inform the wearer of that sound. The wearer identifies the sound source by looking at a coded light on the receiver or at an icon on the receiver's screen.



<http://www.harriscomm.com/index.php/hc-pt601.html#UAh4xWFDzh4>

## WARNING ALARM SIGNALERS

### Weather Alert System

The Oceanic and Atmospheric Administration (NOAA) weather radios broadcast national Weather Service (NWS) warnings, watches, forecasts and other hazard information 24 hours a day. Broadcasts include:

- Weather events — hurricanes, flash floods and tornadoes
- State and local civil emergencies — chemical spills, gas line breaks, derailments or AMBER Alerts

### Weather Alert Radio

Severe weather is broadcast by the local National Weather Service and then transmitted to NOAA weather radio transmitters to provide personal radios of the risks at hand. For the Deaf and Hard of Hearing community there are transmitters that provide weather alerts in text format.

- Individuals can decide to only receive information that is specific to their location
- They can be programmed to receive information from 30 different counties at a time
- The text can be provided in a large size
- There is a Braille version for those who have bad vision



### Emergency Warnings and Text Paging Systems

Texts are sent to your pager to notify about weather warnings in your area. This information is free and can be delivered to either your email or your pager. If you are willing to pay an additional charge, paging companies can also provide you with alerts concerning the weather status.

Here are websites to sign up your phone to text alerts

- <http://www.floridatoday.com/content/4info/>
- <http://www.sun-sentinel.com/services/sms-text-alerts/>

## TELEPHONE/ TTY RING SIGNALERS

These devices notify deaf and hard of hearing individuals that there is an incoming call by way of flashing lights, vibrations, amplified ringer, or a combination of all of these strategies. Ring volume and tone controls are adjustable according to your liking. This ring signaler must be connected to the telephone. Along with this, signalers may need dual adapters or an altogether separate telephone jack. While they may function with analog phone lines, they may not work as efficient with digital phone lines.



## TELECOMMUNICATION DEVICES AND SERVICES

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## TELEPHONES FOR PEOPLE WITH BOTH VISION AND HEARING LOSS



- Amplification telephones
- Braille phones
- Braille phones with large numbers
- Big ring flasher
- Large numbered phone
- Giant button speaker phone with flashing ringer
- Amplified phone with jumbo buttons and braille
- Memory phone with flash memory
- Help phone with flash memory
- Big braille button speaker phone with caller ID
- Loud volume speaker with talking caller ID

***\*\*Some of the above phones can be found in the following section***

### AMPLIFIED TELEPHONES

Telephone amplifiers are a type of device that helps amplify speech that is heard over the phone. People who do not utilize hearing aids may benefit from these devices. These devices can be portable or built into the receiver of the telephone. They are usually used by people who are hard of hearing, have residual hearing, and use their voice. This device allows individuals to hear a conversation louder without the caller having to repeat him/herself. Telephone amplifiers may have a volume control that can be adjusted to a comfortable signal level for the individual. Built-in amplifiers are built into the handle of the telephone and also have an adjustable volume control. Inline phone amplifiers are used to amplify standard office and home telephones. They are able to maximize amplification while blocking out background noise and feedback. They can be used in any setting with a phone that is compatible for the use of an inline phone amplifier. Inline amplifiers are ideally used by individuals with a hearing loss or that work in a noisy environment.

#### References

[www.asha.org](http://www.asha.org)

[www.ncdhh.ne.gov](http://www.ncdhh.ne.gov)

[www.nchearingloss.org](http://www.nchearingloss.org)

## AUXILIARY TELEPHONE EQUIPMENT

### 1. Answering Machines

A separate telephone answering machine as well as a combination telephone and answering machine is available. These machines accept both voice and TTY text messages. They have volume and tone control as well as adjustable speed control to allow for replay of messages at a speed that best suits a person's hearing. Includes speaker phone.



### 2. Voice Mail Transcription

A recent study shows that 70% of all business calls are answered by a voice mail system. Employees who are D/HH/DB do not have access to this system. Several companies today provide VMT services. For a small fee voice mail can be automatically forwarded to a service center where it is transcribed and sent to the computer email of the D/HH/DB person. Instead of struggling to understand a message, the person who is D/HH/DB can read the message left by a caller on their email. Companies providing this service can be found on the Internet.



### 3. Speaker Phones

Many telephones have speaker phones built into them. Both volume and tone controls allow for the best possible reception. When a hearing caller is on a speaker phone, it can be very difficult for a person with hearing loss to understand what they are saying. It may be necessary to ask them to use the phone handset.



### 4. Caller ID

Caller ID features may be either built into a phone or come as a separate piece of equipment.

## TTY (Text Telephone or Telephone Typewriter) & TDD (Telecommunications Devices for the Deaf)

Is a commonly used device by people who are deaf, hard of hearing, or speech impaired. The device is connected to the phone



- ❖ Other names for the device include teletypewriter, textphone, and minicom.

A TTY works by converting text into sound-based signals that are transferred through a telephone line to the other person, where the sounds are converted back to text. Usually, both people must have a TTY device to communicate, but if a person does not have a TTY, a relay service must be used.

- ❖ The user begins typing their message once the person being called picks up.
- ❖ Each person then takes turns typing their messages, using the term "Go Ahead" (GA) to indicate they are finished typing so the other person can begin typing

## RELAY SERVICE



### Relay Service

- Telecommunications Relay Service, TRS, IP-Relay, or Web-based relay services
- Is a free operator/telephone service that allows people who are deaf, hard of hearing, or deaf-blind to call standard telephone users through use of a keyboard, assistive device (such as TTY), and other technologies that use real time text (such as mobile phones).
- This service is available 24 hours a day in all 50 states for local and long distance calls, and there are no restrictions on the length or number of calls made.
- The person initiating the call uses a TTY or other text input device to call the relay service center, and gives the operator, or Communications Assistant (CA), the number of the person to call.
- The CA then reads the text of the calling person to the called (hearing) person, and types what the called (hearing) person speaks back to the calling person.
- Since much of the TRS system is open to the public, it is possible for anyone with the proper equipment to place a call, including people who are not deaf, hard of hearing, or speech-disabled.

Florida Telecommunications Relay Inc. (FTRI)

- ❖ Statewide non-profit association that provides telecommunications services
- ❖ The organization loans special telephone equipment and devices to all qualified permanent Florida residents who are three years of age and older for as long as they need it and for free. Loaned equipment includes phones that amplify incoming and/or outgoing sound, devices that alert you when the phone rings, and TTY devices.

### VOICE CARRY OVER TELEPHONE VCO



#### **Voice Carry Over (VCO) Telephone**

A Voice Carry Over telephone allows a person who is Deaf/HH/DB to make and receive calls using their own voice to speak to the person they are calling.

#### **How does Voice Carry Over work?**

VCO calls can be made:

- From a VCO user to a voice user
- From one VCO user to another VCO user
- From a VCO user to a TTY user
- From a VCO user to a voice user using two phone lines

Can be used with anyone with a TTY but is most commonly used with relay.

- The VCO user speaks into the receiver of the phone handset and reads text responses typed by a CA on the phone's display.
- With most VCO phones the caller dials the Relay Center to make the call and **VCO Phone (10)** each person says "Go ahead" or "GA" when they are finished speaking to indicate to the other person that it is their turn to speak.
- Some VCO phones allow the VCO user to hear the caller as well, others do not. Those that do require an AC outlet
- A VCO phone may also have a TTY keypad and can be used for TTY calls.

#### **Features of VCO Phones**

- Can be used as a standard telephone
- Provides volume control
- Handset is hearing aid T-coil compatible
- Has super loud ringer
- Works with voice answering machine
- Built-in answering machine for text

**Commented [Y2]:** Move to communications methods and technology

messages



### ***Using 2-Line VCO***

Using a phone that is equipped for 2-lines, the VCO user can carry on a more natural conversation.

- By using one line for talking and the other for the text screen, the user can interrupt the second party, and in general, conduct a more spontaneous call.
- The voice line must have a 3-way calling feature to allow the Communication Assistant (CA) to listen to the conversation and to type what the hearing person is saying to the VCO user.
- The VCO user is able to both hear and read what the other person says. However, there will be a lag time while the CA types what the hearing person says.
- The VCO user has the responsibility to make certain the other party speaks so the CA provides a clear and understandable message.
- Both callers say “GA” to indicate when they are finished speaking and “SK” when ending the call.

### ***Digital Cell Phone Compatibility with TTYs and VCO Phones***

Digital cellular phone service is available that is specifically TTY compatible.

Digital cell phones that are compatible with TTYs/VCO phones will be identified as TTY-Compatible or TSD-121 compatible.

#### **The following labeling will be used:**

- TTYs/VCO phones that work with digital phones will have this logo:
- TTYs that work with digital phones will have this logo:
- Digital cell phones must have a 2.5 jack to connect to the TTY/VCO.

*A device known as a PocketComm VCO/TTY adaptor, connects to any cell phone or cordless phone with a 2.5mm audible connector.*

*When used as a VCO, it can be strapped to the earpiece of any telephone or connected to the headset jack. The user speaks into the built-in microphone. The VCO can be used with TTY*

*compatible cell phones, cordless phones, pay phones, office phones, or emergency boxes.*

**Florida Relay** is a communications resource for people who are deaf, hard of hearing, deaf/blind, or speech impaired. Through this service, individuals who use specialized telephone equipment can communicate with people who use standard telephone equipment.

To call **Florida Relay**, dial **7-1-1**, or use the toll free numbers

1-800-955-8771 (TTY)

1-800-955-8770 (Voice)

1-800-955-1339 (ASCII)

1-877-955-8260 (VCO-Direct)

1-800-955-5334 (STS)

1-877-955-8773 (Spanish)

1-877-955-8707 (French Cr)



For information on VCO and other Florida communication service options for the deaf and hard of hearing see:

Website: <http://www.deafnetwork.com/florida/trs.html>

Or contact:

Florida Relay Manager: Tom D'Angelo

Sprint

6225 Lake Gray Blvd, Suite 1

Jacksonville, FL 32244

Phone/TTY: (904) 777-1770

Fax: 904-777-1610

Email: [Tom.W.DAngelo@mail.sprint.com](mailto:Tom.W.DAngelo@mail.sprint.com)

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Retrieved from [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=19&ved=0CGkQFjAIOAo&url=http%3A%2F%2Fwww.cilj.com%2FLinkClick.aspx%3Ffileticket%3DbN0WtyJzMAA%253D%26tabid%3D632&ei=EPWT7GeGery2QXC95yBDw&usg=AFQjCNHivbAif9p34-1wWCK8kEo6XA9NwA&sig2=Zz9teBlaX-mxs2Nhuhs\\_Yg](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=19&ved=0CGkQFjAIOAo&url=http%3A%2F%2Fwww.cilj.com%2FLinkClick.aspx%3Ffileticket%3DbN0WtyJzMAA%253D%26tabid%3D632&ei=EPWT7GeGery2QXC95yBDw&usg=AFQjCNHivbAif9p34-1wWCK8kEo6XA9NwA&sig2=Zz9teBlaX-mxs2Nhuhs_Yg). June 2012.

Voice Carry Over (VCO) Relay. *Minnesota Department of Commerce*. Retrieved from [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CGsQFjAB&url=http%3A%2F%2Fmn.gov%2Fcommerce%2Fimages%2FVoice-Carry-Over-Brochure.pdf&ei=qkXWT9LVCaSi2QXKoaGfDw&usg=AFQjCNHbkdAPw7hy98R-rRixAjeWi\\_Nww&sig2=OPMzoJUrRonOH\\_3XIWPnlw](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CGsQFjAB&url=http%3A%2F%2Fmn.gov%2Fcommerce%2Fimages%2FVoice-Carry-Over-Brochure.pdf&ei=qkXWT9LVCaSi2QXKoaGfDw&usg=AFQjCNHbkdAPw7hy98R-rRixAjeWi_Nww&sig2=OPMzoJUrRonOH_3XIWPnlw). June 2012.

Voice Carry Over (VCO) Devices. *Wyoming Department of Workforce Services*. Retrieved from <http://www.wyomingworkforce.org/job-seekers-and-workers/vocational-rehabilitation/Pages/voice-carry-over-devices.aspx>. June 2012.

## **CAPTIONED TELEPHONE**

### **CapTel & CaptionCall**

The Captioned Telephone or CapTel, is a telephone technology that allows people to receive word-for-word captions of their telephone conversations. This voice recognition technology allows captions to be displayed on the phone's built-in screen so the user can read the words while listening to the voice of the other party. Cap-Tel may benefit anyone using hearing aids or assistive listening devices and people who are deaf or hard of hearing and voice for themselves.

## Equipment & Services:

### 1. CapTel Telephone

- Special telephone designed to work with the captioning service to display captions during your telephone calls. It does not by itself translate spoken words into captions. Therefore, the captioning service feature can be turned off, and the phone can be used as a traditional telephone.



### 2. Captioning Service

- The captioning service transcribes the caller's spoken words into written captions using voice recognition technology.

During outgoing calls the captioning service is connected automatically. To get captions on

incoming calls, using a traditional 1-line service, the caller dials a toll free number for the Captioning Service and then enters the CapTel user's number.

- Step 1: The individual dials the number they wish to reach, exactly as they would on a normal telephone.
- Step 2: While the individual dials, the CapTel phone automatically connects to the captioning service.
- Step 3: When the other person answers, the CapTel user will hear everything that person says. At the same time, the captioning service will transcribe everything spoken into captions, which will appear on the CapTel display window.

2-Line CapTel Service is also available:

- All incoming calls are captioned.
- Captions can be turned on or off at any point in the conversation.
- Callers can dial you direct without having to call a separate number.
- All types of calls are captioned.
- Another person can listen in on an extension affecting the captions.
- Services, such as Call-Waiting do not interrupt captions.

## RELATED DEVICE- CaptionCall:



CaptionCall uses voice recognition technology and a transcription service to quickly provide written captions of what callers say on an easy to read screen. Operating like a regular telephone, users simply dial and answer calls as usual while speaking and listening to phone handset. How does it work?

1. Hear your caller's voice over a standard phone line.
2. The CaptionCall Phone sends their voice to the CaptionCall Service, which quickly converts words to text.
3. The text is displayed on the screen of your CaptionCall

#### REFERENCES:

<http://www.captel.com/captel> - <https://www.captioncall.com/CaptionCall> - <http://www.hitl.washington.edu/scivw/EVE/I.D.2.d.VoiceRecognition.html>

### VOICE OVER INTERNET PROTOCOL (VOIP)

Voice over Internet Protocol (VoIP), also known as Internet Voice, is a technology that allows a person to make telephone calls using a broadband Internet connection instead of a regular (analog) phone line.

- VoIP converts the voice signal from the telephone into a digital signal that travels over the Internet then converts it back at the other end so the caller can speak to anyone with a voice phone.

#### Placing a VoIP call

- You may use a microphone plugged into your computer. The number you are calling is placed using the keyboard, or a special VoIP phone, and is routed through the cable modem of your computer, or
- You may dial the number using your phone. A special phone adaptor connects to your high-speed Internet connection. The call goes through your local telephone company to a VoIP provider.



The call goes over the Internet to the called party's local telephone company for the completion of the call.

The FCC does not regulate the Internet or the services provided over it. Thus, VoIP may not be accessible to people with hearing loss.

Information above is taken from the Michigan Rights Handbook. For more information:  
<http://www.fcc.gov/encyclopedia/voice-over-internet-protocol-voip>

### *Voice recognition technology for computers for the hearing impaired in the classroom*

Voice recognition technology converts spoken words into text or computer control commands. There are two components to voice recognition technology: the acoustic model, which analyzes the sounds of your voice and converts them to phonemes, the basic elements of speech and the language model, which analyzes the content of your speech. It compares the combinations of phonemes to the words in its digital dictionary, a huge database of the most common words in the English language. Most of today's packages come with dictionaries containing about 150,000 words. The language model quickly decides which words you said and displays them on the screen.

Dragon Naturally Speaking by Nuance Communications is a popular choice. Once installed on a small laptop, it uses the computer's microphone (or an external microphone) to convert every recorded word into text. This software can also be installed on the iPhone or BlackBerry. Other brands include SpeakQ, Speak To Me!, and MacSpeech Dictate.

#### References:

Miastkowski, Stan. "How it Works: Speech Recognition." PC World. April 14, 2000.  
[http://www.pcworld.com/article/16276/how\\_it\\_works\\_speech\\_recognition.html](http://www.pcworld.com/article/16276/how_it_works_speech_recognition.html)

## **WIRELESS TELECOMMUNICATIONS**

Wireless telecommunications have been used by people that are Deaf and Hard of Hearing since the 1990's and has helped in increasing their ability to be more independent. Due to the advancement of wireless devices, people who are Deaf and Hard of Hearing are able to perform the following tasks while being away from their home/work/school:

- Send text messages
- Browse the internet
- Make TTY calls
- Send emails
- Use instant messaging

There are two different types of wireless devices available: Pagers and Smartphones

## PAGERS

Pagers are an electronic device that allows people to communicate via a paging network. Radio transmission is used in order to connect the control/call centers with the recipient and vice versa. Below you can find examples of various pagers available.

Examples of pagers



Motorola T900



RIM 850

## SMARTPHONES

Smartphones are handheld devices that incorporate both personal information management and the capabilities of a mobile phone. With a smartphone one can:

- Send emails
- Send text messages
- Take pictures with the built-in camera
- Access the internet
- Access to a scheduling software
- Make phone calls
- Read documents in a variety of formats such as PDF
- Contact management



iPhone



HTC G1



Blackberry

## CHOOSING THE RIGHT PAGER/SMARTPHONE

There are different ways to determine which pager or smartphone will be most beneficial for an individual. The following are tips on how to choose the most appropriate one:

- a. Decide whether the device has coverage at home as well as at school/work.
- b. Compare models and monthly payment plans.
- c. When deciding on a model, consider whether or not it provides you (the Deaf/HH person) with the necessary features you need:
  - Emails
  - Text messaging
  - Organizer
  - Address book
  - Internet access
  - Games
  - Camera
- d. Check to see if the device has high sound quality that will provide phone access.

## **CELL PHONES**

### ***Choosing and Using a Cell Phone with your Hearing Aid or Cochlear Implant and Amplifiers***

Electromagnetic and radio frequency pulses occurring between the hearing aid and the digital cell phone can result in a buzzing noise heard by the user.

- Cell phones must be rated according to their hearing aid compatibility. There are different technologies a hearing aid can use to detect and pick up sound.
- If a phone is hearing aid compatible, it will have a rating designated by the letter M or T.
  - M refers to the microphone mode.
  - T refers to the telecoil mode.
- There will be a number next to the M or T, from 2 to 4. The higher the number, the better the compatibility; meaning better hearing and less interference.

There are different ways to access the T-coil mode on various hearing aid devices, such as pushing a button or, on older models, switching the toggle from microphone to telephone mode. It is important to be aware of the acoustics of the environment that one is in when using this mode. Also important, is having the correct placement of the phone on the ear.

***Cochlear implants, on the other hand, are not rated for cell phone compatibility.***

When considering which service provider to use, it is important to know that service providers operate two main networks in the United States.

- Some hearing aid users report less interference when they use a service provider operating a Code Division Multiple Access (CDMA) network than they do using a phone on a Global System for Mobile communication (GSM) network.
- Performance may vary, though, so it is important to try out the phone before making the purchase.

All major handset manufacturers offer hearing aid compatible cell phones and may also offer hands-free accessories to improve usability.

- These cell phones do not differ in appearance or cost in comparison from other cell phones. The range of features and functions of cell phones will impact the price, but hearing aid compatibility will not.
- Service provider owned and operated stores offer a range of hearing aid compatible phones with varying features and prices.

Cell phone amplifiers extend cellular service in poor coverage areas by amplifying both transmit and receive signals.

- These cell signal booster amplifiers reduce problems with dropped calls and signal fades while improving service range, voice quality and access.
- Wireless boosters improve the cell signal for multiple users simultaneously without a physical connection to the phone or device.
- Amplifiers are available both standalone and as part of complete repeater kits.
- Cell amplifiers are usually built into the phone.

## HEARING AID COMPATIBLE CELL PHONES

The Federal Communications Commission (FCC) updated the Hearing Aid Compatibility Act of 1988 ("HAC Act"). It passed regulations that aim to increase the number of hearing aid compatible wireless devices available for the public. The cell phones that work well with hearing aids will have a microphone (**M**) rating of **M3** or **M4**. If the hearing aid or cochlear implant has a **telecoil (T)**, a rating of T3 or T4 will be used (a higher M/T value indicates a clearer sound quality).

### Some examples are listed below:

Make/Model	Rating	Level of Functionality
Apple iPhone4	M3/T3	Advanced
Nokia 2760	M3/T3	Basic
Nokia 6085	M3/T3	Basic
Nokia 6126	M3/T3	Basic
Motorola W230	M3/T3	Basic
Motorola W510	M3/T3	Average
Motorola V3i	M3/T3	Basic

Motorola V8(Razr2)	M3/T3	Advanced
Samsung A436	M3/T3	Basic
Sony Ericsson S500i	M3/T3	Average
Sony Ericsson W580i	M3/T3	Average
Sony Experia Play	M3/T3	Advanced

Make/Model	Rating	Level of Functionality
Motorola EM330	M3/T3	Average
Motorola Murano	M3	Average
Motorola W490	M3/T3	Average
Nokia 2720	M3/T3	Basic
Nokia 6555	M3/T3	Average
Nokia 7020	M3/T3	Basic
Samsung Gravity	M3/T3	Average

Motorola Qa1	M3	Average
Nokia E5	M3/T3	Average
Alcatel 980a	M3	Average
Alcatel 901a	M3	Basic
Alcatel 909a	M3T3	Average
Dell Venue	M3T3	Advanced
Huawei Ideos	M3T3	Average
Verykool S810	M3T3	Average

For further information visit:

<http://www.fcc.gov/guides/hearing-aid-compatibility-wireless-telephones>

### BLUETOOTH WIRELESS TECHNOLOGY



Bluetooth technology with hearing aids makes it possible for a hearing aid user to be able to connect with many electronic devices hands-free. Digital hearing aids with Bluetooth are designed to improve the quality of sound with binaural hearing or to accommodate the users personal listening needs. A great deal of the

Bluetooth enabled hearing aids and controllers are able to sustain up to eight connected devices in a binaural fit. Including:

- cell phones
- landlines
- TV
- Computers
- Ipods
- GPS systems
- car stereo systems
- FM systems.

Some of the leading hearing aid companies using Bluetooth technology are:

- Oticon has a line called Connectline
- Phonak uses a device called iCom
- Seimens uses Tek Connect
- ReSound has Unite accessories.

For more information:

<http://accperspectives.asha.org/content/6/1/4.abstract>

<http://www.healthyhearing.com/content/articles/Technology/Wireless/47527-Bluetooth-hearing-aids-47527>

<http://www.bluetooth.com/Pages/Loud-and-Clear.aspx>

<http://www.hearingaidknow.com/2011/01/24/hearing-aid- bluetooth/>

### Video Remote Interpreting (VRI)

Video Remote Interpreting (VRI) is a service that is provided for people who are deaf or hard of hearing when in-person, on-site interpreting services are not readily available. VRI is provided as an off-site service which uses videoconferencing technology, equipment, and a high-speed internet connection to provide the service of an interpreter. This interpreter is usually located at a call center and will connect people in need of these services who are located elsewhere. Some of the benefits of Video Remote Interpreting (VRI) is that it is being used in a variety of settings including hospitals, police stations, schools, mental health care settings, and workplaces, as well as providing contracted services either by appointment or at any time 24 hours a day, seven days per week.

Resources: <http://www.nad.org/issues/technology/vri>

### **VIDEOPHONES FOR DEAF AND HARD-OF-HEARING**

Video phones are an innovative technology that meets the communication needs of the deaf and hard of hearing population. Thanks to the new technology offered by iphones, applications such as FaceTime and Skype are changing the way people with hearing disabilities are communicating with their loved ones. Basically, these allow both individuals to see one another face to face anywhere while conveniently using their iphones or androids. For iphone users that want to call individuals who do not own iphones, Skype is the answer. This application allows the iphone user to call the other party at their computer, be it a Mac or PC, so long as they have a Skype account (which is completely free to set up).

Other companies such as SVRS and ZVRS are partnering up with iphones, smart phones, and android companies in order to provide the best technology for this population. These applications are breaking new ground in the deaf community because they allow both parties to communicate with each other without needing a medium to relay the messages. They also have the option of connecting with an interpreter in order to communicate messages to their desired party. The best part is that these applications are completely free; all you need to have is a phone!

**Here are some useful websites to get you connected:**

<http://www.sorensonvrs.com/>

<http://www.zvrs.com/>

### **APPS FOR THE DEAF AND HARD OF HEARING**

There are many different apps have been developed to benefit the deaf and hard of hearing community. Here is an outline of just a few of them.

1. **IP-Relay:** This works like a TTY or TDD, so you are able to make phone calls. During your phone call an operator reads your messages to the desired party and then transcribes their messages back your way.
2. **Hamilton Mobile Captel:** Transcribes the phone call in real time in English or Spanish. While your wearing a headset you are able to read the text at the same time as your hearing the person's voice on the other end of the call.

3. **iASL:** This is an American Sign Language phone application that provides the user with translators, a video dictionary, automatized spelling correction, and valuable resources.
4. **Tap Tap:** Alerts you when a loud noise is in close proximity to your phone. This app also notifies you when someone is talking towards you.
5. **soundAMP:** using the iphone microphone, sounds around the listener are amplified so as to make it easier for them to distinguish sounds. This app basically turns your iphone into a hearing aid.
6. **DeafNation:** Every deaf and hard of hearing individual will benefit from this app because it updates you with entertainment, sports, videos, and important resources.
7. **Subtitles:** Ever felt lost while watching a movie because you have no idea what the characters are saying? This app fixes that problem; it provides subtitles for today's favorite blockbusters, helping individuals understand the plot as it unfolds. This is great for when going out to the movie theatres.

### **SPEECH-TO-TEXT SERVICES**

Speech-to-text services can provide text for spoken language as it occurs or it can also be used as in captions on pre-recorded items such as videos. These services are to provide further access for people who are Deaf/HH/DB.

#### **Speech-to-text Systems:**

<p><b>Communication Access Realtime Translation (CART)</b></p>	<p>CART translates the spoken word to text by the use of a stenographic machine. The text produced by this machine can be relayed onto a person's computer monitor, projected onto a screen or combined with a video appearing as a caption.</p>
<p><b>Text Interpreting (Ex. C-print or TypeWell)</b></p>	<p>This technology allows a person or service provider to relate meaning of what is spoken and converts that meaning to text through the use of an electronic note-taking system. The system has specialized abbreviation and speed typing software. This software is a great tool also used by students.</p>
	<p>This technology allows a person or service provider to speak into a microphone attached to a computer that is</p>

<b>Automatic Speech Recognition (ASR)</b>	simultaneously identifying the spoken word and translates it into written text.
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**Differences and Similarities in Speech-to-Text Systems:**

- Word Exactness →** This refers to how precise the system is. Is the system providing word-for-word accurateness?
- Accuracy of Content →** This refers to the percentage of ideas that are accurate and clearly expressed by the speaker in text. How much does the information in text match what the speaker is saying?
- Quantity of words to read →** The more accurate the text is, the more words there will be to read since exactly what the person is saying is the material that can be read; refers to word exactness.

**C-Print and TypeWell:**

Both of these are word expansion software programs that act as a live, computer-aided speech-to-text caption system. They provide students who are Deaf/HH/DB with technology that will aid them in mainstream educational environments.

***How they work?***

A trained operator, or captionist, is trained in using the programs. This individual types the spoken word, such as a lecture, using abbreviated keystrokes and text-condensing strategies. The student can view the typed information simultaneously on their own computer or on a display monitor. Use of this software provides an interpretation of the meaning of what is being spoken rather than a typed version of what is being said verbatim.

**Remember...**

- The captionist may condense information for a more easy-to-read version
- A printed form of the text can be printed for studying purposes
- The captionist can even include comments made by others within the class so that the person who is Deaf/HH/DB can feel even more included in class conversations
- By adding a special character, such as a space, period, comma, etc., to a single letter, the letter expands to a word allowing the captionist to type faster
- Captionists for both C-Print and TypeWell must be trained

## Resources

- Alternative Communication Services. 2012. *Text Interpreting*. Retrieved July 8, 2012, from [http://www.acscaptions.com/subpages/Text\\_Interpreting.asp](http://www.acscaptions.com/subpages/Text_Interpreting.asp)
- National Association of the Deaf. (n.d.). *Communication access realtime translation*. Retrieved July 5, 2012, from <http://www.nad.org/issues/technology/captioning/cart>
- Pepnet 2. (n.d.). *Frequently asked questions: What is speech-to-text?* Retrieved July 8, 2012, from <http://www.pepnet.org/faq/faq04.php>
- TypeWell. (2012). *TypeWell Everywhere*. Retrieved July 6, 2012, from <http://typewell.com/everywhere.form>
- What is automatic speech recognition?* (n.d.). Retrieved July 5, 2012, from <http://www.docsoft.com/resources/Studies/Whitepapers/whitepaper-ASR.pdf>
- What is C-Print?* (2012). Retrieved July 5, 2012, from [http://www.ntid.rit.edu/cprint/what\\_cprint.php](http://www.ntid.rit.edu/cprint/what_cprint.php)

## CAPTIONING

### Laws Governing

- Television Decoder Circuitry Act of 1990
- Section 508 of the Rehabilitation Act of 1998, requires that all federal agencies make their electronic or video information accessible to all people (National Association of the Deaf, 2012).
- Twenty-First Century Communications and Video Accessibility Act of 2010, increases the access of persons with disabilities to modern communications, and for other purposes (govtrack.us, 2012).

### Captioning is...

Captioning is speech which is processed through a decoder which syncs the textual dialogue with the visual image. Captioning can be closed or open/real time.

- **Closed caption** is user friendly, it can be turned on or off by the user.
- **Open caption** cannot be turned off by the viewer and is always displayed.
  - During a live broadcast such as the news, real time caption is delayed.
  - The text is displayed after what was said.
  - While listening to the broadcast a stenographer uses a special computer program to type the captions.
  - The program is able to send the captions to the television signal (The National Center on Accessible Information Technology in Education, 2012).

### Computer-based multimedia captioning

A web video may be closed or open caption. Guidelines for captioning through the web are as follows:

- ✓ Text should be **synchronized** to when the actual audio would occur

- ✓ Text should be **equivalent** to the spoken words.
- ✓ Text should also be easily **accessible** (Web Accessibility in Mind, 2012)

#### Captioning Exceptions Made by the FCC

- All non-English programming
- Commercials
- Programming from “networks”
- Captioning that requires the video programmer to spend more than 2% of the annual gross income
- “Non-vocal” programming
- Public service announcements
- All programs aired between 2:00 am and 6:00 am (Michigan Division on Deaf and Hard of Hearing, 2006)

#### **TELEVISION CAPTIONING- FILING A COMPLAINT**

For captioning problems during non-emergency programming, you may file a written complaint with either the Federal Communications Commission (FCC) or your Video Programming Distributor (VPD). Complaints filed with the FCC will be forwarded to your VPD.

You can file your complaint using the following methods:

**Online Form:** [esupport.fcc.gov/complaints.htm?sid=&id=d1e3](http://esupport.fcc.gov/complaints.htm?sid=&id=d1e3)

**Phone:** Consumer & Mediation Specialist are available Monday through Friday, 8 a.m. to 5:30 p.m. ET to answer your questions and assist you in filing a complaint.

**Toll Free Number:** 1-888-CALL-FCC (1-888-225-5322)

**TTY:** 1-888-TELL-FCC (1-888-835-5322)

**For all other methods suggested below, download/print complaint form. (See attached forms)**

**Postal:** Send your complaint to the following address, making sure to include copies of supporting information.

Federal Communications Commission Consumer and  
Governmental Affairs Bureau Consumer Complaints

445 12th Street, S.W. 

Washington, DC 20554.

**Fax:** The completed complaint form may be faxed Toll-Free to 1-866-418-0232

**Email:** You may email your completed complaint form and supporting documents to <mailto:fccinfo@fcc.gov>

*English & Spanish forms for filing a television caption complaint are on the following pages*

Approved by OMB

3060-0874

Estimated time per response: 30 minutes

## Form 2000C - Disability Access Complaint

### Consumer's Information:

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Company Name: \_\_\_\_\_

(Complete only if you are filing this complaint on behalf of a company or an organization.)

Street Address or Post Office Box Number: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_ Zip Code: \_\_\_\_\_ - \_\_\_\_\_

Telephone Number (Residential or Business): ( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_\_ Ext: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Are you filing information on behalf of another party, such as client, parent, spouse or roommate?

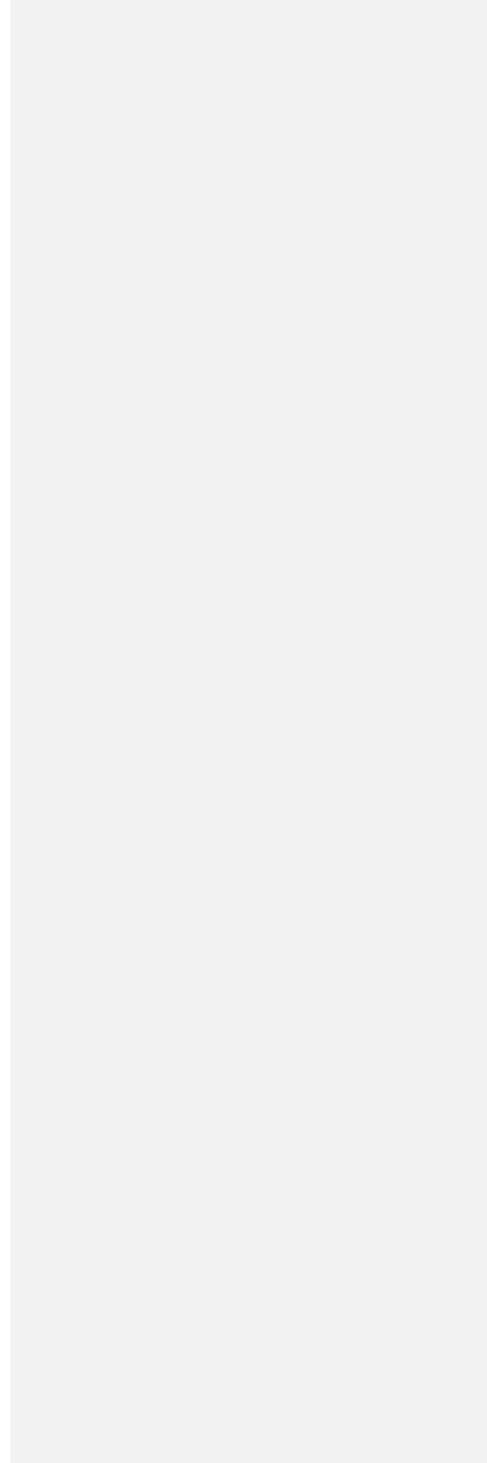
Yes  No If yes, complete items a through g.

a. Your relationship with the party: \_\_\_\_\_

b. The party's first name: \_\_\_\_\_

- c. The party's last name: \_\_\_\_\_
- d. The party's daytime phone number: ( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_ Ext: \_\_\_\_\_
- e. The party's street address or post office box number: \_\_\_\_\_
- f. City: \_\_\_\_\_ State: \_\_\_\_ Zip Code: \_\_\_\_ - \_\_\_\_
- g. E-mail Address: \_\_\_\_\_

**IMPORTANT:** Please indicate the preferred format or method of response to the complaint by the Commission and defendant:  Letter  Facsimile (fax)  Telephone Voice  TTY  
 Internet E-mail  ASCII Text  Audio-Cassette Recording  Braille  
 TRS (designate form of TRS and appropriate contact information) \_\_\_\_\_



## Form 2000C - Disability Access Complaint

**\*\*\* ANSWER EACH QUESTION THAT APPLIES TO YOUR SPECIFIC COMPLAINT \*\*\***

1. Check the appropriate box for your type of complaint:

- Telecommunications Relay Service (TRS)  
(i.e., TTY-based, IP Relay, CapTel, IP CapTel, Speech-to-Speech, Video Relay Service (VRS))
- Accessibility of emergency information on television
- Closed Captioning
- Wireless telephone equipment or service (includes hearing aid compatibility and other accessibility issues)
- Wireline telephone equipment or service (includes hearing aid compatibility and other accessibility issues)

2. Provide the name, address and telephone number (if known) of the company(s) involved in your complaint:

Name: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_ Zip Code: \_\_\_\_\_ - \_\_\_\_\_  
Telephone number: ( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_\_

3. If your complaint is about accessibility of telecommunications services or equipment, provide the make and model number of the equipment or device that this complaint is about:

\_\_\_\_\_

4. If your complaint is about closed captioning or emergency information on television, provide the date (mm/dd/yyyy) \_\_\_ / \_\_\_ / \_\_\_\_\_ and time \_\_\_\_\_  AM  PM

and any details of when the event or action you are complaining about occurred:

\_\_\_\_\_

5. If your complaint is about access to emergency information on television, provide the following information:

- a. Television station call sign and network name (if applicable), or channel name  
(e.g., "WZUF, CBC," "WZUE-TV," "Sportingchannel West"): \_\_\_\_\_
- b. Channel (e.g., "13"): \_\_\_\_\_
- c. Station or subscription TV provider system location: City: \_\_\_\_\_  
County: \_\_\_\_\_ State: \_\_\_\_\_
- d. Date(s) and time(s) of emergency: \_\_\_ / \_\_\_ / \_\_\_\_\_ and time \_\_\_\_\_  AM  PM
- e. Detailed description of the emergency (i.e., flood, hurricane, tornado, etc., as well as the areas in which the emergency occurred): \_\_\_\_\_

\_\_\_\_\_

- 
6. If your complaint is about closed captioning, provide the following:
- a. Television station call sign and network name (if applicable), or channel name  
(*e.g.*, "WZUF, CBC," "WZUE-TV," "Sportingchannel West"): \_\_\_\_\_
  - b. Channel (*e.g.*, "13"): \_\_\_\_\_
  - c. Station or subscription TV provider system location: City: \_\_\_\_\_  
County: \_\_\_\_\_ State: \_\_\_\_\_
  - d. If you pay to receive television programming, type of subscription service (*e.g.*, cable, satellite):  
\_\_\_\_\_
  - e. If you pay to receive television programming, name of company to whom you subscribe:  
f. Name of program(s) involved: \_\_\_\_\_
7. Briefly describe your complaint and include the resolution you are seeking. If applicable, provide a full description of the telecommunications equipment or customer premises equipment (CPE) and/or the telecommunications service about which the complaint is made, and the date or dates on which the complainant either purchased, acquired or used, or attempted to purchase, acquire or use the telecommunications equipment, CPE or telecommunications service about which the complaint is being made.
- 

### Form 2000C - Disability Access Complaint

You may submit this form over the Internet at <http://esupport.fcc.gov/complaints.htm>, by e-mail to [fccinfo@fcc.gov](mailto:fccinfo@fcc.gov), by fax to 1-866-418-0232, or by postal mail to:

Federal Communications  
Commission Consumer &  
Governmental Affairs  
Bureau Consumer  
Complaints  
445 12th Street, SW  
Washington, D.C. 20554

In addition, you may submit your complaint over the telephone by calling 1-888-CALL-FCC or 1-888-TELL-FCC (TTY). If you choose to submit your complaint over the telephone, an FCC customer service representative

will fill out an electronic version of the form for you during your conversation. If you have any questions, feel free to contact the FCC at 1-888-CALL-FCC or 1-888-TELL-FCC (TTY).

**FCC NOTICE REQUIRED BY THE PAPERWORK REDUCTION ACT AND THE PRIVACY ACT**

The Federal Communications Commission is authorized under the Communications Act of 1934, as amended, to collect the personal information that we request in this form. This form is used for complaints that involve disability access. The public reporting for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the required data, and completing and reviewing the collection of information. If you have any comments on this burden estimate, or how we can improve the collection and reduce the burden it causes you, please write to the Federal Communications Commission, OMD-PERM, Paperwork Reduction Project (3060-0874), Washington, DC 20554. We will also accept your comments regarding the Paperwork Reduction Act aspects of this collection via the Internet if you send them to [PRA@fcc.gov](mailto:PRA@fcc.gov). PLEASE DO NOT SEND YOUR COMPLETED FORMS TO THIS ADDRESS.

Remember - You are not required to respond to a collection of information sponsored by the Federal government, and the government may not conduct or sponsor this collection, unless it displays a currently valid OMB control number or if we fail to provide you with this notice. This collection has been assigned an OMB control number of 3060-0874.

In addition, the information that consumers provide when filling out FCC Form 2000 is covered by the system of records notice, FCC/CGB-1, Informal Complaints and Inquiries File (Broadcast, Common Carrier, and Wireless Telecommunications Bureau Radio Services). The Commission is authorized to request this information from consumers under 47 U.S.C. 206, 208, 301, 303, 309(e), 312, 362, 364, 386, 507, and 51; and 47 CFR 1.711 *et seq.*

Under this system of records notice, FCC/CGB-1, the FCC may disclose information that consumers provide as follows: when a record in this system involves a complaint against a company, the complaint is forwarded to the defendant who must, within a prescribed time frame, either satisfy the complaint or explain to the Commission and the complainant its failure to do so; where there is an indication of a violation or potential violation of a statute, regulation, rule, or order, records from this system may be referred to the appropriate Federal, state, or local agency responsible for investigating or prosecuting a violation or for enforcing or implementing the statute, rule, regulation, or order; a record from this system may be disclosed to a Federal agency, in response to its request, in connection with the hiring or retention of an employee, the issuance of a security clearance, the reporting of an investigation of an employee, the letting of a contract, or the issuance of a license, grant or other benefit; a record on an individual in this system of records may be disclosed, where pertinent, in any legal proceeding to which the Commission is a party before a court or administrative body; a record from this system of records may be disclosed to the Department of Justice or in a proceeding before a court or adjudicative body when: (a) the United States, the Commission, a component of the Commission, or, when represented by the government, an employee of the Commission is a party to litigation or anticipated litigation or has an interest in such litigation, and (b) the Commission determines that the disclosure is relevant or necessary to the litigation; a record on an individual in this system of records may be disclosed to a Congressional office in response to an inquiry the individual has made to the Congressional office; a record from this system of records may be disclosed to GSA and NARA for the purpose of records management inspections conducted under authority of 44 U.S.C. 2904 and 2906. Such disclosure shall not be used to make a determination about individuals.

In each of these cases, the FCC will determine whether disclosure of the information in this system of records notice is compatible with the purpose for which the records were collected. Furthermore, information in this system of records notice is available for public inspection after redaction of information that could identify the complainant or correspondent, *i.e.*, name, address and/or telephone number.

**THE FOREGOING NOTICE IS REQUIRED BY THE PAPERWORK REDUCTION ACT OF 1995, PUBLIC LAW 104-13, OCTOBER 1, 1995, 44 U.S.C. SECTION 3507 AND THE PRIVACY ACT OF 1974, PUBLIC LAW 93-579, DECEMBER 31, 1974, 5 U.S.C. SECTION 552a(e)(3).**

Approved by OMB  
3060-0874

Estimated time per response: 30 minutes

## Form 2000C - Disability Access Complaint

Aprobado por OMB  
3060-0874

Tiempo estimado de respuesta: 30 minutos

### Formulario 2000C – Queja Sobre Acceso Para Discapacitados

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#### Información del Consumidor:

Nombre: \_\_\_\_\_ Apellido: \_\_\_\_\_

Nombre de la Compañía: \_\_\_\_\_  
(Llene solamente si está presentando esta queja a nombre de una compañía o de una organización.)

Dirección Postal o Número de Apartado Postal: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Estado: \_\_\_\_ Código Postal: \_\_\_\_\_ - \_\_\_\_\_

Número de Teléfono (Residencial o de Trabajo): (\_\_\_\_\_) \_\_\_\_ - \_\_\_\_\_ Ext: \_\_\_\_\_

Dirección de Correo Electrónico: \_\_\_\_\_

¿Usted está llenando esta información a nombre de otra persona, como un cliente, sus padres, esposo o esposa o una persona con la cual comparte la vivienda?

\_\_\_\_\_ Sí \_\_\_Nó Si la respuesta es sí, complete desde a hasta g.

a. Su relación con la persona: \_\_\_\_\_

b. Nombre de la persona: \_\_\_\_\_

c. Apellido de la persona: \_\_\_\_\_

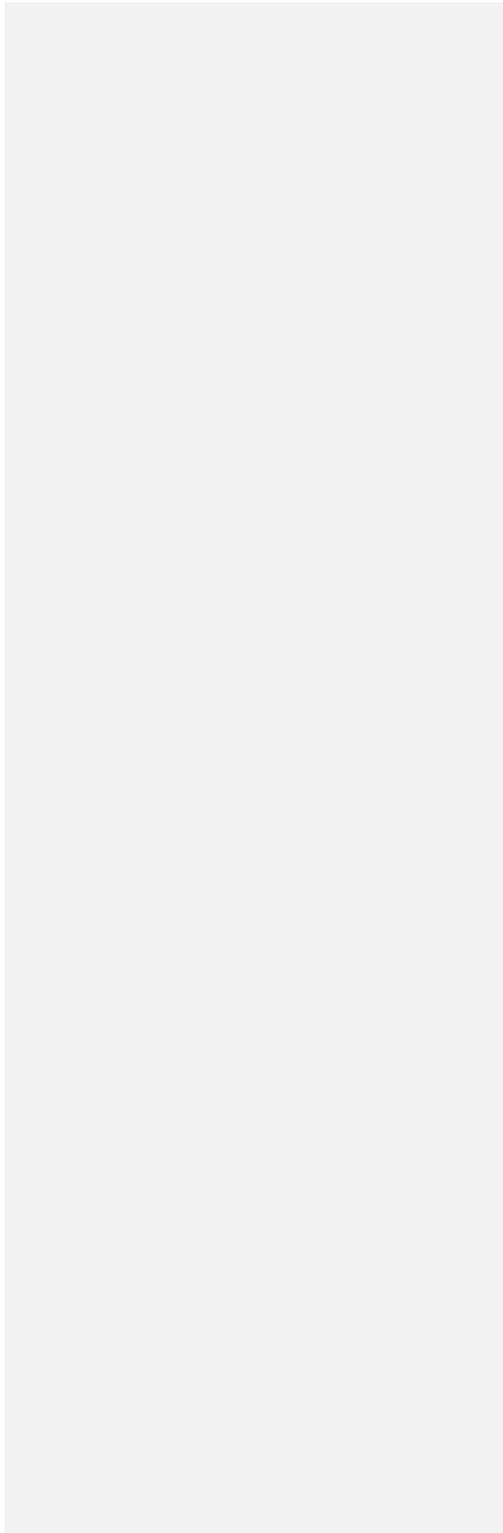
d. Número de teléfono de la persona durante el día: (\_\_\_\_\_) \_\_\_\_ - \_\_\_\_\_ Ext: \_\_\_\_\_

e. Dirección postal o número de apartado postal de la persona: \_\_\_\_\_

f. Ciudad \_\_\_\_\_ Estado: \_\_\_\_ Código Postal: \_\_\_\_\_

g. Dirección de correo electrónico: \_\_\_\_\_

**IMPORTANTE:** Sírvase indicar qué formato o método de respuesta a la queja prefiere usted, por parte de la Comisión y el demandado:  Carta  Facsímil (fax)  Voz telefónica  TRS (designe la forma de TRS y la información de contacto apropiada) \_\_\_\_\_  TTY  Internet Correo Electrónico  Texto ASCII  Grabación en Casete de Audio  Braille



**\*\*\* RESPONDA A CADA PREGUNTA QUE CORRESPONDA A SU QUEJA ESPECÍFICA \*\*\***

1. Marque la casilla apropiada para su tipo de queja:

Servicio de Retransmisión de Telecomunicaciones (TRS, por sus siglas en inglés)  
(por ejemplo, con base TTY, Retransmisión IP, CapTel, IP CapTel, Servicio de Voz a Voz, Servicio de Retransmisión de Video (VRS, por sus siglas en inglés))

\_\_\_\_\_ Capacidad de acceso a información de emergencia por televisión

**Formulario 2000C – Queja Sobre Acceso Para Discapacitados**

**\*\*\* RESPONDA A CADA PREGUNTA QUE CORRESPONDA A SU QUEJA ESPECÍFICA \*\*\***

\_\_\_\_\_ Subtitulado opcional

Equipos o servicios telefónicos inalámbricos (incluye compatibilidad de aparatos auditivos, y otros aspectos de capacidad de acceso)

Equipos o servicios telefónicos de línea fija (incluye compatibilidad de aparatos auditivos, y otros aspectos de capacidad de acceso)

2. Proporcione el nombre, la dirección y el número de teléfono (si se conoce) de la(s) compañía(s) involucrada(s) en su queja:

Nombre: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Estado: \_\_\_\_ Código Postal: \_\_\_\_\_

Número de teléfono: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

3. Si su queja está relacionada con la capacidad de acceso de equipos o servicios de telecomunicaciones, proporcione la marca y el modelo del equipo o aparato sobre el que se presenta esta queja:

\_\_\_\_\_

4. Si su queja es sobre subtitulado opcional o información de emergencia por televisión, proporcione la fecha

(mm/dd/aaaa) \_\_\_\_/ \_\_\_\_/ \_\_\_\_/ y hora \_\_\_\_\_AM \_\_\_\_PM

y cualquier detalle de cuándo ocurrió este evento o acción del que usted se queja:

\_\_\_\_\_

5. Si su queja es acerca del acceso a información de emergencia por televisión, proporcione la siguiente información:

a. Siglas de identificación de la estación de televisión y nombre de la cadena (si corresponde) o nombre del canal (por ejemplo, "WZUF, CBC", "WZUE-TV", "Sportingchannel West"): \_\_\_\_\_

b. Canal (por ejemplo, "13"): \_\_\_\_\_

c. Ubicación de la estación o del proveedor del sistema de TV por suscripción:

Ciudad: \_\_\_\_\_ Condado: \_\_\_\_\_ Estado: \_\_\_\_\_

d. Fecha(s) y hora(s) de la emergencia: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/ y hora \_\_\_\_\_AM \_\_\_\_PM

e. Descripción detallada de la emergencia (por ejemplo, inundación, huracán, tornado, etc., así como las áreas en las cuales ocurrió la emergencia): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Si su queja es acerca del subtítulo opcional, proporcione lo siguiente:

a. Siglas de identificación de la estación de televisión y nombre de la cadena (si corresponde) o nombre del canal (por ejemplo, "WZUF, CBC", "WZUE-TV", "Sportingchannel West"):

\_\_\_\_\_

b. Canal (por ejemplo, "13"): \_\_\_\_\_

Ubicación de la estación o del proveedor del sistema de TV por suscripción:

Ciudad: \_\_\_\_\_ Condado: \_\_\_\_\_ Estado: \_\_\_\_\_

d. Si usted paga por recibir programación de televisión, el tipo de servicio por suscripción (por ejemplo, cable o satélite): \_\_\_\_\_

e. Si usted paga por recibir programación de televisión, el nombre de la compañía a la que está suscrito: \_\_\_\_\_

f. Nombre del (de los) programa(s) involucrado(s):

\_\_\_\_\_

\_\_\_\_\_

7. Describa brevemente su queja e incluya la resolución que usted espera. Si corresponde, provea una descripción completa de los equipos de telecomunicaciones o los equipos en las instalaciones del cliente (CPE, por sus siglas en inglés) y/o el servicio de telecomunicaciones sobre el cual se presenta la queja, y la fecha o las fechas en las cuales la persona que presenta la queja compró, adquirió o hizo uso, o intentó comprar, adquirir o hacer uso de los equipos de telecomunicaciones, CPE o servicios de telecomunicaciones sobre los cuales se está presentando la queja.

\_\_\_\_\_

\_\_\_\_\_

## Formulario 2000C – Queja Sobre Acceso Para Discapacitados

Usted puede enviar este formulario por Internet, en la página [http://www.fcc.gov/cgb/complaints\\_spanish.html](http://www.fcc.gov/cgb/complaints_spanish.html); por correo electrónico, escribiendo a [fccinfo@fcc.gov](mailto:fccinfo@fcc.gov); por fax, al número 1-866-418-0232 o por correo postal, a la siguiente dirección:

Federal Communications Commission Consumer &  
Governmental Affairs Bureau Consumer Complaints  
445 12th Street, SW Washington, D.C.  
20554

También puede presentar su queja por teléfono, llamando al número 1-888-CALL-FCC o al 1-888-TELL-FCC (TTY). Si opta por presentar su queja por teléfono, un representante del servicio al cliente de la FCC le llenará una versión electrónica del formulario mientras conversa con usted. Si tiene alguna pregunta, póngase en contacto con la FCC, llamando al número 1-888-CALL-FCC o al 1-888-TELL-FCC (TTY).

#### ANUNCIO DE LA FCC REQUERIDO POR LA LEY DE REDUCCIÓN DE TRÁMITES Y LA LEY DE PRIVACIDAD

La Comisión Federal de Comunicaciones (FCC por sus siglas en inglés) está autorizada, en conformidad con la Ley de Comunicaciones de 1934, enmendada, a recopilar la información personal que se solicita en este formulario. Este formulario se utiliza para quejas relacionadas con acceso para discapacitados. Se calcula que el tiempo que debe destinar la población para ofrecer la información que se recopila es de un promedio de 30 minutos, incluido el tiempo para leer las Instrucciones, buscar en las fuentes de datos existentes, recopilar, y actualizar los datos que se requieren, y completar, y revisar la recopilación de información. Si usted tiene algún comentario sobre este cálculo del tiempo necesario para completar el formulario, o acerca de cómo podemos mejorar la recopilación, y reducir el esfuerzo que representa para usted, sírvase escribir a Federal Communications Commission, OMD-PERM, Paperwork Reduction Project (3060-0874), Washington, DC 20554. También aceptaremos sus comentarios relacionados con los aspectos de la Ley de Reducción de Trámites de esta recopilación de datos a través de Internet si usted los envía a PRA@fcc.gov. POR FAVOR, NO ENVÍE SUS FORMULARIOS COMPLETADOS A ESTA DIRECCIÓN.

Recuerde que usted no está obligado a responder a una recopilación de información patrocinada por el gobierno Federal, y el gobierno Federal no puede llevar a cabo ni patrocinar esta recopilación, a menos que esta muestre un número de control de la OMB válido, o si no le proporcionamos esta notificación. A esta recopilación se le ha asignado el número de control de la OMB 3060-0874.

Además, la información que proporcionan los consumidores cuando llenan el formulario 2000 de la FCC, está cubierta por el sistema de aviso de registros, FCC/CGB-1, Archivo de quejas, y preguntas informales (transmisiones de radio y televisión, operadora de servicio de telecomunicaciones, y servicios de radio comunicación de la Oficina de telecomunicaciones inalámbricas). La Comisión está autorizada a solicitarles esta información a los consumidores, amparada por el 47 U.S.C. 206, 208, 301, 303, 309(e), 312, 362, 364, 386, 507, y 51; y 47 CFR 1.711 *et seq.*

En conformidad con este aviso de registros, FCC/CGB-1, la FCC puede divulgar la información que proporcionan los consumidores en los siguientes casos: cuando un registro en este sistema comprende una queja contra una operadora de servicios de telecomunicaciones, la reclamación se envía a la compañía acusada que tiene que, en el período de tiempo prescrito, responder a la reclamación, o explicar a la Comisión, y a los reclamantes la razón por la cual no la respondió; cuando hay una indicación de una violación, o violación potencial de un estatuto, regulación, regla u orden, los registros de este sistema se pueden referir a la agencia Federal, estatal o local apropiada, responsable de la investigación, o procesamiento de una violación, o de hacer cumplir, o implementar el estatuto, regulación, regla u orden; un registro de este sistema se puede divulgar a una agencia Federal en respuesta a esta solicitud, en conexión con la contratación, o retención de un empleado, la emisión de una acreditación de seguridad, el anuncio sobre la investigación de un empleado, la adjudicación de un contrato, la emisión de una licencia, subvención u otra prestación; un registro sobre un individuo en este sistema de registros se puede divulgar, cuando sea pertinente, en cualquier procedimiento legal del cual la Comisión forme parte ante un tribunal, o un órgano administrativo; un registro de este sistema de registros se puede divulgar al Departamento de Justicia, o en un proceso ante un tribunal u órgano decisorio cuando: (a) los Estados Unidos, la Comisión, un componente de la Comisión, o, cuando un empleado representado por el gobierno es parte de un litigio, o litigio previo, o ha tenido algún interés en dicho litigio, y (b) la Comisión determina que la divulgación es relevante o necesaria para el litigio; un registro sobre un individuo en este sistema de registros se puede divulgar a una oficina del Congreso en respuesta a una solicitud que el individuo haya realizado a dicha oficina del Congreso; un registro de este sistema de registros se puede revelar a la Administración de Servicios Generales de los Estados Unidos (GSA, por sus siglas en inglés) y a la Administración de Registros, y Archivos Nacionales de los Estados Unidos (NARA, por sus siglas en inglés) con el propósito de inspecciones de la administración de registros, llevadas a cabo en virtud de la autoridad del 44 U.S.C. 2904 y 2906. Dichas revelaciones no deberán usarse para tomar decisiones en relación con ningún individuo.

En cada uno de estos casos, la FCC determinará si la revelación de la información dentro de este sistema de aviso de registros es compatible con el propósito con el que fue recopilada dicha información. Además, la información que aparece en este sistema de aviso de registros está disponible para el público luego de que se revise cualquier información que pueda identificar al demandante o a la institución que presta los servicios, *por ejemplo*, su nombre, su dirección y/o su número de teléfono.

**LA NOTIFICACIÓN ANTERIOR ES ESTIPULADA POR LA LEY DE REDUCCIÓN DE TRÁMITES DE 1995, LEY PÚBLICA 104-13, 1 DE OCTUBRE, 1995, 44 U.S.C. SECCIÓN 3507 Y LA LEY DE PRIVACIDAD DE 1974, LEY PÚBLICA 93-579, 31 DE DICIEMBRE DE 1974, 5 U.S.C. SECCIÓN 552a(e)(3).**

Febrero 2009

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- What is the difference between closed and open captioning. July 2010. *The National Center on Accessible Information Technology in Education*. Retrieved from <http://www.washington.edu/accessit/articles?108>. May 2012.

## **CART (Communication Access Realtime Translation)**

CART is similar to Realtime Captioning in that the same equipment is used. The difference is that CART is a full screen of text, whereas Realtime Captioning contains few lines of text in addition to a video picture.

The Communication Access Realtime Translation service is provided by specially trained stenographers or certified CART providers (CCP).

- The services require the stenographer/provider to translate verbal information to written form. The written text will then be displayed on a screen, for example the consumers' laptop, so that the consumer may read all that's being said.
- The CART service is also able to express certain environmental sounds along with other audible and visual content.

### **CART Display Options**

- Individual CART - This is CART service provided for one deaf or hard-of-hearing consumer. The CART provider sits near the consumer, and the consumer views the CART on a notebook-sized portable computer.
- Group CART - For small groups, up to three consumers, an external computer monitor may be connected to the CART provider's computer.
- Projected CART - For larger groups, the CART text may be projected onto a screen or wall using a data projector. In some cases, the CART may be viewed on a large-screen television. Keep in mind that projectors vary greatly, and the size of the group and the size of the room should dictate the strength of the projector and the size of the screen.
- Remote CART - CART services are sometimes used when the CART provider is in a separate location from the deaf or hard-of-hearing consumer. The CART provider listens to the audio via a special speakerphone or microphone system, and the CART is sent to the consumer's computer through a separate phone line, or to the internet. The consumer or consumers are then provided access and a password to view the CART through their internet connection.

Services can be used in the deaf community, those that are hard-of-hearing and late-deafened consumers.

Other ways CART is used:

- It is also used to assist large groups of people by displaying the text on larger screens if necessary.
- CART also accommodates people in whom English is a second language, and individuals with physical limitations or with processing or learning difficulties.
- Depending on which type of CART services are used, ultimately it can be used anywhere.

### **Setting up Remote CART service**

Remote CART is the translation of the spoken word into text, usually viewed by the user via a laptop or personal computer. The CART writer (based in a remote location) listens to the event, transcribes all that is heard and then sends back the transcribed text to the user.

This service is very economical, in addition to being a reliable way to receive CART services. The learning curve is relatively limited for the service; while most users find that after a time or two, many of their questions and issues are eliminated.

Experience has shown that the number one reason for failure has not been technology, but rather a lack of training which leads to frustration. ACS's approach minimizes this frustration and lays down the groundwork for a successful journey.

There are two key components to remote CART which include:

1. **Audio Acquisition**

- ❖ Phone Audio
- ❖ Internet Audio (VoIP)

2. **Internet Connectivity**

In order to provide remote CART services, you need to have a stable internet connection

- ❖ Hardwired
- ❖ Wireless connections
- ❖ Wireless aircards

### **Finding a CART Provider and Other Information**

The National Court Reporters Association (NCRA) is the certifying body for CART providers. The NCRA has CART consumer information available at the following links:

To find a Certified CART Provider in Florida, [click here](#).

[Standing Up for Your Rights](#)

[CART Consumer's Bill of Rights](#)

### **Useful Links**

[What is CART?](#)

[Cart Service Options](#)

[Certification and Credentials](#)

[Communication Access Not-for-Profit Organization](#)

[Training Centers](#)

# DISASTER PREPAREDNESS

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**FINDING OUT ABOUT AN EMERGENCY**

**BE PREPARED**

**CHECKLIST FOR EMERGENCY PREPAREDNESS**

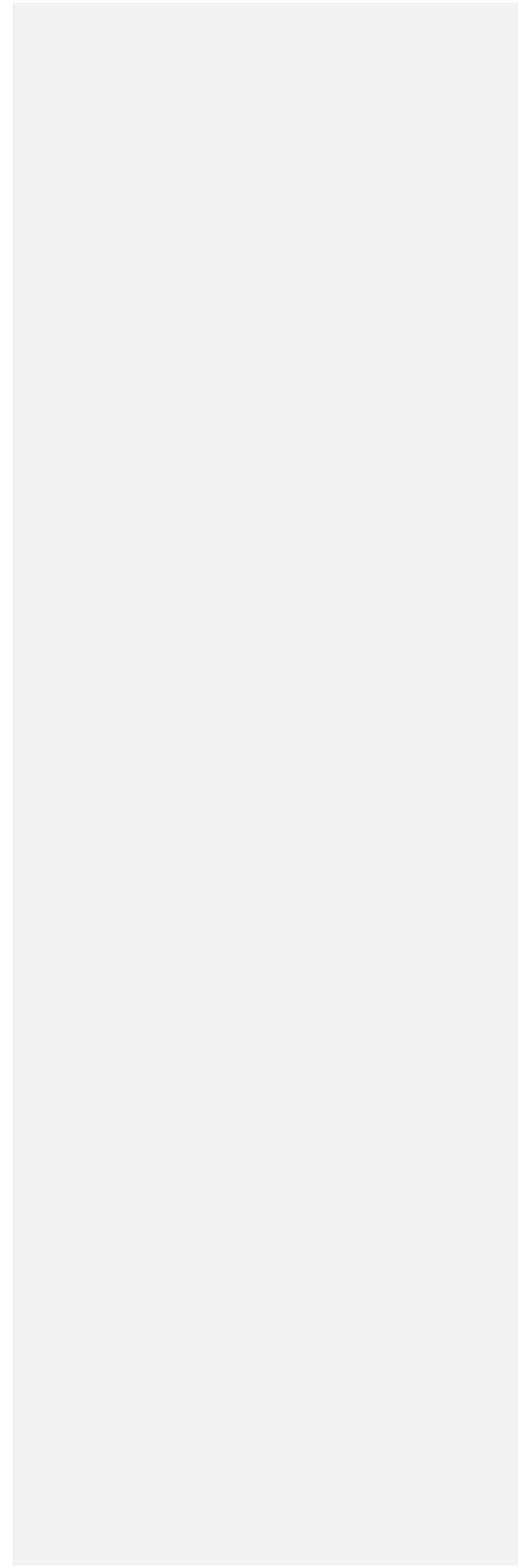
**ASSESS PERSONAL NEEDS**

**REGISTER WITH LOCAL /COUNTY EMERGENCY MANAGEMENT OFFICE**

**ELIGIBILITY REQUIREMENTS OF SPECIAL NEEDS SHELTERS**

**WHAT TO TAKE TO A SHELTER**

**RESOURCES**



## DISASTER PREPAREDNESS

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In Florida, people face emergencies every year involving wildfires, tornado, lightening, thunderstorm, hurricane, flood, heat wave, drought, terrorism, earthquake, cold, and nuclear hazards. People with disabilities and other special needs have unique challenges that require them to **plan ahead in the event of an emergency**. The following sources of information are provided to help you plan for an emergency or disaster.

### FINDING OUT ABOUT AN EMERGENCY

- Sign up for a **FREE Text messaging service** that will alert you to an emergency on your mobile phone. Send text messages to your Sidekick, Blackberry, mobile phone or computer at [www.emergencyemail.org](http://www.emergencyemail.org) the National Emergency Email Alerting Network. You can select the county to receive alerts.
- Make sure that friends and close neighbors know to alert you in case of an emergency. In case of a tornado, that person could call or ring your doorbell.
- Find out if your neighborhood has a **Community Emergency Response team (CERT)**. Check with the local police and fire department. Let them know about your needs and the necessity of alerting you in an emergency.
- **NOAA Weather / All Hazard Alert Radio with Text messages**. These radios are specially designed to receive emergency information. Radio emergency alarm features: connection to strobe lights, bed shakers, etc. The activated alarm will text a short message, e.g. tornado. Some radios can be used with an induction loop and the t-coil on hearing aids or cochlear implant speech processors. Learn more about NOAA radios at: <http://www.nws.noaa.gov>
- **Reverse 911** is available in some communities. This service will call YOU in an emergency. Check with your local emergency management office at [www.floridadisaster.org](http://www.floridadisaster.org) to find out if Reverse 911 is available and if they have TTY capabilities

### BE PREPARED BEFORE AN EMERGENCY!

The following information will help you prepare:

- **Emergency Supply Kit:** Large storage container for supplies, first aid kit, extra set of eyeglasses, batteries for hearing aids, cochlear implants, and assistive devices, a nonelectric dri-aid jar to keep equipment safe and dry, food, blankets/pillows, etc., clothing, rain gear, sturdy shoes, toiletries, flashlights, batteries, radio, written instructions regarding care and medications, charged cell-phone, Sidekick or other two-way pager and charging plug for vehicles, battery powered amplifier, or battery powered TTY that does not require electricity, cordless telephone, cash, credit cards, extra set of keys for home and cars, toys, books, games, important documents (in waterproof

container or water tight re-sealable plastic bag), tools, duct tape, pet care items, whistle, vehicle fuel tanks filled.

#### **ASL VIDEOS:**

Visit these websites for a more comprehensive listing of materials and ASL videos on preparing for disasters and creating an emergency supply kit:

[www.floridadisaster.org](http://www.floridadisaster.org)

[www.ready.illinois.gov](http://www.ready.illinois.gov)

[www.cepintdi.org](http://www.cepintdi.org)

#### **CHECKLIST FOR EMERGENCY PREPAREDNESS:**

##### **Create Your Personal Support Network**

- Give a trusted family member in your Personal Support Network a house or apartment key
- Show your Support Group member the location of your emergency kit and the contents
- Select three people for your network
- Have at least two people in your Support Network check on you in case of an emergency
- Teach caregivers, Support Network members or anyone providing assistance how to operate needed equipment in an emergency

#### **ASSESS PERSONAL NEEDS**

Make a list of daily living needs: personal care/personal care equipment, feeding devices and equipment needing electricity. Discuss emergency planning with your physician.

#### **MEDICAL EQUIPMENT:**

- For medical equipment, know how to connect and start a back-up power supply for important medical equipment
- Have a manual wheelchair as a back-up for your electric wheelchair
- Medical equipment, assistive devices and any other necessary equipment should have attached laminated instructions for equipment use, and your identification information
- Store back-up equipment at another location such as the home of a friend, family member, neighbor or caregiver, or at a school or workplace

**PERSONAL ATTENDANTS:**

If you use a personal care attendant from a home health agency, see if there are special plans in place for emergencies such as using an alternative location to provide services.

**APARTMENT RESIDENT:**

Ask the management to identify accessible exits and accessible areas designated as emergency safe rooms

**MEDICAL ALERT SYSTEM:**

Consider getting a medical alert system that will allow you to call for help if you are immobilized in an emergency

**UTILITIES:**

- Be familiar with procedures to turn off water, gas, and electricity at the main switches and valves.
- Position necessary tools near gas and water shut-off valves.
- Turn off utilities only if there is a suspicion that lines are damaged or local official have given instructions to do so

**SAFETY DEVICES:**

- Educate caregivers as to the location of fire extinguishers and their usage.
- Install smoke alarms throughout your home, especially near the bedrooms. Test alarms several times a year to be sure they are functional.
- Install smoke alarms with strobe lights and vibrating pads.

**INSURANCE COVERAGE:**

Make sure your insurance coverage is adequate. Check with insurance agent.

### **IMPORTANT RECORDS and DOCUMENTS:**

Make copies of important documents:

- Family records, birth/marriage certificates
- Social Security cards
- Passports
- Wills
- Deeds
- Insurance, medical & immunization records
- Copies of current bills.
- Place in a safe deposit box or safe alternate location.

### **INVENTORY HOME POSSESSIONS:**

Record your home possessions in writing or in video format for possible reimbursement claims due to loss or damage

### **BEWARE OF HOME HAZARDS:**

- Important to locate shut-off switch for oxygen equipment near your bed or chair for easy accessibility in the event of a fire
- Repair defective electrical wiring and leaky gas connections
- Do not hang pictures and mirrors near beds
- Large, heavy objects should be placed on low shelves
- Repair ceiling and foundational cracks

### **TAKE A FIRST AID & CPR CLASSES:**

American Red Cross courses can accommodate people with disabilities. Discuss your needs when registering for the classes at [www.redcross.org/](http://www.redcross.org/)

## ***Make a Plan***

Create a plan of action using the Florida Division of Emergency Management 's Family Disaster Plan tool at [www.FloridaDisaster.org](http://www.FloridaDisaster.org)

## ***Become informed***

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- Learn about Florida hazards: Hurricanes, tornadoes, floods, wildfires, heatwave.etc.
- Learn about local community disaster plans and warning systems
- Learn local community evacuation routes
- Learn your local emergency weather broad-cast station

## ***Register with your local/County Emergency Management Office***

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Go to [www.FloridaDisaster.org](http://www.FloridaDisaster.org)

- Click on Special Needs Sheltering page
- Click on Special needs Registry Contact Information by County

### **Why register?**

“If county residents call at the last minute, all attempts will be made to assist them, but those on the registry will have priority. Your early registration allows us to identify and assist you should an unforeseen incident (tornado, fire, flood, hazardous material spill, nuclear threat, etc...) occur. There is no cost associated with using any of our disaster sheltering or disaster transportation services.” (Miami-Dade County-Emergency Management-People with Special Needs and Emergency evacuation Assistance Program).

## ***Eligibility Requirements for Special Needs Shelters***

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You MAY be eligible if you meet the following eligibility guidelines that include, but are not limited to persons who require:

- Special medical necessities but do not require hospitalization
- Precautions or isolations which cannot be handled in a general population shelter due to a contagious health condition(s)
- Oxygen that can be manually supplied
- Full-time care or is accompanied by a caregiver at the shelter
- Assistance with medications and everyday tasks due to a chronic condition
- Periodic wound care assistance
- Accommodations beyond what can be facilitated at a general population shelter.

Visit [www.FloridaDisaster.org](http://www.FloridaDisaster.org) for more information: Special Needs Sheltering.

## **WHAT TO TAKE TO A SHELTER:**

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- 30- day supply of all required medications
- Copy of all prescriptions and their dosage or treatment information
- All medical equipment and supplies (oxygen tanks, etc.) required for special needs for a minimum of two weeks
- Medical information with name, phone number of medical provider/doctor, home health agency, copies of your medical insurance and/or Medicare and Medicaid cards
- Personal information (identification with photo and current address, Social Security card, insurance paper, emergency contacts, etc.)
- Any special dietary needs or food ( must be non-perishable)
- Back-up energy sources for essential medical equipment

## **PET and SERVICE ANIMAL SHELTERS:**

### **Requirements:**

Some shelters DO NOT PERMIT PETS, but might accept service animals. Make sure they are up-to-date on all shots and vaccinations. Visit [www.FloridaDisaster.org](http://www.FloridaDisaster.org) for more information on sheltering your pet, shelters, private kennels and veterinarian offices, motels and hotels.

### **PET SURVIVAL KIT**

- A crate or carrier
- Leash and collar with proper identification
- Two week supply of food (dry or moist and canned with a manual can-opener)
- Water
- Water/food dishes
- Cat litter and litter pan
- Toys and treats
- Sleeping pad/blankets
- Emergency phone numbers for veterinarian, animal shelters, friends and relatives
- Photo of the pet with you (proof of ownership)
- Veterinary records with rabies certificate and current license tag number
- Medications with instructions for dosage
- Cleaning supplies (newspaper, plastic bags with ties, paper towels, disinfectant spray)

## RESOURCES

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The above information was obtained from the following websites.

### **IMPORTANT WEB SITES for emergency information:**

[www.fccdhh.org/services/general-information.html](http://www.fccdhh.org/services/general-information.html) The Florida Coordinating Council for the Deaf and Hard of Hearing provides links to [www.ready.illinois.gov](http://www.ready.illinois.gov) which has a series of informative American Sign Language videos, “Emergency Preparedness: Together We Prepare”

[www.fema.gov](http://www.fema.gov) – Federal Emergency Management Agency

[www.ready.gov](http://www.ready.gov) – Emergency Preparedness information from the U.S. Dept. of Homeland Security

[www.floridadisaster.org](http://www.floridadisaster.org) - Florida Division of Emergency Management

<http://www.fpl.com/storm/index.shtml> - Florida Power & Light’s emergency preparedness webpage

[www.ccpintdi.org](http://www.ccpintdi.org) – Community Emergency Preparedness Information Network

[www.noaa.gov](http://www.noaa.gov) - National Oceanic and Atmospheric Administration

[www.weather.gov](http://www.weather.gov) – NOAA’s national weather service

[www.emergencyemail.org](http://www.emergencyemail.org) –Nationwide Emergency Email Alerting Network

[www.redcross.org/](http://www.redcross.org/) American Red Cross

## ***Education***

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### **LAWS**

#### **EARLY DETECTION OF HEARING LOSS**

#### **DETERMINING YOUR CHILD'S NEEDS**

- EARLY STEPS
- SHINE

#### **PARENTS EDUCATION GUIDELINES**

- INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)
- INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

### **CONTINUUM OF SERVICES**

#### **EDUCATIONAL METHODS**

- LISTENING AND SPOKEN LANGUAGE SPECIALISTS (LSLS)
- AUDITORY VERBAL
- AUDITORY ORAL
- VERBOTONAL METHOD

#### **EARLY CHILDHOOD INTERVENTION & EDUCATION**

- BOLESTA CENTER, USF
- CLARKE SCHOOL FOR HEARING AND SPEECH
- DEBBIE SCHOOL, UM
- FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
- JOHN TRACY CLINIC, CALIFORNIA

#### **TESTING FOR AUDITORY PROCESSING DISORDER**

#### **SUMMER PROGRAMS**

#### **POSTSECONDARY EDUCATIONAL RESOURCES**

#### **CLASSROOM ACOUSTICS**

#### **HEARING AIDS IN THE SCHOOLS**

## Education

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Education is a “foundation block” for every person’s life. Getting an education is a lifelong process that involves obtaining knowledge, attitudes, skills, and behaviors. The desire to learn should be encouraged in every person.

### The federal laws that regulate the school systems in Florida:

- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act – Title II
- Individuals with Disabilities Education Improvement Act (IDEA) of 2004

### Florida State Law: Chapter 393

- Florida Statutes provides for the provision of services for individuals with developmental disabilities.

Commented [Y3]: Link with Rights

For more information →FLDOE website: <http://www.fldoe.org/>

**Florida Department of Education**  
Bureau of Exceptional Education and Student Services  
Clearinghouse Information Center  
628 Turlington Building  
Tallahassee, FL 32399-0400  
[\(850\)-245-0477](tel:(850)-245-0477)

### How the laws work for the parent and child

All children are entitled to a free and appropriate public education (FAPE) as required by numerous laws. Children who have disabilities receive their free and appropriate education mainly through Section 504, 29 USC § 794, of the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C. § 1400 et seq., of 1975 and reauthorized in 1997

and again in 2004. IDEA gives eligible children with disabilities the right to receive special services and assistance in school. These services are known as special education and related services.

IDEA (2004) gives direct guidance to states and school districts on how to provide special education and related services. The Florida Department of Education (FLDOE) has the responsibility to fully implement and enforce the federal mandates.

- Requires public schools to make available to all eligible children with disabilities a free appropriate public education (FAPE) in the least restrictive environment appropriate to their individual needs.
- Requires public school systems to develop appropriate Individualized Education Programs (IEP's) for each child.
- Mandates that particular procedures be followed in the development of the IEP.
- Under the IDEA, public schools are required to provide needed technology so children with disabilities can benefit from their educational program. Children ages 3 to 21 years with disabilities who are enrolled in a public school program may request technology they need. Requests for hearing aids and/or assistive technology or other hearing and speech services must be written into the IEP.
- Infant and toddler services are required to assist families to fund technology required for the growth and development of the child. Florida meets this need through the Early Steps Program.

For information about IDEA:  
Office of Special Education Programs  
Office of Special Education and Rehabilitative Services  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-7100  
TTY/V 202-205-5507  
[www.ed.gov/about/offices/list/osers/osep](http://www.ed.gov/about/offices/list/osers/osep)

**BE INVOLVED!**

**YOU ARE YOUR CHILD'S FIRST AND MOST IMPORTANT ADVOCATE**

**EARLY IDENTIFICATION OF HEARING LOSS**

All newborn infants in Florida are screened for hearing loss before leaving the hospital. Early detection identifies infants with a hearing loss soon after their birth so parents can be given information and assistance in dealing with the hearing loss at a much earlier stage in the child's life. Hearing screenings should be part of a child's yearly physical examinations. Hearing loss can develop at any time for any reason. Once hearing loss is found the state must be informed within 24 hours. Routine follow up visits will then be required both physicians and audiologists.

For more information on Florida's Newborn Screening Program, visit the Newborn Screening Program website: <http://www.doh.state.fl.us/CMS/NewbornScreening/>

### **DETERMINING YOUR CHILD'S NEEDS**

Hearing loss affects your child's communication. Communication is not only vital to the child's language development but it allows the child to have access to all that life has to offer. It is important that young children are exposed to language in order to develop a strong language base. Communication before age four impacts pronunciation, ASL vocabulary development, and reading skills.

Two federal laws - PL 105-17, Part C, and the Individuals with Disabilities Education Act (IDEA) – regulates any early intervention service your child receives. Early intervention begins soon after your baby has been diagnosed with hearing loss.

Early intervention services for infants and toddlers are family-centered and are designed to do the following:

- ◆ Help your child stay on schedule with his or her speech, language, and communication skills
- ◆ Enhance your understanding of your child's hearing loss and special communication need
- ◆ Support your family in a way that helps you feel confident in raising your child with hearing loss
- ◆ Keep track of your child's progress and to make decisions for intervention and education as your child develops



If you already know or suspect your child (birth to 3 years of age) may have a hearing loss

**Early Steps** provides support to children and their families from birth to 3 years of age. Through a screening process conducted through Early Steps they will be able to detect whether or not your child has any significant delays or an existing medical condition that will contribute to a delay.

A child will be evaluated in the following areas

- ✓ Physical: *health, hearing, vision*
- ✓ Cognitive: *thinking, learning, problem solving*
- ✓ Gross & fine motor skills: *moving, walking, grasping, and coordination*
- ✓ Communication: *babbling, languages, speech, conversation*
- ✓ Social/emotional: *playing and interacting with others*
- ✓ Adaptive development: *self-help skills, (i.e. feeding, toileting, dressing)*

Once a child is determined eligible, Early Steps will put together a team of service providers to address a child's needs. This team will develop the individual family service plan (IFSP) based on family/caregivers outcomes and goals.

For more information about Early Steps Program:

[http://www.cms-kids.com/families/early\\_steps/early\\_steps.html](http://www.cms-kids.com/families/early_steps/early_steps.html)

**SHINE** – Serving Hearing Impaired Newborns Effectively Children's Medical Services - Early Steps Program

**SHINE** is the component of the Florida Early Steps Program that provides early intervention services to families of children with hearing impairment. SHINE services provide parents with information and support shortly after the hearing loss of their infant or toddler has been confirmed. SHINE providers in conjunction with Hearing Specialists work as part of a team that provides assessment, ongoing intervention services, and evaluation of child progress to families and caregivers with the goal of meeting the unique communication and developmental needs of children who are Deaf or hard of hearing

For more information about SHINE:

[www.cms-kids.com/home/.../es.../6 SHINEProceduralGuidance.doc](http://www.cms-kids.com/home/.../es.../6_SHINEProceduralGuidance.doc)

## PARENTS' EDUCATION GUIDELINES



Communication is the key to everything we do and is especially critical to education. Effective communication results in equal access to the education system.

There are many sources of information that assist parents to understand their child's hearing loss, to make decisions about communication options — auditory verbal or sign language, etc. — and to determine the need for other related services. These

The team may include:

- a health professional (e.g., a family doctor, a pediatrician, an audiologist or an ear, nose and throat doctor),
- a service coordinator,
- a speech and language pathologist
- a teacher of the deaf or hard of hearing.

Along with the resources that assist parents to understand their child's hearing loss and the communication and education options available to them, there are advocates who will assist parents to assure that their child receives an appropriate education.

These advocates will attend meetings with parents who feel intimidated by school personnel. Parents and school staff, working together as a team, complete a Multidisciplinary Evaluation Tool (MET) that includes medical reports (audiological and otological reports) and other tests as needed to confirm your child's hearing loss and other disabilities if present.

resources also help parents to articulate their child's communication and learning needs to the school.

An important part of those resources will be a successful early childhood intervention program for a child who is deaf or hard of hearing. This program involves a team of professionals with the parents acting as the "team managers." It is imperative for the parents to be actively involved in the process as soon as their child's hearing loss is diagnosed, as they need to incorporate all learning and language strategies into the home environment.

## WHAT'S AN IFSP?

### INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

A program which awards grants to states to provide early intervention services to children, birth to age 3 who have disabilities, including developmental delays, and their families. The infant's or toddler's present levels of physical, cognitive, communication, social or emotional, and adaptive development.

- The family's resources, priorities and concerns relating to enhancing the development of the infant or toddler.
- The major outcomes expected to be achieved for the infant or toddler and his or her family, as well as criteria for determining progress made toward such outcomes. Any revisions of either outcomes or services to achieve them must also be included.
- The specific early intervention services necessary to meet the unique needs of the infant or toddler and the family, including the frequency, intensity and method of delivery.  
The natural environments in which the early intervention services will be provided, including a justification of the extent, if any, to which the services will not be provided.
- The date the services will begin and their anticipated duration.
- The identification of the service coordinator, from the profession most immediately relevant to the infant's or toddler's family's needs, who will be responsible for the coordination and implementation of the plan with the other agencies and persons.
- The steps to be taken to support the transition of the toddler with a disability to preschool or other appropriate services.

## WHAT'S AN IEP?

### INDIVIDUALIZED EDUCATIONAL PLANNING (IEP) TEAM

A parent, teacher, administrator, doctor, or a community agency may refer a child who is suspected of having a disability for assessment. Once it is determined (via proper assessment tools) that a child has a disability, an Individualized Education Program (IEP) is set up and tailored for that child.

- The IEP mandates that a team of knowledgeable persons (teacher(s), parent(s), child if appropriate, local education agency (LEA), and other individuals at the parent's or LEA's discretion) create a specific and comprehensive special educational program unique to that child.
- IEPs are designed to monitor the student's strengths via measurable goals with specified assessment tools, to outline supplemental supports and services, to define the parent's and student's level of involvement, and to create transition plans (grade to grade, school to school, school to adult life).
- Special education services in Florida are provided for all children with disabilities birth to twenty-one years of age.

IFSP Information:

<http://www.ldanatl.org/aboutld/professionals/guidelines.asp>

**Important to know!**

- Parents have the right to request the type and form of education best suited to the needs of their individual child or children. When there is a disagreement about the appropriate auxiliary aid for a Deaf/HH/DB student, the student or parent should be asked what is needed.
- Deaf/HH/DB students, parents, and/or school employees are entitled to accessible buildings, auxiliary aids and/or services to benefit from school activities.
- Auxiliary aids and services may **not** be charged to Deaf/HH/DB students, parents, school employees, etc.
- School systems need to inform Deaf/HH/DB people how to request auxiliary aids and/or services.
- Failure to provide auxiliary aids or services – including a qualified sign language interpreter – is discriminatory.
- A TTY is necessary for the school and parent to communicate directly about illnesses, schedules, discipline of a child, activities, and other problems.
- School TTY numbers are to be clearly identified in:
  - o telephone directory listings
  - o school system letterhead
  - o information about the school
- The Office for Civil Rights, ADA and Section 504 require that Deaf/HH/DB students, parents, school employees, etc. be given access to all programs and activities offered by a school system.

**Programs and Activities Offered by School Systems\***

- |                                |                         |
|--------------------------------|-------------------------|
| School board meetings          | Summer school           |
| Teacher conferences            | Recreational activities |
| Social and cultural activities | Hobby classes           |
| Extracurricular programs       | Adult education         |

\* This list is only a sample and is not intended to be inclusive.

Some programs utilize the manual communication method which may include the teaching of American Sign Language (ASL) or manual English (a method which uses many of the ASL signs while maintaining English word order) as a means of developing both fluency in sign language and English. Other programs (referred to as the oral method) prefer not to use manual communication, but to concentrate more on speech, language and auditory building skills to facilitate communication with hearing individuals.

**CONTINUUM OF SERVICES**

Florida Public Schools offer a range of educational options for students with disabilities. All educational options, while available, may not be fully implemented due to limited funding. Program choice should be guided by your child's unique learning needs that include communication modes, support services and assistive technology.

❖ **EARLY INTERVENTION SERVICES**

Available to all families with students with disabilities 0-3 years of age. Professionals work with families who have a child with a hearing loss. Communication modes and assistive technology are discussed and utilized to assist the child with language development.

❖ **REGULAR EDUCATION with support services**

Students attend general academic and elective (art, music, gym) education classes with related services as determined and written in the IEP. This may include use of assistive technology, oral or sign language interpreters, and speech therapy.

❖ **REGULAR EDUCATION with resource room services**

Students attend both general academic and elective education classes for most of the day. There is also scheduled time in a resource room for additional academic support subjects the student is struggling with.

❖ **Educational Method: Ski-Hi Program**

❖ **SELF-CONTAINED SPECIAL EDUCATION CLASSES**

**in regular education buildings**

Students attend special education classes with a special education teacher for academic instruction. The student may have the option of attending some selected academic or elective classes in a general education classroom.

❖ **DAY SCHOOL PROGRAMS in separate buildings**

Students attend special education classes with a special education teacher (certified teacher of deaf and hard of hearing students) within a building that does not provide general education classes and instruction.

❖ **RESIDENTIAL SCHOOL**

Students attend classes within a building that provides specialized services and supports for all deaf and hard of hearing students. Residential schools provide an accessible social environment that includes a full range of extracurricular activities. Students may reside at the school during the week and go home to their families on weekends. Residential schools have strong support from the Deaf community and often have deaf adults as teachers, staff members, role models and mentors.

The Ski-Hi Program, Sensory Impaired Home Intervention, is a home-based preschool/parent education program for

deaf and hard of hearing children. The goal of Ski-Hi is to use a child's natural environment to progress and increase the child's language and communications skills.

❖ **Itinerant Programs for Deaf and Hard of Hearing**

Itinerant programs for deaf and hard of hearing students provide an opportunity for those with hearing loss to enroll in their neighborhood school district and be mainstreamed into the general education setting along with their normal hearing peers. Students receive periodic services, usually twice a week, provided by a credentialed itinerant teacher of the deaf and hard of hearing, in their local neighborhood school setting, to help them develop basic skills to function in the standard educational setting. Every school district has its own deaf or hard of hearing eligibility criteria.

**INFORMATION TO GUIDE YOU**

**IDEA was reauthorized in 2004. Development of administrative rules for IDEA 2004 continues at the time of this writing.**

To review the 2004 amendments made to IDEA by congress, see:  
<http://www.nichcy.org/idearegs.htm>.

To keep informed about implementation of the IDEA in Florida see the Florida Department of Education Web site at: <http://www.florida.gov>

Helpful information can be found on the National Dissemination Center for Children with Disabilities (NICHCY) Web site at [www.nichcy.org](http://www.nichcy.org)

**CAUTION:** Some of the information on the NICHCY Web site was developed prior to the 2004 Amendments and may no longer apply.

## Factors That Influence Choice of Educational Programs

- ❖ Family choice<sup>[SEP]</sup>
- ❖ Availability of program of choice
- ❖ Communication modes
  - Auditory/Oral
  - Visual/Oral (Cued speech)
  - American sign language
  - Manual coded English
  - Visual (CART—Computer Access Realtime Translation)
  - Total communication (Use of all <sup>[SEP]</sup> methods at any given time)
- ❖ <sup>[SEP]</sup>Support services<sup>[SEP]</sup>
  - Teacher consultants<sup>[SEP]</sup>
  - Speech and language therapy
  - Audiology services<sup>[SEP]</sup>
  - Sign language interpreters<sup>[SEP]</sup>
  - Oral interpreters<sup>[SEP]</sup>

### EDUCATIONAL METHODS

#### The Ag Bell Academy

Listening and Spoken Language Specialists (*LSLS*<sup>TM</sup>) as either Auditory-Verbal Educators (*LSLS Cert. AVE*<sup>TM</sup>) or Auditory-Verbal Therapists (*LSLS Cert. AVT*<sup>TM</sup>).

- The mission of the Academy is advancing listening and talking through standards of excellence and international certification of professionals.

#### What do LSLS's do?

LSLS professionals help children who are deaf or hard of hearing develop spoken language and literacy primarily through listening.

LSLS professionals focus on education, guidance, advocacy, family support and the rigorous application of techniques, strategies and procedures that promote optimal acquisition of spoken language through listening by newborns, infants, toddlers and children who are deaf or hard of hearing.

LSLS professionals guide families in helping their children develop spoken language through listening and coach them in advocating their children's inclusion in the mainstream school. Ultimately, parents gain confidence that their children will have access to the full range of educational, social and vocational choices in life.

For more information:

<http://nc.agbell.org>

### **Auditory Verbal and Auditory Oral**

Auditory-verbal and auditory-oral are methodologies that promote listening, speaking, and communicating for children with varying levels of hearing loss. Auditory oral is a teacher-focused approach that develops the speech of children through the use of lip reading and contextual cues such as speech reading. The ultimate goal of this approach is to have children with hearing loss mainstreamed in regular schools after having completed an oral deaf or hard of hearing special education program. These programs are language intensive and children are grouped with other deaf or hard of hearing children. Auditory Verbal Therapy (AVT) helps children with hearing loss learn spoken language through listening. This family centered approach teaches children who are deaf to listen and speak using their residual hearing in addition to the constant use of amplification devices such as hearing aids, FM devices, and cochlear implants. In this approach listening skills are organized on a hierarchy of auditory difficulty from detection to comprehension. Parents/caregivers are active participants in this teaching process guided by an auditory verbal therapist. The therapist provides individualized therapy with the child and teaches the parents how to integrate the principles of auditory verbal therapy in the home. Click on the link for the 10 Principles <http://nc.agbell.org>

### **References**

Gatty, J. (1996). The oral approach: A professional point of view. In S. Schwartz (Ed.). Choices in Deafness (2nd ed.). (pp. 163-171). Bethesda, MD: Woodbine House.

<http://www.auditoryoptions.org>

<http://www.nc.agbell.org>

### **Verbotonal Method**

The Verbotonal Method is an auditory-based strategy that maximizes the listening skills of children and adults with hearing impairment and possibly other communications disorders, while simultaneously developing intelligible spoken language through binaural listening. The Verbotonal Method is effective for establishing good spoken language and listening skills. It is based on a developmental model of normal-hearing children, and emphasizes the importance of developing good rhythm, intonation, and voice-quality in hearing impaired children.

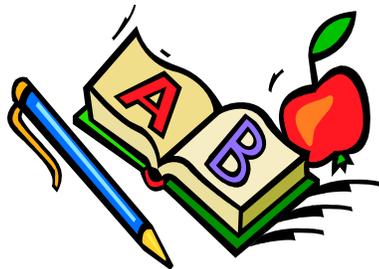


#### **Verbotonal Method Program**

- Groups of 6 to 10 preschoolers
- Lessons 3 hours per day, 5 days a week
- Start at age 3, stay for minimum 3 years
- Ultimate goal is that they they develop good intelligible spoken language and can be integrated into a regular school where they can communicate and be educated among normal hearing peers.

For more information visit: <http://web.utk.edu/~start6/Verbotonal/Applications.html>

### *Early Childhood Intervention And Education*



**FOR INFORMATION ABOUT THE SCHOOLS IN YOUR DISTRICT REFER TO THE FOLLOWING SITES :**

Florida Public School Districts  
[www.floridasmart.com/education/districts.htm](http://www.floridasmart.com/education/districts.htm)

Florida School Districts  
[www.fldoe.org/schools/schoolmap/flaschoolmap\\_text.asp](http://www.fldoe.org/schools/schoolmap/flaschoolmap_text.asp)

**SCHOOLS SPECIFICALLY FOR DEAF/HARD OF HEARING OR BLIND-VISUALLY IMPAIRED.**

#### **Bolesta Center at the University of South Florida**

The Bolesta Center at USF is a non-profit Listening and Spoken Language Center that provides children who are deaf and hard of hearing with essential therapy services dedicated to teaching children how to listen and speak.

The Bolesta Center is located in Tampa on the University of South Florida campus. They accept Medicaid, some commercial insurances, and offer a sliding scale for families who qualify. They turn no family away based on ability to pay.

**For more information visit their web site:** <http://bolesta.cbcs.usf.edu/>

Or contact the Bolesta Center at:

University of South Florida  
Communication Sciences and Disorders  
4202 E. Fowler Ave.  
Tampa, FL  
(813) 974-5733

#### **The Clarke Schools for Hearing and Speech**

The Clarke Schools for Hearing and Speech, which are located at five different locations in the eastern US, provide children who are deaf and hard of hearing the skills that are needed to succeed. The Clarke Schools for Hearing and Speech utilize an auditory/oral program, where children are taught to listen and speak, rather than use sign language.

At Clarke Schools, children use cochlear implants and hearing aids to maximize their access to sound, and specially trained teachers, audiologists and speech language pathologists help them develop listening, literacy and spoken language skills to maximize their learning. In addition to

school programs, Clarke Schools also offer [Birth to 3 services](#), [Summer Programs](#), [Mainstream Services](#), [Educational Evaluations](#) and [Professional Training](#) opportunities. Hearing services for adults are offered at the [Northampton](#) and [Philadelphia](#) campuses.

Contact information:

Clarke Schools for Hearing and Speech  
9857 St. Augustine Road, Suite 6  
Jacksonville, FL 32257  
V/TTY 904.880.9001  
FAX 904.880.9007  
[info@clarkeschools.org](mailto:info@clarkeschools.org)  
<http://www.clarkeschools.org/>

**University of Miami Debbie School**

The Debbie Institute, a division of the Mailman Center for Child Development, is a center for early intervention research, training and service. For more than 30 years, the Debbie Institute has conducted research on problems impacting children with special needs, provided early intervention services for children and their families

The educational services of the Debbie School are delivered to children and families through three separate programs: the Early Education Program, the Auditory/Oral Education Program, and the Infant • Toddler • Preschool Education Program. The educational programs are coordinated by the Associate Director of Educational Services and are served by a staff of approximately 60 including a program director, administrative assistants, receptionists, teachers, classroom assistants, social worker, case manager, speech pathologists, audiologist, physical therapists, occupational therapists, part time nurse, and support personnel.

Contact information

**University of Miami Debbie School**  
1601 NW 12th Avenue  
Miami, FL 33136  
Tel: [305-243-6961](tel:305-243-6961)  
Fax: [305-243-3155](tel:305-243-3155)  
<http://debbieschool.med.miami.edu/>

**The Florida School for the Deaf and the Blind** is a state public school located in St. Augustine, Florida, that is available at no cost to parents and students. The school serves eligible students (pre-kindergarten through 12<sup>th</sup> grade) from across the state that are deaf/hard of hearing, or blind/visually impaired.

Florida School for the Deaf and the Blind  
207 North Marco Avenue  
Saint Augustine, Florida 32084  
[904-827-2200](tel:904-827-2200)  
<http://www.fldb.k12.fl.us/>

The Florida School for the Deaf and the Blind has created a Directory of Services in Florida. The directory contains a comprehensive listing of all of Florida's school districts and additional resources for families of children that are deaf/hard of hearing, or blind/visually impaired. Contact the school for their directory.

<http://outreach.fldb.k12.fl.us/>

[keithm@fldb.k12.fl.us](mailto:keithm@fldb.k12.fl.us)

(904) 827-2731

### **The John Tracy Clinic**

The John Tracy Clinic (JTC) is a well-known center for both diagnostics and education. They provide worldwide audiology and support services, as well as educational parent-centered services to children ages 0-5 that are deaf or hard of hearing. It is a private, non-for profit organization that guides families into building a foundation of communication with their deaf child during their critical language development stage (birth to age five) by using the spoken language option. John Tracy Clinic has two locations in California that allow parents to participate in programs that are free of charge and given in both English and Spanish. They can attend programs such as weekly parent-infant services, parent workshops and support groups, Friday Family School (a weekly center-based program), and a four day a week auditory-verbal preschool program. They also offer *Parent Distance Education Courses*, which can be accessed via email or online, that gives parents the opportunity to independently practice language learning with their child at their own pace. Each of the courses focuses on listening and spoken language, but they can also be used with whichever communication approach the parents decide to use with their child. The John Tracy Clinic believes that a child with a hearing loss can achieve anything. They believe that through early and full access to communication, children that are deaf or hard of hearing can develop their language skills, which will help them become prepared for school.

For more information contact:

The John Tracy Clinic

West Adams Blvd.

Los Angeles, CA 90007-2505

(213)748-5481

English: <http://www.jtc.org/>

Spanish: <http://clinicajohntracy.org/>

For Organizations that offer services and counseling please refer to the ORGANIZATIONS section

**TESTING FOR AUDITORY PROCESSING DISORDER**

The evaluation of Auditory Processing Disorder (APD), also known as Central Auditory Processing Disorder (CAPD), consist of the administration of a battery of tests designed to assess auditory processing abilities, diagnose and formulate intervention strategies for persons who are suspected to have auditory processing disorders. The specific tests selected depend on the age of the child, the referring complaint, test reliability and validity, and the specific auditory process assessed by each test.

It is important to note that before this type of testing is done, each person should receive a routine hearing test. For this, they need to see an audiologist who will rule out any "physical" hearing problems and confirm normal hearing.

For more information about APD please visit the following websites:

[Information for parents about CAPD Tests](#) 

<http://shs.asu.edu/clinic-h-assess-apd>

<http://adhd.com.au/CAPD.htm>

<http://www.tsbvi.edu/seehear/spring00/centralauditory.htm>

[http://kidshealth.org/parent/medical/ears/central\\_auditory.html#](http://kidshealth.org/parent/medical/ears/central_auditory.html#)

<http://www.asha.org/public/hearing/Understanding-Auditory-Processing-Disorders-in-Children/>

Directory of associations that could help with APD:

<http://www.nidcd.nih.gov/directory/keyword.asp?keyword13=13&img2.x=38&img2.y=12>

**SUMMER PROGRAMS FOR DEAF AND HARD OF HEARING**

- ❖ Camp Challenge  
Easter Seals Florida  
31600 Camp Challenge Road  
Sorrento, FL 32776  
(352) 383-4711  
E-mail: [camp@fl.easter-seals.org](mailto:camp@fl.easter-seals.org)  
Website: [www.fl.easterseals.com](http://www.fl.easterseals.com)
  
- ❖ Camp Endeavor (Polk County)  
Sertoma Camp Endeavor, Inc.  
1221 Camp Endeavor Blvd  
Dundee, FL 33838  
(863)439-1300  
E-mail: [campendeavor@verizon.net](mailto:campendeavor@verizon.net)  
Website: [www.sertomacampendeavor.org](http://www.sertomacampendeavor.org)
  
- ❖ Camp Son Sign  
Lake Yale Baptist Conference Center,  
South Camp  
39034 C.R. 452  
Leesburg, FL 34788  
(352)483-9800  
Contact: Donald E. Otwell  
Email: [dotwell@flbaptist.org](mailto:dotwell@flbaptist.org)
  
- ❖ Harvest Deaf Camp will be at Fort Bluff  
Camp in Dayton, TN  
1314 Old Three Notch Road  
Ringgold, GA 30736  
706-375-7107 V/TDD 866-761-2538 VP  
E-mail: [contact@harvestdeaf.org](mailto:contact@harvestdeaf.org)  
Website: [www.harvestdeaf.org](http://www.harvestdeaf.org)
  
- ❖ Schott Communities  
6591 S Flamingo Rd  
Cooper City, FL 33330  
954-434-3306  
Contact: Liz Disney  
Email: [ldisney@schottcommunities.org](mailto:ldisney@schottcommunities.org)  
Website:  
[www.schottcommunities.org](http://www.schottcommunities.org)
  
- ❖ Summer Enrichment with Florida School  
for the Deaf and the Blind  
207 North San Marco Ave  
St. Augustine, FL 32084  
(904) 827-2601  
Website: [www.fsdb.k12.fl.us](http://www.fsdb.k12.fl.us)
  
- ❖ The Sertoma Club @ The Villages  
The Villages' Saddlebrook Softball  
Complex  
CR 466 at Buena Vista  
The Villages, Florida 32159  
1-352-750-9189 or 1-888-751-9511  
E-mail: [jefarrow@comcast.net](mailto:jefarrow@comcast.net)
  
- ❖ YMAC Camp Indian Springs  
2387 Bloxham Cut-Off Road  
Crawfordville, FL 32327  
(850)926-3361  
Email: [lward@campindiansprings.org](mailto:lward@campindiansprings.org)  
Website: [www.campindiansprings.org](http://www.campindiansprings.org)

**For financial assistance/funding see  
Financial Assistance**

## **EDUCATIONAL RESOURCES**

**FOR ADULTS**



### ***National Colleges and Universities***

#### **GALLAUDET UNIVERSITY**

Program Degree(s): B.A. or B.S. in 40 different major courses of study

- M.A. or M.S. in various courses of study
- Specialist Degree in various courses of study
- Credential in various courses of study
- Doctorate in various course of study

Gallaudet University provides liberal education and career development for undergraduate students who are deaf and hard-of-hearing. The University enjoys an international reputation for the graduate programs it provides students who are deaf, hard-of-hearing and hearing, as well as for the quality of the research it conducts on the history, language, culture and other topics related to people who are deaf. In addition, the University's Laurent Clerc National Deaf Education Center serves children who are deaf and hard-of-hearing at its two demonstration schools and throughout the nation by developing, implementing and disseminating innovative educational strategies.

For more information contact:

Gallaudet University  
800 Florida Avenue, NE  
Washington, DC 20002  
(202) 651-5000 (Voice/TTY)  
Website: [www.gallaudet.edu](http://www.gallaudet.edu)

#### **ROCHESTER INSTITUTE OF TECHNOLOGY (RIT) NATIONAL TECHNICAL INSTITUTE FOR THE DEAF (NTID)**

Program Degree(s): Additional information about majors, degrees and RIT's

Colleges is listed at: [www.ntid.rit.edu/prospective/majors.php](http://www.ntid.rit.edu/prospective/majors.php)

RIT offers accessible higher education for students with hearing loss. Faculty tutors, advisors, captionists, assistive listening systems and the largest staff of sign language interpreters of any college program in the world are available at RIT.

For more information contact:

Rochester Institute of Technology (RTI)  
National Technical Institute for the Deaf (NTID)  
52 Lomb Memorial Drive  
Rochester, NY 14623  
(585) 475-6400 (Voice/TTY)  
Website: [www.ntid.rit.edu](http://www.ntid.rit.edu)  
Email: [ntidmc@rit.edu](mailto:ntidmc@rit.edu)

**VOCATIONAL REHABILITATION (VR)** is a federal-state program that works with people who have physical or mental disabilities to prepare for, gain or retain employment. VR is committed to helping people with disabilities find meaningful careers.

In addition to the general customer employment program, VR has additional specific programs designed to help eligible people with disabilities become employed.

Examples of VR Services:

- ✓ Medical and Psychological Assessment
- ✓ Vocational Evaluation and Planning
- ✓ Career Counseling and Guidance
- ✓ Training and Education After High School
- ✓ Job-Site Assessment and Accommodations
- ✓ Job Placement
- ✓ Job Coaching
- ✓ On-the-Job Training
- ✓ Supported Employment
- ✓ Assistive Technology and Devices
- ✓ Time-Limited Medical and/or Psychological Treatment

For more information contact:

Florida Division of Vocational Rehab (VR)  
2002 Old Saint Augustine Road, Building A  
Tallahassee, FL 32301-4862  
(850) 254-3399 (Voice/TDD)  
(850) 451-4327 (Voice/TDD)

### ***HEARING AIDS IN PUBLIC SCHOOLS***

Public schools are a possible source for the provision of hearing aids for children. Many times it is difficult to get schools to provide hearing aids for use during school hours. It is even more difficult to acquire these hearing aids for use at home in conjunction with a child's academic Individualized Education Program (IEP). The following information may be helpful regarding hearing aids: website listings for documents and legislation listed below will follow at the end of this section.

- ❖ The Office of Special Education Programs (OSEP) has written guidance letters clarifying

for schools that “Hearing Aids are Assistive Technology” and that “Presumptively Denying Assistive Technology” is unacceptable.

- ❖ The Individuals with Disabilities Education Act (IDEA) strengthens academic expectations and accountability for the nation's 5.8 million children with disabilities and bridges the gap that has existed between what children with disabilities learn and what is acquired in regular curriculum.
- ❖ The final regulations of IDEA read, "On a case- by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive FAPE..."(FAPE is an acronym for “Free and Appropriate Public Education”).
- ❖ Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities in programs and activities that receive federal funds. The U.S. Department of Education (ED) enforces Section 504 in programs and activities that receive funds from ED and these include public school districts. This regulation requires a school district to provide a FAPE to each qualified person with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the person’s disability.

For information go to:

[www.listen-up.org/rights2/osep1.htm](http://www.listen-up.org/rights2/osep1.htm)

[www.listen-up.org/rights2/osep4.htm](http://www.listen-up.org/rights2/osep4.htm)

[www.ed.gov/offices/OSERS/Policy/IDEA](http://www.ed.gov/offices/OSERS/Policy/IDEA)

[www.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html](http://www.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html)

## CLASSROOM ACOUSTICS

Noise has been found to be the single most prevalent problem in American schools. All students and teachers are affected by poor classroom acoustics. Those most negatively impacted are:

- Young students whose language skills are not well developed.
- Students for whom English is a second language.
- Students and teachers with hearing, language or learning problems.
- Children with ear infections.

These groups constitute a significant number of students in nearly every classroom in the United States. Environmental acoustics in the classroom and in other educational environments, is a critical variable to the academic and social development of a child. Poor classroom acoustics negatively impact speech intelligibility, interfering with learning for any child, but especially for a child that falls into one of the groups identified above. Poor classroom acoustics can have a harmful affect on:

- Speech perception
- Reading and spelling ability
- Classroom behavior
- Attention and concentration

**Commented [Y4]:** Check the updated requirements for classroom acoustics, the laws have changed since Michigan wrote their book.

- Educational achievement

Children lack the ability to separate a teacher's voice from background noise and thus, may miss a high percentage of what is said in the classroom. Studies show that children 16 years of age and younger, are not able to correctly infer meaning from missed and misheard words. Poor classroom acoustics may compromise a teacher's performance as well. Trying to speak above background noise causes fatigue and vocal strain and often leads to increased absenteeism.

To achieve the same speech perception as an adult, children require a better signal-to-noise ratio and lower reverberation times. For children with hearing loss, the acoustics of a proposed educational setting should be considered and addressed when determining the child's educational needs and placement. A child who uses a hearing aid or cochlear implant faces an added barrier in the classroom since these assistive technologies amplify both wanted and unwanted sounds.

### Acoustical Factors in Classrooms

#### ➤ ANSI S12.60-2002 Acoustical Performance Criteria, Design Requirements, and

**Guidelines for Schools** The 2002 standards released by the **American National Standards Institute, Inc. (ANSI)**, set maximum limits for background noise and reverberation time for unoccupied classrooms smaller than 10,000 square feet and for classrooms that are greater than 10,000 square feet but less than 20,000 square feet.

In 2005 the **American Speech-Language-Hearing Association (ASHA)** published both a position statement and a technical report on acoustics in educational settings. Both of these publications agree with the ANSI standards for classroom acoustics. To achieve appropriate acoustical conditions in an educational setting, ASHA recommends consideration of the following acoustical factors:

- The level of background (ambient) noise in the room;
- The relative intensity of the information carrying components of the speech signal to the non-information carrying signal or noise (i.e., signal-to-noise ratio [SNR]); and
- The reverberant characteristics of the environment.

#### ➤ Background Noise Level

Sound levels are recorded in decibels (dB). An 'A' weighted scale (dBA) resembles how the ear perceives sound. When determining the noise level in an unoccupied room, fixtures that are electrically driven – computers, fans, televisions, projectors – are turned off. Heating, ventilation and air conditioning systems (HVAC) are left operating as they are considered a part of the permanent building architecture.

ANSI standards recommend that in an unoccupied classroom the **background noise level should not be more than 35 dBA**. This compares to an average living room with carpeted floors in a home where there is little or no other activity taking place. Noise levels may also be determined for occupied classrooms. It is important to identify and quantify noise levels in a classroom in order to achieve a good signal-to-noise ration.

#### ➤ Signal-to-Noise Ratio (SNR)

Simply put, this refers to how much louder the teacher's voice is to the background noise level

in the classroom. Average speech intensity is about 65 dB and average room noise is 56 dB. If a person has normal hearing their speech discrimination is nearly 100% when the speaker's voice is about +6 dB louder than the background noise. Experts have concluded that for all students in a classroom to fully understand a teacher's speech the **SNR needs to be a +15 dB**. Students who have a hearing loss may need the SNR to be even greater and, in addition, may require the use of an assistive listening system.

➤ **Reverberation**

Reverberation refers to the persistence of sound in a room once the sound signal has abruptly ceased. Reverberation is the time in seconds that it takes for the intensity of a sound to drop 60 dB once it is no longer being produced. The longer the sound is produced, the more an echo will be heard. When reverberation occurs in a hard surfaced room there is both a direct and a reflected sound energy that builds up causing the sound to actually increase in intensity.

The reverberation time in a gym is about 1.5 seconds. A child with normal hearing will have little difficulty understanding speech with a reverberation time up to 1.0 seconds. A child with a hearing loss will start having difficulty understanding words at about 0.5 seconds. ANSI S12.60-2002 requires that the **reverberation time in a smaller – typical size – unoccupied classroom not surpass 0.6 seconds. In larger classrooms, the reverberation time should not exceed 0.7 seconds.**

➤ **Speaker-to-Listener Distance (SLD)**

The distance of the speaker's voice from the listener is also a factor that impacts the student's ability to understand what the teacher is saying. The further away the student is from the teacher the softer the amount of pressure the teacher's voice will exert on the child's eardrum. Sound levels can be compared to the Inverse Square law – sound intensity diminishes by 6 dB with each doubling of the distance from the source.

### Causes of Environmental Noise

Environmental noise that affects the listening environment in a classroom can be either internally or externally generated.

➤ **Internally Generated Environmental Noise**

- Computer fans
- Appliances—fluorescent lighting, aquariums, clocks, etc.
- Students themselves—coughing, sneezing, crinkling paper, scraping chairs on the floor, etc.
- Conversations in the room

➤ **Externally Generated Environmental Noise**

Most externally generated classroom noise is identified as:

- Arising from outside the building - traffic, rescue vehicles, voices, lawnmowers, etc.
- Generated by heating, ventilation and air-conditioning systems
- Intruding from hallways and adjacent rooms

### **Acoustical Modifications to Classrooms**

Modifications to classrooms can be very extensive. When **planning new construction**, the issues of noise control and acoustical acceptability need to be addressed. For example, plans for new facilities need to take into account location relative to noise sources. Classrooms should be segregated according to type so that gymnasiums, shops and music rooms are located away from classrooms where lecture and quiet work takes place. Likewise, HVAC systems should be distanced from learning spaces; should have low speed blowers; and should be lined with sound absorbent material. This list is by no means exhaustive of the many modifications that should be considered when planning new constructions that insure good classroom acoustics.

**Modifications to existing facilities** are possible and should be considered. Examples of modifications that can be made include:

- Adding drop ceiling tiles
- Using sound absorbing shades or curtains
- Caulking windows, doors and wall seams (including along the ceiling and floor)
- Installing acoustic panels
- Adding sound insulating material to existing duct work where possible
- Using a sound system in the classroom

#### **Resources**

##### **Articles on Acoustics**

##### **a new standard for Acoustics in the Classroom**

[http://www.trane.com/commercial/library/vol32\\_1/index.asp](http://www.trane.com/commercial/library/vol32_1/index.asp)

##### **1. American Acoustical Society ANSI S12.60-2002 American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, plus —**

##### **2. Classroom Acoustics I**

##### **3. Classroom Acoustics II**

Download all three for free at: [http://asa.aip.org/map\\_publications.html](http://asa.aip.org/map_publications.html)

##### **Series of 5 technical assistance documents for parents and advocates:**

**Listen for Learning 1: The Importance of Good Classroom Acoustics Listen for Learning 2: Will Our New Classrooms Meet the Standards? Listen for Learning 3: Counting the Costs of Noisy vs. Quiet Classrooms**

**Listen for Learning 4: A Checklist for Classroom Acoustics**

**Listen for Learning 5: Retrofitting a Noisy Classroom**

Download all five at: <http://www.quietclassrooms.org/ada/ada.htm>

**American speech-Language-Hearing Association (2005)**

**1. Acoustics in educational settings: Position statement**

**2. Acoustics in educational settings: Technical report**

Available at: <http://search.asha.org/query.html?qt=classroom+acoustics>

**Parent Advocacy Organization**

The Hear to Learn Center <http://www.heartolearncenter.org/>

**FM DEVICES SEE COMMUNICATION METHODS/TECHNOLOGY**

## **EMPLOYMENT**

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### **LAWS**

#### **DISCRIMINATION**

- **EMPLOYER DO'S & DONT'S**

#### **REASONABLE ACCOMMODATIONS**

- **EMPLOYER RESPONSIBILITY WITH ACCOMMODATIONS**
- **SIGN LANGUAGE AND ORAL INTERPRETERS**
- **AUXILIARY AIDS**
- **TRANSFER OF NON-ESSENTIAL JOB DUTIES**

#### **COMPLAINT PROCEDURES**

#### **RESOURCES**

## LAWS

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The following laws protect qualified employees with disabilities against employment discrimination

☐ Americans with Disabilities Act (ADA) - (federal law)

Title I of the ADA covers a person who is “**qualified**” for a job. This means the person is able to perform the important duties of a job, with or without reasonable accommodations.

☐ The Rehabilitation Act of 1973 – Section 504 – (federal law)

Many employers in the state of Florida are covered by the Rehabilitation Act. This is a federal Act that helps to protect the rights of workers with disabilities. In order for an employee to be covered by the Act, the employee needs to have a proven disability along with a record of having the disability. The employee also needs to work for a company that is covered by the Act. The following types of employers are covered by the Rehabilitation Act:

- Federal government offices and agencies
- State and local government agencies that are receiving federal funds
- Educational institutions
- Public or private entities that receive federal funds.

☐ Florida’s Civil Rights Act of 1992 (state law) - It is interpreted to be in compliance with the ADA and the Federal Rehabilitation Act.

## EMPLOYMENT TRAINING

**VOCATIONAL REHABILITATION (VR)** is a federal-state program that works with people who have physical or mental disabilities to prepare for, gain or retain employment. VR is committed to helping people with disabilities find meaningful careers.

In addition to the general customer employment program, VR has additional specific programs designed to help eligible people with disabilities become employed.

Examples of VR Services:

- ✓ Medical and Psychological Assessment
- ✓ Vocational Evaluation and Planning
- ✓ Career Counseling and Guidance
- ✓ Training and Education After High School
- ✓ Job-Site Assessment and Accommodations
- ✓ Job Placement
- ✓ Job Coaching
- ✓ On-the-Job Training
- ✓ Supported Employment
- ✓ Assistive Technology and Devices
- ✓ Time-Limited Medical and/or Psychological Treatment

For more information contact:  
 Florida Division of Vocational Rehab (VR)  
 2002 Old Saint Augustine Road, Building A  
 Tallahassee, FL 32301-4862  
 (850) 254-3399 (Voice/TDD)  
 (850) 451-4327 (Voice/TDD)  
 Website: <http://www.rehabworks.org/>

## ***DISCRIMINATION***

Employers may not discriminate in any way in:

<b>The hiring process</b>	<b>Recruitment</b>	<b>Job duties</b>	<b>Pay</b>	<b>Training</b>
<b>Promotions</b>	<b>Benefits</b>	<b>Time off</b>	<b>Lay off or Firing</b>	<b>Any other employment related activities</b>

**During the hiring process, an employer...**

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## Can

Require you to pass a medical exam before you are hired, if other people being hired for the same kind of job must also take a medical exam.

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Ask if you can do the job with or without reasonable accommodations.

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Ask you to show how you will do the job, with or without reasonable accommodation.

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## Cannot

Refuse to hire you because you are Deaf/HH if you can do important tasks of the job.

---

Penalize you for trying to practice your rights.

---

Force or require you to pass a medical exam before the job is offered.

---

Ask questions about your hearing loss.

---

Discriminate against you because a person in your family, business, or social group is Deaf/HH/DB or has another disability.

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### **REASONABLE ACCOMMODATIONS**

**Reasonable accommodation** is any change to a work environment or procedures that allows a qualified Deaf/HH/DB person to have an equal employment opportunity.

The ADA requires reasonable accommodation to:

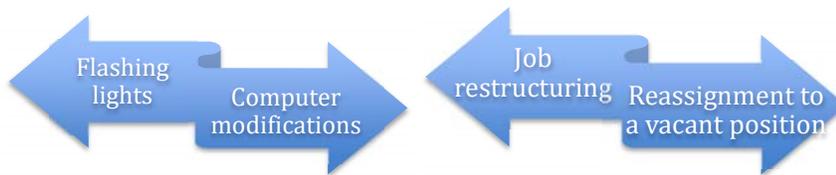
- Ensure equal opportunity and accessibility in the application process.

- Enable an employee to perform an essential function of a job.
- Offer an employee equal benefits and privileges of employment.

The duty to **provide reasonable accommodations** includes the following workplace situations:

<b>Trainings</b>	<b>Safety talks</b>	<b>Employee benefits</b>
<b>Counseling</b>	<b>Career counseling</b>	<b>Other employment- related activities</b>

**Reasonable accommodations include:**



**When is an employer not responsible for providing a reasonable accommodation?**

- Under the ADA, the employer is **not** required to provide a reasonable accommodation that will result in an **undue hardship** to the business.

- The employer must explain what accommodations would be too difficult. If an accommodation exceeds the employer's requirements, the employee must be given the choice of paying for all or part of the accommodations themselves.

**Hardship criteria are decided for each case individually.**

**Undue hardship criteria according to ADA, is when the accommodation is excessively:**

- Costly
- Extensive
- Substantial
- Disruptive
- Would fundamentally alter the nature or operation of the business.

**What You Should Know**

The **reasonable accommodations** that must be provided will **depend on**:

- Your needs as a Deaf/HH/DB person.
- The requirements of the job.
- The type of environment you are working in.

**Reasonable accommodations may involve** changes in procedures, such as:

- Putting oral information in writing.
- Scheduling staff meetings in advance so arrangements can be made for interpreter or ALD service.
- Allowing an employee to have a trained signal dog at work.

## ***SIGN LANGUAGE & ORAL INTERPRETERS***

-Effective communication is very important for successful job performance.

*An agency shall provide interpreters for employees who are Deaf/HH/DB and who need them for effective and equal communication, following the reasonable accommodation guidelines.*

- Interpreting involves translating the spoken word into sign language and vice versa to allow people who are Deaf/HH/DB to communicate with hearing persons.

### ***Signing and interpreting ...***

- Interpreting requires a higher degree of skill than signing.
- An interpreter has completed an interpreting training program and is certified by a recognized certifying body such as:
  - National Registry of Interpreters for the Deaf (RID)
  - National Association for the Deaf (NAD)

## ***AUXILIARY AIDS***

### **Telecommunication Devices**

Many jobs require employees to use the telephone. With TTYs and relay services, amplified and captioned telephones, and other recent changes in telecommunication equipment, an employee who is Deaf/HH/DB can do their work successfully.

### **Visual and Tactile Alarms**

When a fire or other alarm sounds, employees who are Deaf/HH/DB may not know of the danger unless the alarm includes a flashing strobe light or a tactile vibrating device.

***What You Should Know***

- If other employees are allowed to use telephones for emergency and other important personal calls, a person who is Deaf/HH/DB must also have a TTY, amplified or captioned phone to make such calls.
- Safety features available to other people must be equally available to Deaf/HH/DB employees.
- Visual aids must be provided in buildings built after the ADA if emergency warning systems are used in a building.
- Visual alarms or an alerting procedure must be provided when a person who is Deaf/HH/DB is alone in a room, office, living or sleeping quarters.

**Transfer of Non-essential Job Duties**

Job duties that are most difficult to accommodate for employees who are Deaf/HH/DB are:

- Use of the telephone
- Communication with the public

In the federal service a reasonable accommodation for employees who are Deaf/HH/DB is to transfer job duties:

- Transfer telephone, and other job duties, to other employees
- Give employees who are Deaf/HH/DB a variety of assignments
- Transfer some of the job duties to another job classification

**COMPLAINT PROCEDURES**

Disabled Floridians whose employment has been terminated due to discrimination may seek relief under Florida’s Civil Rights Act of 1992, or the Federal Americans with Disabilities Act (“ADA”).

<b>Non-Federal Employees</b>	<b>Federal Employees</b>
<b>If you think your employer has discriminated against you because you are Deaf/HH/DB, you have several</b>	<b>Sections 501 and 504 of the Rehabilitation act of 1973 require the</b>

**choices:**

1. Meet with the employer’s ADA coordinator or human resource office to discuss the discriminatory action.

- If you and your employer cannot agree how to solve the situation, you can ask for a mediator (a neutral person), to try to solve the problem.

2. Before filing any claim in civil court, an employee must first file a complaint with either the [Florida Commission on Human Relations](#), the [EEOC](#), or any other appropriate state agency within 365 days of the alleged violation. In response, the employer may file an answer to the complaint within 25 days of the date the complaint was filed. The Commission then has 180 days to determine reasonable cause to find discrimination. If the Commission fails to act within the 180 day limit, no reasonable cause was determined. If no cause is found, an employee has 35 days to request a hearing on the finding. If the employee filed a complaint with the EEOC, the EEOC may issue a “right to sue” letter requiring that any civil suit be filed within 90 days.

**OR**

File a discrimination complaint in writing under the ADA as soon as possible, but no later than 180 days after the incident.

**Federal government to:**

1. Hire and promote disabled employees.

2. Treat people who are Deaf/HH/DB the same as other people.

3. Be willing to make reasonable accommodation so people who are Deaf/HH/DB can do their job and have equal access to job benefits and activities.

If a federal employee who is Deaf/HH/DB is denied reasonable accommodations, he or she should file a complaint **within forty-five days of the denial** with the Equal Employment Opportunity (EEOC) office at the federal agency where he/she works. A complaint can also be filed with the [Florida Commission on Human Relations](#)

- Additional help may be available for both Non-Federal and Federal Employees from the union.

Note: It will be easier for people who are Deaf/HH/DB to meet with the EEOC or Civil Rights staff in person. Ask for an interpreter or assistive listening device when filing a complaint.

## ***Resources***

For an Employment Toolkit visit <http://www.hearingloss.org/content/workplace>

For information on how to file a complaint, the Florida Commission on Human Relations visit [http://fchr.state.fl.us/complaints\\_1/employment](http://fchr.state.fl.us/complaints_1/employment)

To follow a Human Resource Blog Community visit <http://www.humanresourceblog.com/2007/12/29/rehabilitation-act-in-florida/>

To learn more about disability discrimination and employment related topics visit <http://employmentattorneylaw.com/disability-discrimination/>

To visit the Florida Coordinating Council for the Deaf and Hard of Hearing [www.fcdhh.org/](http://www.fcdhh.org/)

For more information on the U.S. Equal Employment Opportunity Commission visit <http://www.eeoc.gov/>

## ***Filing a Complaint:***

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### ***Employment***

- ***ADA— Title 1***

### ***What to do after filing a complaint***

- ***ADA— Title III:***

### ***The Complaint Letter***

### ***Rehabilitation Act of 1973***

#### ***Section 503 of the Rehabilitation Act of 1973***

#### ***Section 504 of the Rehabilitation Act of 1973***

#### ***Section 508 of the Rehabilitation Act of 1973***

- ***Department of Health & Human Services (Office of Disability)***

#### ***Section 188 of the Rehabilitation Act of 1973***

### ***Deaf Person’s Interpreter Act — Act 204 of 198***

- ***(Fl. Statute 90.6063—Interpreter Services for Deaf Persons)***

### ***Public Services***

- ***ADA — Title II: Public Services:***

- ***ADA — Title II: Public Transportation***

### ***Public Accommodations***

- ***ADA — Title III***

### ***Persons with Disabilities Civil Rights Act (PWDCRA)***

### ***Telecommunications: Relay Services***

- ***ADA — Title IV***

### ***Telecommunications Products and Services:***

- *Telecommunications Equipment*
- *Section 255 covers the following products and services*
- *Informal complaints*
- *Formal complaints*
- *Television Programming*
- *Television Decoder Circuitry Act*

*Hearing Aid Compatibility (HAC)*

*Sources of disability rights information*

*FCC Consumer Facts Web sites*

*Other information provided by the FCC*

*Sample Letters*



## Filing a Complaint

### Employment

**ADA— Title 1:** Rights of individuals with disabilities in all aspects of employment and prohibits discrimination.

**Note: If you have not formally requested an accommodation for the workplace, the employer is not obligated to provide it and no discrimination has taken place.**

**Request for accommodations must be in writing. Keep files of all interactions regarding your request and the person(s) you interacted with. Include the person’s contact information, such as mail address, email address, phone number and/or fax number.**

### What to do after filing a complaint

- Title I complaints are filed with the U.S. Equal Employment Opportunity Commission (EEOC).
- The EEOC will then notify the individual filing the complaint and the employer within 10 days
- The EEOC then reviews and investigates the charges. The EEOC has 180 days to resolve the issues through dispute resolution or other means.
- If the complaint cannot be resolved through dispute resolution, the EEOC will refer the case to the Department of Justice (DOJ).
- The DOJ will either file suit or issue a “right to sue” letter to the person who filed the complaint. The person who filed the complaint then has 90 days to file suit.
- **Dispute resolution may include mediation**
- Mediation is an informal process that uses an impartial third party to help the parties involved to find a solution to their differences that is satisfactory to each.

- Mediation does not involve the expense or delay that a formal investigation and a suit involve. Mediation proceedings are confidential and both parties participate voluntarily. Mediation may be used for any ADA complaint

**ADA— Title III:** Prohibits exclusion or segregation in the workplace, requires reasonable modifications to policies, practices and procedures to accommodate a person’s disability, guarantees access to courses and exams.

- Complaints-in the form of a complaint letter - are sent to the Department of Justice, Civil Rights Division – Disability Rights Section.
- The Disability Rights Division investigates the complaint and decides whether to bring a suit against the employer.
- Following investigation of the complaint, the Disability Rights Section informs the person filing the complaint of its action.
- If the Disability Rights Section believes there is a pattern of discrimination, or that the complaint raises an issue of general public importance, they may attempt to negotiate a settlement or bring an action in U.S. District Court.
- Such action is taken on behalf of the United States. The Disability Rights Section does not act as an attorney for, or representative, of the person who filed the complaint.

### The Complaint Letter

A letter of complaint should include the following information:

- ✓ The complainant’s full name, address and telephone number.
- ✓ The public employer’s name, address, telephone number and number of employees.

A description of the discriminatory action, including:

- ✓ The date(s) the discriminatory act(s) took place,
- ✓ The name(s) and contact information of the individual(s) believed to be responsible for the discrimination.
- ✓ A description of the issue involved—hiring, firing, conditions of employment, a description of the equipment or service(s) that were inaccessible and when you tried to use them.
- ✓ An explanation of the complainant’s disability, if it is not apparent, how it limits major life activity.
- ✓ The name(s) of any witnesses to the discrimination.
- ✓ Other information that may support the complaint. **Do not send** original documents.

### Rehabilitation Act of 1973

Prohibits discrimination in the following three areas:

1. Section 501 of the Rehabilitation Act of 1973
2. Section 503 of the Rehabilitation Act of 1973
3. Section 504 of the Rehabilitation Act of 1973

Section **501 of the Rehabilitation Act of 1973**, as amended 29 U.S.C. 791 Prohibits federal branch agencies from discriminating against qualified individuals with disabilities. Includes the U.S. Postal Service and the Postal Rate Commission.

For more information, or to file a complaint, contact the Equal Employment Opportunity Office of the agency where you work.

### Section 503 of the Rehabilitation Act of 1973

Section **503 of the Rehabilitation Act of 1973**, as amended 29 U.S.C. 793 Requires contractors who have a contract with the federal government for \$10,000 or more, and their subcontractors to take affirmative action to employ and to advance in employment qualified individuals with disabilities.

Section 503 is enforced by the U.S. Department of Labor, Office of Federal Contract Compliance Programs (OFCCP).

Individuals who believe they have been discriminated against by federal contractors or sub-contractors may file a complaint with the OFCCP at the nearest U.S. Department of Labor district or regional office. There are three OFCCP offices in Florida:

<b>Jacksonville Area Office</b> US Dept. of Labor OFCCP Charles E. Bennett Federal Building 400 West Bay Street Room 939 Jacksonville, FL 32202	Phone: (904) 351-0551 Fax: (904) 351-0560	Sybil Shy-Demmons District Director (Atlanta) Benjamin Matthews Area Director
<b>Miami Area Office</b>	Phone: (305) 536-	Miguel A. Rivera Jr.

US Dept. of Labor OFCCP 909 SE 1st Avenue, Room 722 Miami, FL 33131	5670 Fax: (305) 536-5675	District Director (Orlando) Alvin Mitchell Area Director
<b>Orlando District Office</b> US Dept. of Labor OFCCP 1001 Executive Center Drive Suite 100 Orlando, FL 32803	Phone: (407) 648-6181 Fax: (407) 648-6084	Miguel A. Rivera Jr. District Director Jacqueline Ortiz-Baerga Assistant District Director

**Complaints can also be sent to: OFCCP**

U.S. Department of Labor Frances Perkins Building  
 200 Constitution Avenue, NW  
 Washington, DC, 20210

- Complaints involving only one person are generally referred to the EEOC. OFCCP investigates complaints involving groups of people or those indicating patterns of discrimination.
- Complaints must be **filed within 180 days** from the date of alleged discrimination unless an extension for good cause can be shown.
- Complaints should include a description of the alleged discrimination involved and other information that would assist with an investigation.
- Complaints are filed by completing the **“Complaint of Discrimination in Employment Under Federal Government Contracts” Form CC-4 (See Part IV, Appendix G):**
- File electronically with the appropriate OFCCP Regional Office. The complainants signature will be obtained at the time of interview, or
- Complete the form electronically, download and sign the form, and fax or mail it to the appropriate OFCCP Regional Office; or
- Complete, sign and file the form in person; or
- Download the form, complete it, sign it, and fax or mail it to the appropriate OFCCP

Regional Office. [img alt="document icon"]

- The **signature of the complainant is required for the complaint to be valid.** The effective filing date is not necessarily altered by obtaining the signature at the time of inter- view.

### Section 504 of the Rehabilitation Act of 1973

- Prohibits recipients of federal financial assistance from discriminating against qualified individual with disabilities in employment and in their programs and activities.
- [img alt="document icon"] Section 504 is enforced by the Federal agency that provides financial assistance to contractors and subcontractors. [img alt="document icon"]
- Each agency has its own regulations and is responsible for enforcing them. [img alt="document icon"]
- Section 504 may also be enforced through private lawsuits. [img alt="document icon"]
- A complainant may go to court without filing a complaint with a Federal agency or receiving a “right-to-sue” letter. [img alt="document icon"]
- For information on how to file a 504 complaint with the appropriate agency, contact: U.S. Department of Justice Civil Rights Division. See contact information above.

<i>DEPARTMENT</i>	<i>CONTACT INFORMATION</i>
<i>Civil Rights Division</i>	<b>888-736-5551</b> <i>(TTY) 202-514-3847</i>
<i>Criminal Section</i>	US Department of Justice 950 Pennsylvania Avenue, NW Civil Rights Division Criminal Section – PHB Washington, DC 20530  You can find your local office here: <a href="http://www.fbi.gov/contact/fo/fo.htm">http://www.fbi.gov/contact/fo/fo.htm</a>
<i>Disability Rights Section</i>	<b>US Department of Justice</b> 950 Pennsylvania Avenue, NW Civil Rights Division Disability Rights Section – 1425 NYAV Washington, D.C. 20530

	<p>Fax: (202) 307-1197</p> <p>800-514-0301 (voice)</p> <p>800-514-0383 (TTY).</p>
<b><i>Educational Opportunities</i></b>	<p>B E-mail to <a href="mailto:education@usdoj.gov">education@usdoj.gov</a>  (2 02) 514-4092 or 1-877-292-3804 (toll-free)  Fax: (202) 514-8337  <b>U.S. Department of Justice Civil Rights Division</b>  950 Pennsylvania Avenue, N.W.  Educational Opportunities Section, PHB  Washington, D.C. 20530</p>
<b><i>Employment Litigation</i></b>	<p><b>1-800-669-4000</b></p> <p>1-800-669-6820 (TTY).</p>
<b><i>Federal Coordination and Compliance</i></b>	<p><b>Federal Coordination and Compliance Section - NWB</b>  Civil Rights Division  U.S. Department of Justice  950 Pennsylvania Avenue, N.W.  Washington, D.C. 20530</p> <p><b>(888) 848-5306</b></p>
<b><i>Housing and Civil Enforcement</i></b>	<p><b>U.S. Department of Justice</b>  Civil Rights Division  950 Pennsylvania Avenue, N.W.  Housing and Civil Enforcement Section, NWB  Washington, D.C. 20530  (202) 514-4713</p>
<b><i>Special Litigation</i></b>	<p><b>Special Litigation Section</b>  U.S. Department of Justice  Civil Rights Division  950 Pennsylvania Avenue, NW Special Litigation Section  Washington, D.C. 20530  The Section can be reached by telephone: <b>(202) 514-6255</b> or  toll-free at (877) 218-5228.</p>

<b>Voting</b>	<a href="mailto:Voting.Section@usdoj.gov">Voting.Section@usdoj.gov</a>

### Section 508 of the Rehabilitation Act of 1973:

As amended 29 U.S.C. 794d Establishes requirements for electronic and information technology developed, maintained, produced, or used by the Federal government after June 21, 2001.

- Applies to technology used by employees as well as that needed by consumers to access information provided by the Federal government.
- Each Federal agency has a Section 508 Coordinator. For more information about Section 508 contact:



#### Department of Health & Human Services (Office of Disability)

- [John Halverson](#) - 202-260-7162
- [Charlene Tusan](#) - 202-619-1798

#### HHS Office of the Secretary (STAFFDIVs)

- [Jaime Robinson](#) - 202-260-0030

#### Office of Inspector General (OIG)

- [Mark Podoff](#) 202-619-2085
- [Tina Fuchs](#) - 202-619-2184

#### Advocates for Children and Families (ACF)

- [Janean Chambers](#) - 202-690-6547
- [Jeanne Dionne](#) - 202-205-7922

#### Agency for Healthcare Research and Quality (AHRQ)

- [Gerri Michael-Dyer](#) - 301-427-1898
- [Biff LeVee](#) - 301-427-1897

#### AOA:

- [Sue Banning](#) - 202-357-3435

**CDC:**

- [Mark Urban](#)- 919-541-0562
- [Howard Smith](#)- 770-448-8209

**CMS:**

- [Jessica Jaworski](#)- 410-786-6431
- [Dural Suite](#)- 410-786-0122

**FDA:**

- [Joshua Lehman](#)- 301-796-7361

**HRSA:**

- [Julia Sothoron](#)- (301) 443-3719
- [Lauren Taylor](#)- (301) 443-4726

**HIS**

- [Nina Argent](#)- 301-443-1116

**NIH**

- [Stacy Charland](#)- 301-496-1168
- [Judy Blair](#)- 301-402-4466
- [Gary Morin](#)- 301-402-3924

**SAMHSA**

- [Dawn Colbert](#)- 240-276-1141
- [Tom Wenzel](#)- 240-276-1139

**Section 188 of the Rehabilitation Act of 1973**

- Workforce Investment Act of 1998 (WIA) – Forbids disability-based discrimination, in employment or in provision of services, by any organization or other entity that receives Federal financial assistance under WIA, and by any program or activity that is provided as part of the nation’s One- Stop job training system by a One-Stop partner.
  - Complaints of discrimination are filed with the Office of Civil Rights.
  - The Office of Civil Rights investigates discrimination complaints filed against U.S. Labor Department grant recipients and certain complaints of discrimination on the basis of disability by State and local governments.

**Definitions in the above section — Rehabilitation Act — are taken from the U.S. Department of Labor Web site: [www.dol.gov/odep](http://www.dol.gov/odep)**

## Deaf Person's Interpreter Act — Act 204 of 198

### (Fl. Statute 90.6063—Interpreter Services for Deaf Persons):

Provides for and regulates the use of interpreters in administrative and judicial proceedings and in certain other instances:

- ✓ Provides standards for interpreters.
- ✓ Provides compensation for interpreters.
- ✓ Provides for promulgation (publication) of rules
- ✓ Complaints of discrimination are filed with Florida Department of Civil Rights.

### Public Services

- ✓ Public service refers to:
  - ✓ A public facility, department, agency, board, or commission owned, operated, or managed by or on behalf of the state of Florida,
  - ✓ A county, city, village, township, or
  - ✓ A tax exempt private agency established to provide service to the public.

**Note:** Public service does not include a state or county correctional facility with respect to actions or decisions regarding an individual serving a sentence of imprisonment.

### ADA — Title II: Public Services:

Requires that State and local governments give people with disability- ties an equal opportunity to benefit from all of their programs, services and activities. See Part I, Section 7 in this handbook.

- Title II covers all activities of state and local governments regardless of the government entity's size or the amount of funding it receives from the Federal government.
- Title II complaints of violations are filed with the Department of Justice (DOJ), Civil Rights Division.
- Complaints must be filed within 180 days of the discrimination.
- Complaint is made via a letter with the complainant's signature.
- Before filing a complaint with the DOJ, try to resolve the problem with the person who manages the program, service or activity.
- A case may be referred to a mediation program. You may request mediation at the time you file your complaint.
- The DOJ may bring a lawsuit if they are unable to resolve a complaint.
- Title II complaints may also be enforced through private lawsuits in Federal court without filing a complaint with the DOJ or other Federal agency, and without a "right-to-sue" letter.

### ADA — Title II: Public Transportation:

Provides that public transportation and the systems and technologies associated with its use be accessible to people with disabilities.

- Includes public transportation services such as city buses and public rail transit.
- Includes services that support the delivery of public transportation, such as:
  - Ticket machines
  - Information kiosks
  - Electronic schedule displays
  - Station announcements
  - Web-based information
- Public transportation must ensure that communication with people with hearing, vision, or speech difficulties is effective.
- The process for filing a complaint is the same as for complaints filed under other sections of the ADA.
- **See Part IV, Appendix F — Rider Complaint Form**

### Public Accommodations

**ADA — Title III:** Prohibits discrimination based on disability in public accommodations. The following private entities are examples of places covered by Title III:

- ✓ Businesses
- ✓ Private entities offering courses/exams
- ✓ Nonprofit service providers
- ✓ Retail stores
- ✓ Movie theaters
- ✓ Hotels
- ✓ Restaurants
- ✓ Private schools

### Public accommodations must comply with:

- Basic nondiscrimination requirements that prohibit exclusion, segregation, and unequal treatment.
- Specific requirements related to architectural standards for new and altered buildings
- Reasonable modifications to policies, practices, and procedures<sup>(b)(7)(C)</sup>
- Effective communication with people with hearing, vision, or speech disabilities
- Other access requirements
- Title III complaints of discrimination may be filed with the Department of Justice
- Some cases may be referred to the DOJ mediation program<sup>(b)(7)(D)</sup>
- The DOJ has the authority to bring a lawsuit where there is a pattern or practice of discrimination in violation of Title III, or
- Where an act of discrimination raises an issue of general public importance
- Complaints are filed with the Department of Justice, Civil Right Division. See contact

information above.

**NOTE: It is not necessary to file a complaint with the DOJ (or any Federal agency), or to receive a “right-to-sue” letter, before going to court with a Title III complaint.**

## Persons with Disabilities Civil Rights Act (PWDCRA)

- Prohibits places of public accommodation from denying a person with a disability access to the full and equal enjoyment of the goods, services, facilities, privileges, and advantages offered to people without disabilities.
- Complaints of discrimination are filed with the nearest office of Civil Rights — V 800-482-3604.

## Telecommunications: Relay Services

**ADA — Title IV:** requires telephone companies to establish interstate and intrastate telecommunications relay services (TRS) 24 hours a day, 7 days a week.

- Requires that users of telecommunications relay services pay rates no
- Greater than the rates paid for equivalent voice communication services.
- Prohibits relay operators from failing to fulfill the obligations of common carriers by refusing calls or limiting the length of calls that use telecommunications relay services.
- Title IV also requires closed captioning of Federally funded public service announcements.
- Prohibits relay operators from intentionally altering a relayed conversation. Prohibits relay operators from disclosing the content of any relayed conversation and from keeping records of the content of any such conversation beyond the duration of the call.
- Complaints of alleged violations involving either intrastate or interstate telecommunications relay services may be filed with the FCC.
- Complaints of violations of intrastate services are referred by the FCC to the state in which the alleged violation occurred.
- The FCC exercises jurisdiction over the complaint if the state has not taken care of the complaint within 180 days, or within a shorter period if prescribed by the regulations of the state, and if the FCC finds the State program is no longer qualified or certified according to the ADA Title IV.

## Telecommunications Products and Services:

### Telecommunications Equipment

- **Communications Act - Section 255, 25(a) (2)** contains three primary components:
- Accessibility - If readily achievable, companies are required to make their telecommunications products and services accessible to people with disabilities.
- Compatibility – If not readily achievable, manufacturers and service providers are required to make their devices and services compatible with devices and equipment commonly used by people with disabilities.

- Usable – Companies are required to provide product information, instructional manuals, and technical support so that people with disabilities can effectively use their products and services.

#### Section 255 covers the following products and services:

- Telecommunications equipment including, but not limited to, telephones (both wireless and cordless), fax machines, answering machines, and pagers.
- Telecommunications services including, but not limited to, regular telephone calls, call waiting, speed dialing, call forwarding, computer-provided directory assistance, call monitoring, caller identification, call tracing, and repeat dialing.
- Two types of information services: voice mail systems and interactive voice response (IVR) services.
- Anyone with or without a disability who has information that a product or service believed to be inaccessible may file a Section 255 complaint.
- The FCC encourages people to contact the manufacturer or service provider to try and resolve a complaint before filing an informal complaint. This is not required, however.
- There is no time limit for filing a complaint.
- There is a 2-year limit if a complaint seeks damages from telephone companies.
- Section 255 does not allow people to sue companies in the courts.
- Complaints are filed with the FCC.

#### Informal complaints:

- Informal complaints do not require legal counsel or formal testimony.
- The FCC takes informal complaints seriously and tries to resolve them.
- Informal complaints may be submitted by any reasonable method.

#### Formal complaints:

- Generally you must certify that you have tried to resolve the problem.
- Must submit detailed, factual and legal documents in support of your position.
- Complaints are usually prepared with the assistance of an attorney.
- Complaints can involve lengthy proceedings, including affidavits and Depositions.
- Typically involves a filing fee that can be waived by the FCC.

#### Television Programming

- Facilities that provide televisions in five or more (5+) guestrooms shall provide, upon request, a way for guest who are Deaf/HH/DB to use captioning.
- The Television Decoder Circuitry Act of 1990 required all televisions with screens thirteen inches or larger, whether manufactured in the United States or imported, be capable of displaying closed captioning without the aid of external equipment. This law went into effect on July 1, 1993. Most facilities today have televisions that were manufactured after this date.

#### Television Decoder Circuitry Act

- Mandates that caption decoding capability be standard in a wide variety of television products.
- Covered under this act:
- Television receivers having analog or digital equipment
- Personal computers with TV cards or other internal TV circuitry
- The Television Decoder Circuitry Act of 1990 requires televisions with screens 13 inches or greater to contain built-in circuitry that receives and decodes closed captions.
- FCC rules have been extended to cover digital television (DTV) receivers with screens that are 7.8 inches or larger vertically.
- All DTV tuners sold separately in the United States must have internal decoder capability.
- Digital TV receivers must allow consumers to control the print font and size, as well as the foreground and background color of the captions.
- Digital receivers must be capable of decoding and displaying up to 6 streams of captions.
- Converter boxes used to display digital programs on analog receivers must deliver the analog captioned information to the analog receiver.
- Personal computers with TV cards must also contain internal circuitry to decode and display captions if those computers are sold with screens that are at least 13 inches.
- Anyone can file a TV Decoder Act complaint. Forward documentation of your case to the FCC, Consumer & Governmental Affairs Bureau, Consumer Complaints. (See contact information above.)

#### Hearing Aid Compatibility (HAC)

- Requires manufacturers of telephones to provide models that are compatible with hearing aid technology.
- All wire line and cordless phones must have internal parts that are compatible with hearing aids. This means that the hearing aid wearer should be able to use the telecoil in their hearing aid to hear on the phone.
- All wire line and cordless phones must have volume controls.
- The FCC's rules require the following for each type of digital transmission
- By 2005, digital manufacturers must make available at least 2 digital phones with reduced interference.
- By 2005, nationwide digital carriers must make available either 2 telephones or 25% of the total number of models they offer with reduced interference.
- By 2006, digital manufacturers and carriers must provide at least 2 digital telephones with telecoil capability.
- Anyone can file a HAC Act complaint. Before filing a complaint, try to resolve the problem by contacting the customer service department.
- In Florida, if you cannot resolve the problem with the telecommunications company or by working with the Public Utilities Commission, forward documentation of your case to the FCC, Consumer & Governmental Affairs Bureau, Consumer Complaints. (See contact information above.)

## Sources of disability Rights Information

- ✓ **ADA Information Line:** 800-514-0301 TTY 800-514-0383 or [www.ada.gov](http://www.ada.gov)
- ✓ **Regional Disability and Business Technical Assistance Centers** TTY/V 800-949-4232 [www.adata.org](http://www.adata.org)

For more information related to laws described in this section, see the following Web sites:

## FCC Consumer Facts Web sites

- Accessibility of Emergency Video Programming to Persons With Hearing and Visual Disabilities - <http://ftp.fcc.gov/cgb/consumerfacts/emergencyvideo.html>
- Closed Captioning - <http://ftp.fcc.gov/cgb/consumerfacts/closedcaption.html>
- Dial 7-1-1 For Telecommunications Relay Service - <http://www.fcc.gov/cgb/consumerfacts/711.html>
- Digital Television - <http://www.fcc.gov/cgb/consumerfacts/digitaltv.html>
- IP Relay Service - <http://www.fcc.gov/cgb/consumerfacts/iprelay.html>
- Payphone Relay Service - <http://www.fcc.gov/cgb/consumerfacts/payrelay.html>
- Section 255 – Telecommunications Access For people with Disabilities - <http://ftp.fcc.gov/cgb/consumerfacts/section255.html>
- Telecommunications Relay Services - <http://www.fcc.gov/cgb/consumerfacts/trs.html>
- VoIP/Internet Voice - <http://www.fcc.gov/cgb/consumerfacts/voip.html>

## Other information provided by the FCC

- Cell Phone Facts - <http://www.fda.gov/cellphones/>
- Hearing Aids and Cell Phones - <http://www.fda.gov/cellphones/hearingaids.html>
- Part 79—Closed Captioning of Video Programming - [http://www.fcc.gov/cgb/dro/captioning\\_regs.html](http://www.fcc.gov/cgb/dro/captioning_regs.html)

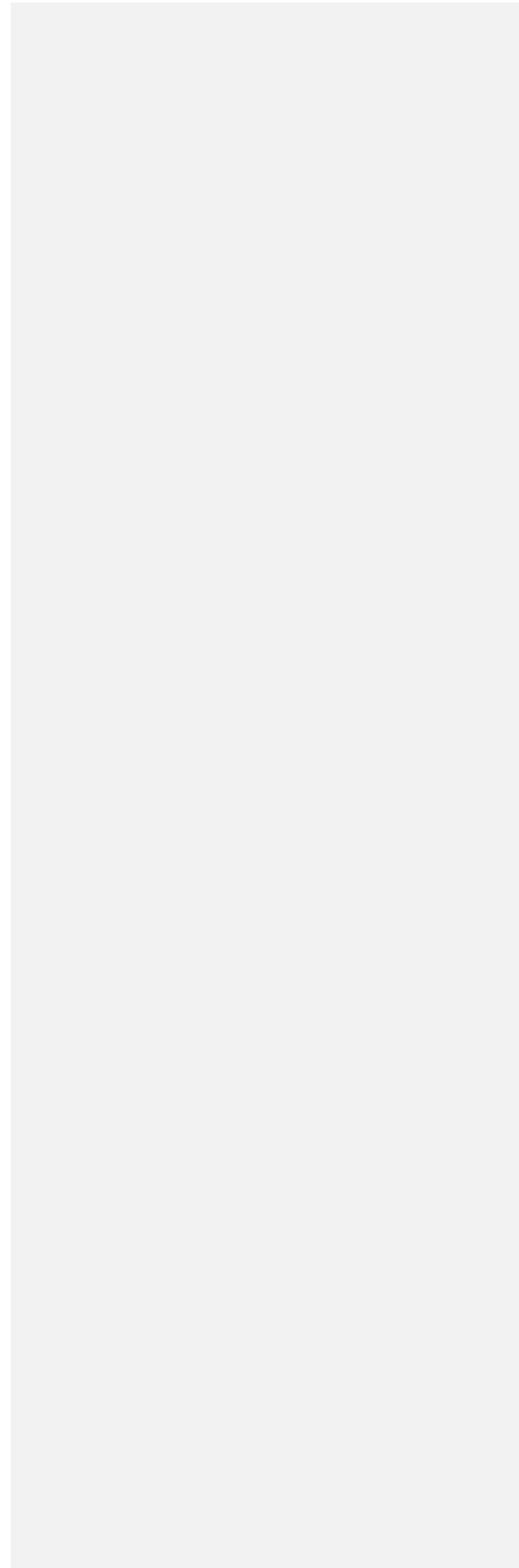


**Sample Letters On The  
Following Pages!**

**Sample Complaint letter to the Civil Rights about a doctor who refused to provide sign language interpreter.**

Date

Your Address



City, State Zip ode

U. S. Department of Justice  
Office of Civil Rights  
330 C Street Southwest  
M. Switzer Building  
Washington, DC 20202

Dear Caseworker:

I am filing a complaint against my doctor who refused to provide me an interpreter for my appointment with him/her on (    Date    ). I am deaf. The doctor's name is Dr. (First & Last Name), (Street Address), (City, State and Zip Code). The doctor's office phone number is XXX-XXX-XXXX.

I requested Dr. (First & Last Name) in writing for an interpreter for my (    Date    ) appointment. When I arrived at the doctor's office, the interpreter was not there. I asked the receptionist whether or not she called the interpreter. She said that the doctor said I didn't need the interpreter because we can write notes. I have a serious health issue and it is hard to explain things on paper. I have problems with my kidneys. I did not understand what the doctor wrote to me. His/her handwriting was not very clear. He told me to take medicine and I did not understand the purpose of medicine. I am worried about my health in the future and I like my doctor.

Your help will be appreciated. A copy of the letter requesting the interpreter is attached. A copy of the note of what the receptionist wrote is also attached.

Sincerely,

(your signature)

\_\_\_\_\_  
Your typed first and last name

Your phone number:

Your email address:

**Sample Complaint letter to Civil Rights about a supervisor who refused to provide an amplified phone.**

Your Name

Your Street Address

City, State Zip Code  
Date

U.S. Equal Employment Opportunity Commission  
1891 L. Street, N.W.  
Washington, D.C. 20507

Dear Caseworker:

I am filing a complaint against my supervisor who refused to provide me an amplified phone at my office. I am hard of hearing and I work for *XYZ Insurance Company*, *street address, city, state and zip code*. XYZ supervisor's phone number is \_\_\_\_\_. My immediate supervisor's name is \_\_\_\_\_.

On (month) (date), (year) I started my new job as sales agent. I requested my supervisor in writing to provide me an amplified phone as an accommodation for my job. The amplified phone will help me hear phone conversations with customers. The supervisor said that I hear and speak well and do not need the phone.

I have tried to resolve this matter through the personnel office without luck. Your assistance will be appreciated.

A copy of accommodation request is attached.

Sincerely,

\_\_\_\_\_  
(your signature)  
Your typed first and last name  
Your phone number  
Your email address

**U.S. Department of Justice**  
Civil Rights Division  
*Disability Rights Section*

OMB No. 1190-0009

**Title II of the Americans with Disabilities Act  
Section 504 of the Rehabilitation Act of 1973  
Discrimination Complaint Form**

Instructions: Please fill out this form completely, in black ink or type. Sign and return to the address on page 3.

Complainant:

Address:

City, State and Zip Code:

Telephone: Home:

Business:

Person Discriminated Against:  
(if other than the complainant)

Address:

City, State, and Zip Code:

Telephone: Home:

Business:

Government, or organization, or institution which you believe has discriminated:

Name:

Address:

County:

City:

State and Zip Code:

Telephone Number:

When did the discrimination occur? Date:

Describe the acts of discrimination providing the name(s) where possible of the individuals who discriminated (use space on page 3 if necessary):

Have efforts been made to resolve this complaint through the internal grievance procedure of the government, organization, or institution?

Yes \_\_\_ No \_\_\_ If yes: what is the status of the grievance?

Has the complaint been filed with another bureau of the Department of Justice or any other Federal, State, or local civil rights agency or court?

Yes \_\_\_ No \_\_\_ If yes:

Agency or Court:

Contact Person:

Address:

City, State, and Zip Code:

Telephone Number:

Date Filed:

Do you intend to file with another agency or court?

Yes \_\_\_ No \_\_\_

Agency or Court:

Address:

City, State and Zip Code:

Telephone Number:

Additional space for answers:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Return to:

U.S. Department of Justice  
Civil Rights Division  
950 Pennsylvania Avenue, NW  
Disability Rights - NYAV  
Washington, D.C. 20530

**Rider Complaint Form**

**Office of Civil Rights  
Complaint Form**

**Federal Transit Administration**

*Section I*

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Numbers:

(Home) \_\_\_\_\_ (Work) \_\_\_\_\_

Electronic Mail Address: \_\_\_\_\_

Accessible Format Requirements?

Large Print \_\_\_\_\_ Audio tape \_\_\_\_\_

TDD \_\_\_\_\_ Other \_\_\_\_\_

**The Federal Transit Administration (FTA) Office of Civil Rights is responsible for civil rights compliance and monitoring, which includes ensuring that providers of public transportation properly abide by Title VI of the Civil Rights Act of 1964, Executive Order 12898, "Federal Actions To Address Environmental Justice in Minority Populations and Low Income Populations," and the Department of Transportation's Guidance to Recipients on Special Language Services to Limited English Proficient (LEP) Beneficiaries.**

**In the FTA complaint investigation process, we analyze the complainant's allegations for possible Title VI and related deficiencies by the transit provider. If deficiencies are identified they are presented to the transit provider and assistance is offered to correct the inadequacies within a predetermined timeframe. FTA also may refer the matter to the U.S.**

**Department of Justice for enforcement.**

**Section II**

Are you filing this complaint on your own behalf?

Yes \_\_\_ No \_\_\_

[If you answered "yes" to this question, go to Section III.]

If not, please supply the name and relationship of the person for whom you are complaining:

\_\_\_\_\_

Please explain why you have filed for a third party. \_\_\_\_\_

\_\_\_\_\_

Please confirm that you have obtained the permission of the aggrieved party if you are filing on behalf of a third party.

Yes \_\_\_ No \_\_\_

**Section III**

Have you previously filed a Title VI complaint with FTA? Yes \_\_\_ No \_\_\_

If yes, what was your FTA Complaint Number? \_\_\_\_\_

[Note: This information is needed for administrative purposes; we will assign the same complaint number to the new complaint.]

Have you filed this complaint with any of the following agencies?

Transit Provider \_\_\_ Department of Transportation \_\_\_

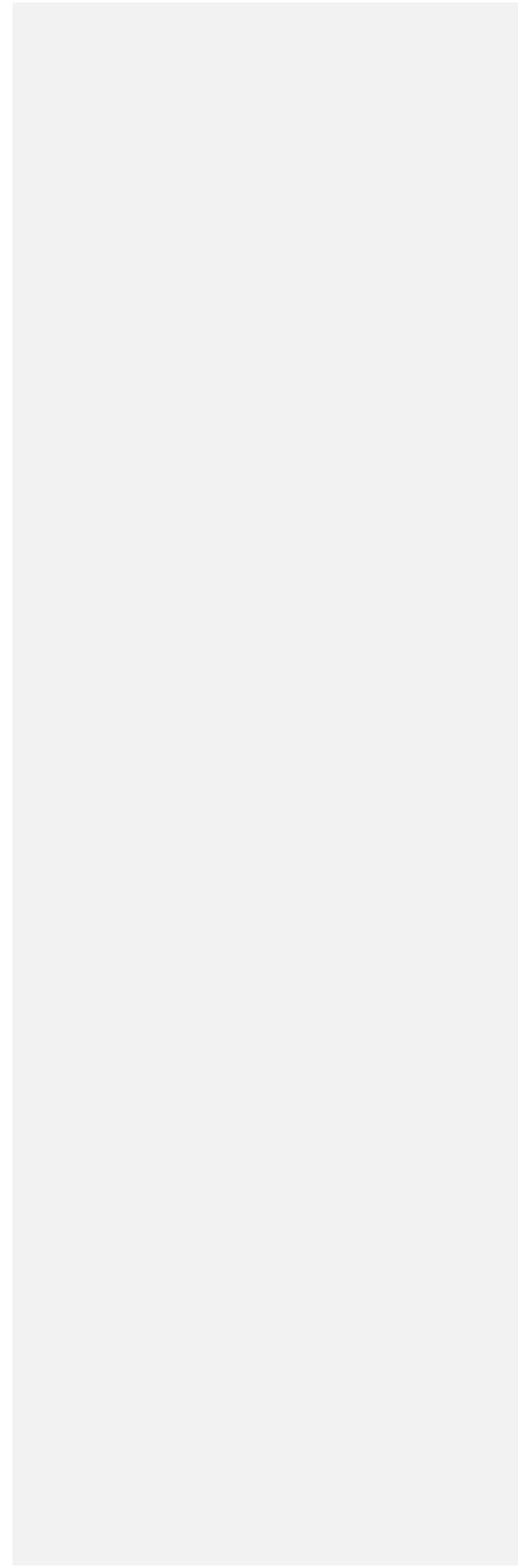
Department of Justice \_\_\_ Equal Employment Opportunity Commission \_\_\_

Other \_\_\_\_\_

Have you filed a lawsuit regarding this complaint? Yes \_\_\_ No \_\_\_

If yes, please provide a copy of the complaint form.

**[Note: This above information is helpful for administrative tracking purposes. However, if litigation is pending regarding the same issues, we defer to the decision of the court.]**



**Section IV**

Name of public transit provider complaint is against:

\_\_\_\_\_

Contact person: \_\_\_\_\_ Title: \_\_\_\_\_

Telephone number: \_\_\_\_\_

**On separate sheets, please describe your complaint. You should include specific details such as names, dates, times, route numbers, witnesses, and any other information that would assist us in our investigation of your allegations. Please also provide any other documentation that is relevant to this complaint.**

**Section V**

May we release a copy of your complaint to the transit provider?

Yes \_\_\_ No \_\_\_

May we release your identity to the transit provider?

Yes \_\_\_ No \_\_\_

Please sign here: \_\_\_\_\_

Date: \_\_\_\_\_

[Note - We cannot accept your complaint without a signature.]

---

**Please mail your completed form to: Title VI Program Coordinator, FTA Office of Civil Rights, East Building, 5<sup>th</sup> Floor – TCR, 1200 New Jersey Ave., S.E., Washington, D.C. 20590**

## Toll-Free Assistance Line

If you have any questions or concerns regarding **public transportation** for persons with disabilities, please contact the Federal Transit Administration (FTA) Office of Civil Rights on our toll-free Americans with Disabilities Act (ADA) Assistance Line at **1-888-446-4511 [Voice]** or by e-mail at [FTA.ADAAssistance@dot.gov](mailto:FTA.ADAAssistance@dot.gov). Please leave a message, and your questions or concerns will be



addressed by a member of the FTA ADA Team. If you require specific technical assistance, your call will be directed to the appropriate FTA program office.

Download Rider Complaint Form at <http://www.fta.dot.gov/>

## **DIVISION OF MEDICAL QUALITY ASSURANCE**

### **Consumer and Investigative Services**

**Health care practitioners are regulated by the Department of Health and the action which may be taken is administrative in nature, e.g., reprimand, fine, restriction of practice, remedial education, administrative cost, probation, license suspension or license revocation. The Department cannot represent you in civil matters to recover fees paid or seek remedies for injuries. You may wish to consult a private attorney regarding these matters.**

### **COMPLAINT FORM INSTRUCTIONS**

The Department of Health investigates complaints and reports involving health care practitioners and enforces appropriate Florida Statutes.

### **ISSUES WHICH ARE NOT WITHIN THE AUTHORITY OF THE DEPARTMENT INCLUDE:**

**Fee disputes** (i.e. broken or missed appointments)

**Billing disputes** (i.e., the amount a physician charges for services).

**Personality conflicts**

**Bedside manner or rudeness of practitioners** (such as the physician or his/her office staff's attitude or professionalism)

### **HOW TO FILE A COMPLAINT/REPORT AGAINST A HEALTH CARE PRACTITIONER:**

- To file a complaint/report, you must do so in a signed, written report. For your convenience you may use this form providing dates and details about your complaint.
-

- Use a separate complaint form for each practitioner you wish to file a complaint against.
- Be specific and include copies of pertinent medical records, correspondence, contracts, and any other documents that will help support your complaint.
- Medical records are needed to process your complaint. Since a health care practitioner cannot disclose his or her patient names or records with authorization, the Authorization for Release of Patient Information form included on page 3 must be completed and signed. **Signatures must be witnessed or notarized.**
- The Department will acknowledge receipt of your complaint or report by letter.
- If the allegations contained in your complaint/report are determined to be possible violations of applicable laws and rules, your complaint will be opened for investigation.
- Please note that if your complaint is assigned for investigation, a copy of the complaint form will be provided to the health care practitioner pursuant to Florida law.
- The Department may investigate an anonymous complaint if the complaint is in writing and is legally sufficient, if the alleged violation of law or rules is substantial, and if the department has reason to believe, after preliminary inquiry, that the violations alleged in the complaint are true.

If you have questions about the complaint process, contact the Consumer Services Call Center in Florida toll free at 1 (888) 419-3456, or the Consumer Services Unit at (850) 245-4339.

Division of Medical Quality Assurance, Consumer Services Unit

4052 Bald Cypress Way, Bin C-75 \* Tallahassee, FL 32399-3275

Telephone Number (850) 245-4339 or Toll Free Call Center 1-888-419-3456

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Division of Medical Quality Assurance, Consumer Services Unit

4052 Bald Cypress Way, Bin C-75 \* Tallahassee, FL 32399-3275

Telephone Number (850) 245-4339 or Toll Free Call Center 1-888-419-3456

*Visit us online at [www.doh.state.fl.us/mqa](http://www.doh.state.fl.us/mqa)*



# HEALTHCARE PRACTITIONER COMPLAINT FORM

## COMPLAINANT/REPORTER

Your Name:

Last

First

MI

Address:

Street Address

Apartment/Unit #

ZIP Code

City

State

Home Telephone: ( )

Work Telephone: ( )

Best Time to Call:

## SUBJECT OF COMPLAINT/REPORT

## HEALTHCARE PRACTITIONER INFORMATION

Provider's

Name:

Last

First

MI

Practice

Address:

Street Address

Apartment/Unit #

City

State

ZIP Code

Home Telephone: ( )

Work Telephone: ( )

Profession:

(i.e. doctor, dentist, nurse, etc.)

License Number:

(if known)

## PATIENT INFORMATION

(Complete this section if Patient is not the same as Complainant/Reporter)

Name of

Patient:

Last

First

MI

Address:

Street Address

Apartment/Unit #

City

State

ZIP Code

Work

Home Telephone: ( )

Telephone: ( )

**YOUR RELATIONSHIP TO PATIENT**

Self    Parent    Son/Daughter    Spouse    Brother/Sister    Friend    Other Practitioner

\*\*\* Legal Guardian/provide court documents    Other

**NATURE OF COMPLAINT/REPORT (Please check all that apply.)**

Quality of care	Inappropriate prescribing	Excessive test or treatment
Misdiagnosis of condition	Sexual contact with patient	Failure to release patient records
Substance abuse	Insurance fraud	Impairment/medical condition
Advertising violation	Misfilled prescription	Patient abandonment/neglect
Unlicensed	Problem other than listed above	

Have you attempted to contact the practitioner concerning your complaint?    Yes Date:    No

Would you be willing to testify if this matter goes to a formal hearing?    Yes    No

If the incident involved criminal conduct, you should contact your local law enforcement authority. Have you contacted your local law enforcement authority?    Yes    No

If yes, state the name of the person or office that you contacted.    When did you make this contact?    Please give case number if available.

\*\*\*NOTE: If other than patient or parent of a minor patient, please provide documentation indicating appointment of Legal Authority/Guardianship or Personal Representative.

**PLEASE LIST ANY PRIOR AND/OR SUBSEQUENT TREATING PRACTITIONERS RELATIVE TO YOUR COMPLAINT.**

Full Name: _____	Address: _____	Telephone Number: _____
_____	_____	<input type="checkbox"/> <input type="checkbox"/>
_____	_____	<input type="checkbox"/> Prior Treating <input type="checkbox"/> Subsequent Treating
Full Name: _____	Address: _____	Telephone Number: _____
_____	_____	<input type="checkbox"/> <input type="checkbox"/>

Full Name: _____	Address: _____	Prior Treating Address: _____	Subsequent Treating Telephone Number: _____
_____	_____	_____	_____
_____	_____	<input type="checkbox"/> Prior Treating	<input type="checkbox"/> Subsequent Treating

**WITNESSES (PLEASE GIVE FULL NAME, ADDRESS AND TELEPHONE NUMBER)**

Full Name: _____	Address: _____	Telephone Number: _____
------------------	----------------	-------------------------

Full Name: _____	Address: _____	Telephone Number: _____
------------------	----------------	-------------------------

Full Name: _____	Address: _____	Telephone Number: _____
------------------	----------------	-------------------------

Please give full details of your complaint/report: include facts, details, dates, locations, etc. Please attach copies of medical records, correspondence, contracts, and any other documents that will help support your complaint. (attach additional sheets if necessary).

I have attached copies of medical records, correspondence, contracts, and any other documents that will help support \_\_\_\_\_





**WHAT WOULD SATISFY YOUR COMPLAINT?**

**Florida Statutes 837.06, False Official Statements: Whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.**

Signature:

Date:

(Required to file complaint)

**Please mail this form to:**

**Florida Department of Health**

**Consumer Services Unit**

**4052 Bald Cypress Way, Bin C-75**

**Tallahassee, Florida 32399-3275**

3

**AUTHORIZATION FOR RELEASE OF PATIENT INFORMATION**

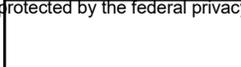
TO: Any and All Treating Health Care Practitioners or Facilities:

This authorization meets the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA Privacy Law) found at 45 CFR, Part 164.

**A photocopy of this document is as sufficient as the original.**

This document authorizes any and all licensed health care practitioners, including but not limited to: physicians, nurses, therapists, social workers, counselors, dentists, chiropractors, podiatrists, optometrists, hospitals, clinics, laboratories, medical attendants and other persons who have participated in providing any health care or service to me, to discuss any communication, whether confidential or privileged, and to provide full and complete patient reports and records justifying the course of treatment including but not limited to: patient histories, x-rays, examination and test results, reports or information prepared by other persons that may be in your possession and all financial records, to the Department of Health (or any official representative of the Department) pursuant to Section 456.057, Florida Statutes.

This document provides full authorization to the Department of Health (or any official representative of the Department) to use any of the aforementioned reports and information for reproduction, investigation or other use for licensure or disciplinary actions and civil, criminal or administrative proceedings, as needed by the Department and may be subject to re-disclosure by the recipient and may no longer be protected by the federal privacy laws and regulation.



By signing below, the patient understands, acknowledges and authorizes the Department to release their identity and medical records to law enforcement and other regulatory agencies in appropriate circumstances at the departments' discretion.

I understand that this authorization may be revoked upon my written request except to the extent that action has already been taken on this authorization.

\_\_\_\_\_

Patient **Name** (Please Print)

Patient **Signature**

D.O.B.

Social Security Number

Date

**Name** of Authorized Person other than Patient

(Please Print)  
Relationship

\_\_\_\_\_

**Signature** of Authorized Person Other than Patient

STATE of \_\_\_\_\_

COUNT

Y of

Before me personally appeared  
by

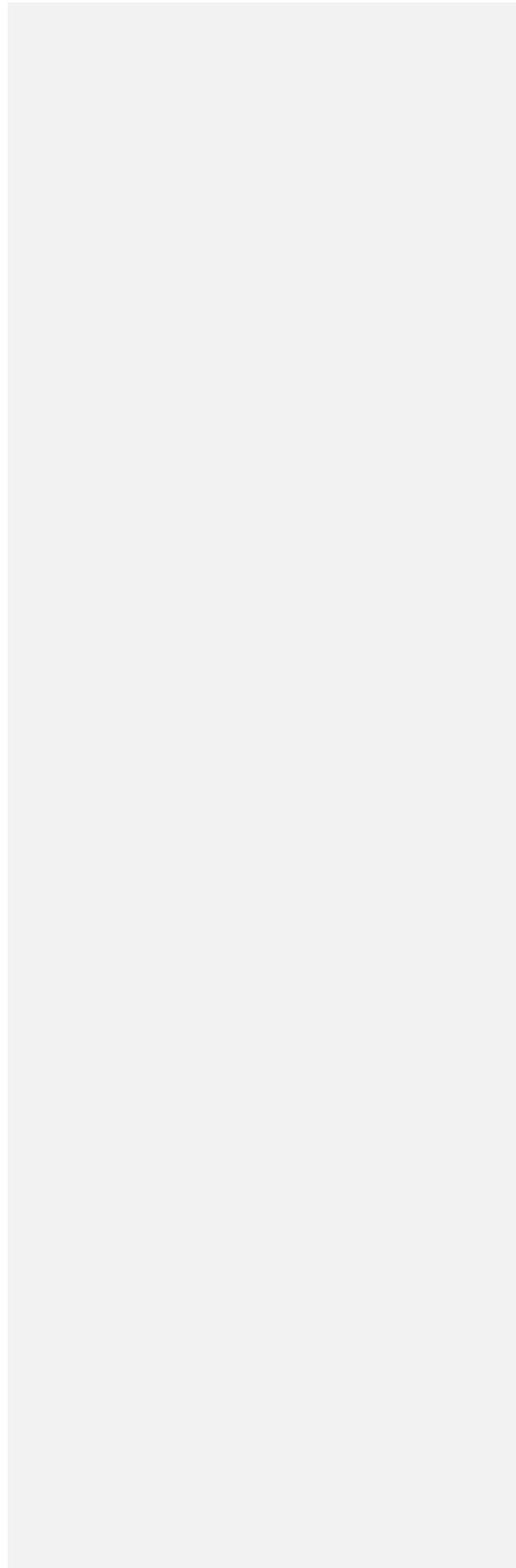
whose identity is known to me

(type of identification) and who acknowledges that his/her signature appears above.

Sworn to or affirmed by Affiant before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

NOTARY PUBLIC - State of Florida  
Expires

My Commission



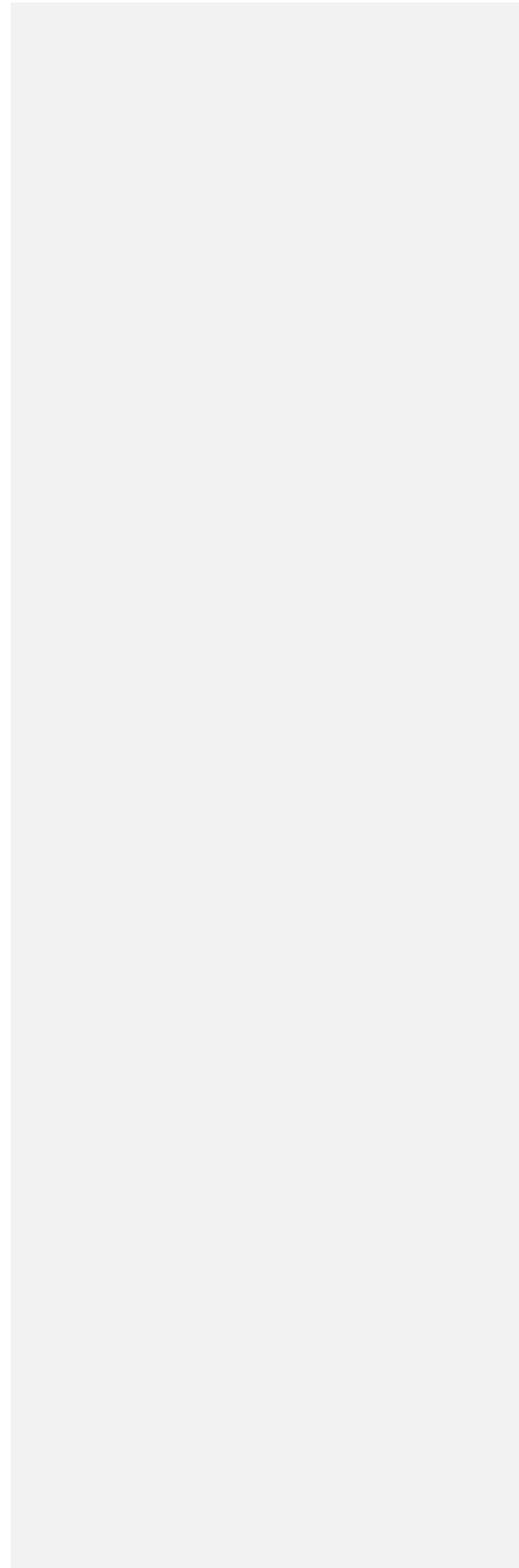
Type or Print Name  
notarized)

Witness Signature (if not

\_\_\_\_\_

\_\_\_\_\_ HA

INV FORM 390, Revised 01/05, Replaces 10/03



## Sample Letter Requesting a Sign Language Interpreter

Your Name  
Street Address  
City, State, Zip Code  
Date

Name of Doctor  
Street Address  
City, State, Zip Code

Dear Dr. \_\_\_\_\_ :

I have an appointment with you on (month) (date), (year). Because I am deaf, I will need a sign language interpreter to communicate effectively with you. I have important questions about my health. I therefore request that you provide an interpreter during my appointment.

If you need a phone number to call an interpreter referral agency, please let me know.

Thank you.

Your name

---

- If possible, requests for an interpreter should be made at least 7 – 10 days in advance of the time the services of an interpreter are needed.
- If for some reason you must cancel your appointment, be sure to notify the doctor's office as soon as possible so the interpreting services can be cancelled.

### References

[http://www.michigan.gov/documents/cis/Rights\\_Hb\\_DODHH\\_174911\\_7.pdf](http://www.michigan.gov/documents/cis/Rights_Hb_DODHH_174911_7.pdf)

<http://myfloridalegal.com/Contact.nsf/Contact>

[http://www.ada.gov/fact\\_on\\_complaint.htm#1](http://www.ada.gov/fact_on_complaint.htm#1)

[http://www.flcourts.org/gen\\_public/pubs/adamain.shtml](http://www.flcourts.org/gen_public/pubs/adamain.shtml)

<http://www.ada.gov/pubs/adastatute08.htm#subchapterI>

## **GOVERNMENT AGENCIES**

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### **STATE AGENCIES**

- AGENCY FOR PERSONS WITH DISABILITIES
- FLORIDA ASSOCIATION OF THE DEAF, INC.
- FLORIDA COORDINATING COUNCIL FOR THE DEAF AND HARD OF HEARING
- FLORIDA DEPARTMENT OF CHILDREN & FAMILIES
- FLORIDA REGISTRY OF INTERPRETERS FOR THE DEAF
- FLORIDA DEPARTMENT OF HEALTH
- AGENCY FOR HEALTH CARE ADMINISTRATION
- MCKAY SCHOLARSHIPS FOR STUDENTS WITH DISABILITIES PROGRAM

### **FEDERAL AGENCIES**

- SOCIAL SECURITY ADMINISTRATION
- NATIONAL ASSOCIATION OF THE DEAF (NAD)
- US DEPARTMENT OF HEALTH AND HUMAN SERVICES

## STATE AGENCIES

### Agency for Persons with Disabilities

The APD works in partnership with local communities and private providers to assist people who have developmental disabilities and their families. APD also provides assistance in identifying the needs of people with developmental disabilities for supports and services.

**Web address:**

<http://apd.myflorida.com/>

**Contact Information:**

Toll-Free: 1-866-APD-CAREs or 1-866-273-2273

Mailing Address:

*APD*

*4030 Esplanade Way*

*Tallahassee, FL 32399*

### Florida Association of the Deaf, Inc.

The FAD is an organization that promotes Deaf, Hard of Hearing, and Late Deafened Floridians to interact with each other as well as with the hearing community, legislature and agencies/organizations serving Deaf, Hard of Hearing, and Late Deafened citizens.

**Web address:**

<http://www.fadcentral.org>

**Contact Information:**

Mailing Address:

*Florida Association of the Deaf, Inc.*

*7852 Mansfield Hollow Rd.*

*Delray Beach, Florida 33446*

### Florida Coordinating Council for the Deaf and Hard of Hearing

The Coordinating Council serves as a resource for deaf and hard-of-hearing Floridians who need some assistance with everyday needs including employment, education, and access to services.

**Web address:**

<http://www.fcdhh.org/>

**Contact Information:**

Voice: 850-245-4913

Toll Free Voice: 866-602-3275

TTY: 850-245-4914

Toll Free TTY: 866-602-3276

### **Florida Department of Children & Families**

The mission of the Department of Children and Families is to Protect the Vulnerable, Promote Strong and Economically Self-Sufficient Families, and Advance Personal and Family Recovery and Resiliency.

**Web address:**

<http://www.dcf.state.fl.us/>

**Contact Information:**

Phone: (850) 487-1111

Suncom: 277-1111

Fax: (850) 922-2993

Mailing Address:

*1317 Winewood Boulevard Building 1, Room 202*

*Tallahassee, Florida 32399-0700*

### **Florida Telecommunications Relay, Inc. (FTRI) (ASK MELISSA)**

Florida Telecommunications Relay, Inc. (FTRI) is a statewide non-profit 501(c)3 organization that administers the Specialized Telecommunications Equipment Distribution Program for citizens of Florida who are Deaf, Hard of Hearing, Deaf/Blind and Speech Disabled. FTRI is also responsible for the education and promotion of the Florida Relay Service.

**Web address:**

<http://www.ftri.org>

**Contact Information:**

1-800-222-3448 (Voice) or 1-888-447-5620 (TTY)

### **Florida Registry of Interpreters for the Deaf**

FRID is the state of Florida's chapter of the national Registry of Interpreters for the Deaf. The main goal of FRID is to create opportunities for interpreters to learn more about interpreting and transliterating, and to ensure that interpreters follow rules appropriate for their job. This includes but is not limited to interpreters of American Sign Language, English, and Spanish sign language.

**Web address:**

<http://www.fridcentral.org/>

**Contact Information:**

(904) 419-FRID or (904) 419-3743

Mailing Address:

*P.O. Box 4500*

*Tampa, FL 33677*

### **Florida Department of Health**

The mission of the Florida Department of Health (DOH) is to protect and promote the health of all residents and visitors in the state through organized state and community efforts, including cooperative agreements with counties.

**Web Address:**

<http://www.doh.state.fl.us>

**Contact Information:**

Phone: 850 -245-4444

Mailing Address:

*2585 Merchants Row Boulevard*

*Tallahassee, FL*

### **Agency for Health Care Administration**

The Agency for Health Care Administration (AHCA) champions accessible, affordable, quality health care for all Floridians. AHCA is committed to providing the best quality service to citizens.

Whether you're a consumer, health care provider, practitioner, or researcher, you will find important and useful materials including: health facility regulation, long term care services, managed health care, Medicaid services, statistics, certificates of need, complaint and information call center, and more!

**Web address:**

<http://ahca.myflorida.com/>

**Contact Information:**

Consumer Complaint, Publication and Information Call Center: (888) 419-3456

*Agency for Health Care Administration*

*2727 Mahan Drive*

*Tallahassee, FL 32308*

### **Florida Division of Vocational Rehabilitation**

Mission Statement: To provide services to eligible individuals with physical and/or mental impairments that will enable an individual to achieve an employment goal and/or enhance their independence.

**Web address:**

<http://www.rehabworks.org>

**Contact Information:**

(850) 245-3399 (Voice/TDD)

(800) 451-4327 (Voice/TDD)

Mailing Address:

*Division of Vocational Rehabilitation Headquarters Office  
2002 Old Saint Augustine Road, Building A  
Tallahassee, Florida 32301-4862*

**Florida Alliance for Assistive Services and Technology (FAAST):**

**Our Mission** is to improve the quality of life for all Floridians with disabilities through advocacy and awareness activities that increase access to and acquisition of assistive services and technology.

**Web address:**

<http://www.faast.org/>

**Contact Information:**

(850) 487-3278

1-888-788-9216

TDD: (877) 506-2723

FAX: (850) 575-4216

**Mailing Address:**

*Florida Alliance for Assistive Services and Technology*

*3333 W Pensacola Street Building 100 Suite 140*

*Tallahassee, FL 32304-2800*

**McKay Scholarships for Students with Disabilities Program**

The John M. McKay Scholarship Program allows parents of students with disabilities to choose the best learning environment for their children. The parent of a Florida public school student who is dissatisfied with the student's progress may request a McKay Scholarship to enroll in and attend a private school or choose another public school that better suits the student's needs.

**Web address:**

[www.mckayscholarship.com/](http://www.mckayscholarship.com/)

**Contact Information:**

**Mailing Address:**

*35246 US Highway 19 N, Suite 254*

*Palm Harbor, FL 34684*

## FEDERAL AGENCIES

### Social Security Administration

Section 504 of the Rehabilitation Act of 1973, as amended, requires the Social Security Administration (SSA) to provide customers who are Deaf/HH/DB with certified/qualified interpreters, auxiliary aids and/or services when necessary.

**Web address:**

<http://www.ssa.gov>

**Contact information:**

1-800-772-1213

1-800-325-0778 (TTY)

### National Association of the Deaf (NAD)

*Mission Statement:* The mission of the National Association of the Deaf is to preserve, protect and promote the civil, human and linguistic rights of deaf and hard of hearing people in the United States of America.

**Web address:**

<http://www.nad.org/>

**Contact:**

TTY: 301.587.1789

Voice/VP: 301.587.1788

Fax: 301.587.1791

Mailing Address:

*National Association of the Deaf*

*8630 Fenton Street, Suite 820*

*Silver Spring, MD 20910*

### US Department of Health and Human Services

The Department of Health and Human Services (HHS) is the United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves.

**Web address:**

<http://www.hhs.gov>

**Contact Information:**

Toll Free: 1-877-696-6775

Mailing Address:

*The U.S. Department of Health and Human Services*

*200 Independence Avenue, S.W. Washington, D.C. 20201*

# ORGANIZATIONS

## State Organizations

### **Advocacy Center for Persons with Disabilities**

Address: 2671 Executive Center, Circle West, Suite 100 Tallahassee, FL 32301-5092

Phone: 1-(800) 342-0823 (voice) or 1-800-346-4127 (TDD)

Website: "<http://www.advocacycenter.org>"

#### Description:

The Advocacy Center for Persons with Disabilities is a not-for-profit organization that houses eight federally mandated programs to help protect the legal, human and civil rights of individuals with disabilities. These programs are: *The Technology Assistance Program (TAP)*, *Protection and Advocacy of Individual Rights (PAIR)*, *Client Assistance Program (CAP)*, *Protection and Advocacy for Individuals with Developmental Disabilities (PADD)*, *Protection and Advocacy for Individuals with mental Illness (PAIMI)*, *Protection and Advocacy for Beneficiaries of Social Security (PABSS)*, *Protection and Advocacy for Individuals with Traumatic Brain Injuries (PATBI)*, and *Protection and Advocacy for Voting Access (PAVA)*. The mission of the Advocacy Center is to advance the dignity, equality, self-determination, and expressed choices of individuals with disabilities. The Center promotes, expands, protects and seeks to ensure the human and legal rights of individuals through the provision of information and advocacy. The Center will carry out this mission in partnership with individuals with disabilities. Service may be delivered through a variety of means including case investigation, negotiation or mediation on the individual's behalf, and administrative and legislative advocacy. When determined to be appropriate by the Executive Director, individuals may also receive legal services, including advice, counseling, and individual case representation. A decision to provide class representation may be provided only with the consent of the Board of Directors. However, prior to the use of litigation as a strategy, the Center will seek first to use alternative means of dispute resolution. For more information on services available, please visit the website listed above.

### **Alexander Graham Bell Association of Florida**

Address: P.O. Box 430847 Miami, FL 33243-0847

Phone: 305-243-6221

Website: <http://www.agbellflorida.org>

Email: [info@agbell.org](mailto:info@agbell.org)

#### Description:

The Alexander Graham Bell Association of Florida is a chapter of the National Alexander Graham Bell Association for the Deaf and Hard of Hearing. Their mission is: Advocating Independence through Listening and Talking. They strive to help families, health care providers and education professionals understand childhood hearing loss and the importance of early diagnosis and intervention. Support advocacy, education, research and financial aid, to ensure that every child an adult with hearing loss has the opportunity to listen, talk and thrive in mainstream society.

### **Association for Late Deafened Adults-Florida Suncoast Chapter (ALDA-FL)**

Address: ALDA-Suncoast of Florida P. O. Box 4118 Clearwater, FL 33758

Website: <http://www.deafnonprofit.net/alda-fl/index.html>

Email: [aldasuncoast@yahoo.com](mailto:aldasuncoast@yahoo.com)

Description:

The Association for Late Deafened Adults- Florida Suncoast Chapter (ALDA-FL) is a support group for late-deafened adults. Its mission is to provide opportunities for late-deafened and hard of hearing people to socialize in ways that return a sense of normalcy, a sense of belonging. The group meets in Pinellas County, Florida (Tampa Bay) once a month to learn and share each other's experiences. The meetings are real-time captioned so no one feels left out. They consist of guest speakers, announcements of upcoming events and members sharing their own stories of deafness. They also have "silent coffees", trips to area sights, picnics, bike rides, and other accessible HYPERLINK "http://www.deafnonprofit.net/alda-fl/ecal.html"social events. Please visit the website above for more information and schedules of events.

**Barton G. Kids Hear Now (KHN) Foundation Family Resource Center**

KHN was established to create a seamless process that takes into account the social and emotional aspects of deaf children and their families while providing the most current medical technology available. Dedicated to making a difference in the lives of children with hearing loss, KHN serves as a hub and a home deaf children and their families aiding in the transition from a silent world into a world of sound and life through the use of cochlear implant technology.

Ivette Cruz, PhD.

Directory/Barton G. Kids Hear Now Family Resource Center

University of Miami Ear Institute

1-888-9COCHLEAR

<http://otolaryngology.med.miami.edu/ear-institute/barton-g-cochlear-implant-family-resource-center/>

**Beginnings for Parents of Children Who Are Deaf or Hard of Hearing Communications Access Inc. (CAI)**

Website: <http://www.ncbegin.org/>

Phone: 1-800-541-HEAR

Description:

Beginnings for Parents of Children Who are Deaf or Hard of Hearing, Inc., has served families as a non-profit organization since 1987. It was established to provide emotional support and access to information as a central resource for families with deaf or hard of hearing children, age birth through 21. Beginnings provide an impartial approach to meeting the diverse needs of these families and the professionals who serve them. Beginnings was founded on the premise that parents, given accurate, objective information about hearing loss, could make sound decisions for their child. These decisions involve placement, communication methodology and related service needs. These services are also available to deaf parents who have hearing children. The mission of BEGINNINGS is to inform and empower parents as they make decisions about their child. In addition, BEGINNINGS is committed to providing technical assistance to professionals who work with these families to help the children achieve full participation in society.

**Florida Association of the Deaf**

Address: 7852 Mansfield Hollow Rd. Delray Beach, Florida 33446

Website: "http://www.fadcentral.org/"

Description:

The Florida Association of the Deaf, Inc. (FAD) is affiliated with the National Association of the Deaf (NAD) and seeks to: promote and safeguard the educational system for self-preservation; promote awareness of communication difficulties, and methods; promote in the use of communication devices; promote in the use of protective signaling devices (smoke detectors, alarms, and others); serve as a watchdog of legislation or practices that may affect Deaf, Hard of Hearing and Late Deafened individuals;

**Commented [Y5]:** Please look in Dr. Simon's assignments listing of educational options for Florida's Beginnings phone number. This should be FL and not NC

support, with reason, all phases of various organizations and associations working with and for the Deaf, Hard of Hearing and Late Deafened individuals; support fully the affiliated clubs and Associations of the Deaf in Florida in their efforts to bring about greater civic and social interaction of the Deaf, Hard of Hearing and Late Deafened community. The FAD is an organization that promotes Deaf, Hard of Hearing, and Late Deafened Floridians to interact with each other as well as with the hearing community, legislature and agencies/organizations serving Deaf, Hard of Hearing, and Late Deafened citizens.

**Florida Court Reporter's Association (CART Information)**

Address: 222 South Westmonte Drive, Suite 101 Altamonte Springs, FL 32714

Website: <http://fcraonline.org/>

Phone: (407) 774-7880

Executive Director (Marna Krot)

Email: HYPERLINK "mailto:mkrot@kmgnet.com" [mkrot@kmgnet.com](mailto:mkrot@kmgnet.com)

Description:

The Florida Court Reporters Association (FCRA) is a non-profit corporation that exists to advance and perfect the science and art of shorthand verbatim reporting in all its facets, phases, and aspects. It also works to foster and maintain the honor and integrity of the court reporting profession while actively serving the public and judicial system of the State of Florida. They offer many resources to students and members. For a full listing of these services and to obtain more information, please visit the website listed above.

**Florida Deaf Blind Association**

Website: <http://fldeafblind.org/>

Email: Links corresponding to individuals are provided on the website listed above.

Description:

The mission of the Florida Deaf-Blind Association (FDBA) is to enhance independence through economic and social opportunities for all people who are Deaf-Blind in Florida. This is accomplished through education and advocacy for people who are deaf-blind in their community. FDBA works to educate the general public about deaf-blindness so that all Floridians may better understand the needs of the Deaf-Blind community in order to lend their support.

**Find an Independent Living Center**

Independent Living Centers in Florida:

Website: "<http://www.ilusa.com/links/ilcenters.htm>" \ "FL"<http://www.ilusa.com/links/ilcenters.htm#FL>

More on Independent Living Centers:

"<http://www.ilusa.com/>"[www.ilusa.com](http://www.ilusa.com/)

Description:

Independent Living Centers are typically non-residential, private, non-profit, consumer-controlled, community-based organizations providing services and advocacy by and for persons with all types of disabilities. Their goal is to assist individuals with disabilities to achieve their maximum potential within their families and communities. Independent Living Centers also serve as a strong advocacy voice on a wide range of national, state and local issues. They work to assure physical and programmatic access to housing, employment, transportation, communities, recreational facilities, and health and social services. These are just a few of the services offered.

**Florida Telecommunications Relay, Inc. (FTRI)**

Address: 1820 East Park Avenue Suite 10 Tallahassee, FL 32301

Website: <http://www.ftri.org/>

Voice: 1-800-222-3448

TTY: 1-888-447-5620

Description:

HYPERLINK "<http://www.ftri.org/>" Florida Telecommunications Relay, Inc. (FTRI) is a statewide not-for-profit organization that administers the Specialized Telecommunications Equipment Distribution Program for citizens of Florida who are Deaf, Hard of Hearing, Deaf/Blind and Speech Impaired. The equipment distribution program distributes specialized equipment for residents of Florida who are Deaf, Hard of Hearing, Deaf/Blind or Speech Impaired. The equipment is on loan to the individual for as long as they need it. FTRI has contracted with 23 nonprofit organizations throughout the state to be Regional Distribution Centers (RDCs) to meet the needs of hearing and speech impaired residents. At the RDC, you can have your equipment application processed, see a demonstration of your equipment, pick up your requested FTRI equipment, receive equipment training, receive ongoing equipment maintenance service, and obtain other local support services. For more information, please visit the website listed above.

**Find a Deaf Service Center**

Website to Find Deaf Service Centers in Florida: <http://www.fldsca.org/>

Description:

Florida, unlike many other states, does not have a state-funding stream for services to individuals who are deaf, hard of hearing, late deafened or deaf blind. As a result, there are a number of private organizations located in some, but not all, parts of the state that provide social services related to hearing loss. In many parts of Florida, Deaf Service Centers provide programs and services related to hearing loss and its effects on the individual and those with whom they need to communicate. In addition, many deaf service centers serve as regional distribution centers for the Florida Telecommunications Relay Inc., and distribute amplified telephones and other specialized equipment to qualified Florida residents at no charge. In areas where there is no deaf service center, limited services, including equipment distribution and advocacy may be provided through centers for independent living or other agencies that provide services to individuals with disabilities. The HYPERLINK "<http://www.fldsca.org/>" Deaf Service Center Association of Florida provides a listing of member organizations, and can be accessed through the website listed above.

**Florida Deaf Service Center Association (DSCA)**

Address: 8610 Galen Wilson Blvd. Building B. Suite 100 Port Richey, FL 34668

Website: <http://www.fldsca.org/>

Phone: 866-685-9477

Description:

The Florida Deaf Service Center Association works together as a unit to share ideas and programs to assist the three million Florida residents who are deaf or hard of hearing. Their agencies are spread across the entire state of Florida to better serve Florida's deaf and hard of hearing community. They operate under the mission of unifying the leadership of member Deaf and Hard of Hearing service agencies in order to support consistent services in Florida. To find a center near you, please visit the website above.

### **Deaf Service Centers, Centers for Independent Living, Mental Health Programs**

Website: "<http://www.fccdhh.org/pages/deaf-service-centers-centers-for-independent-living-mental-health-programs.html>"

Description:

These organizations are grouped according to their locations by county within each of the eight districts of the Department of Labor and Employment Security Division of Vocational Rehabilitation. Service centers are grouped into 8 districts depending on location of your residence. Please visit the website above for a listing of these centers in your area.

### **Florida Hands and Voices**

Address: P.O. Box 620756 Oviedo, FL 32762-0756

Website: <http://www.flhv.org/>

Phone: 407-803-2499

Email: <mailto:flhandsandvoices@live.com>"[flhandsandvoices@live.com](mailto:flhandsandvoices@live.com)

Description:

Florida Hands & Voices is a state chapter of the nationwide organization, Hands & Voices, a non-profit organization dedicated to supporting families and their children who are deaf or hard of hearing, as well as the professionals who serve them. They are a parent-driven, parent/professional collaborative group that is unbiased towards communication modes and methods. They believe that what works for your child is what makes the choice right. Their diverse membership includes those who are deaf or hard of hearing and their families who communicate orally, with American Sign Language, cued speech, or with a combination of communication methods. The growing membership of Florida Hands & Voices is dedicated to spreading the word about the organization and bringing Florida families together for support. The chapter includes parents, children, professionals, students and deaf adults. This website is a place where you can access important resources, gather information on upcoming events and ultimately connect with families of children who are deaf or hard of hearing.

### **Florida Registry of Interpreters for the Deaf (FRID)**

Address: P.O. Box 4500 Tampa, FL 33677

Website: <http://www.fridcentral.com/>

Phone: 904-419-3743

Description:

Under their mission, the Florida Registry of Interpreters for the Deaf (FRID) strives to initiate, sponsor, promote, and execute policies and activities that shall further the profession of interpreting and transliterating, to include, but not be limited to American Sign Language, English, and Spanish. FRID works collaboratively with organizations in Florida to improve the professional lives of interpreters and to improve the quality and accessibility of interpreting services for the deaf and hard-of-hearing individuals living in Florida. FRID has more than 950 members. FRID administers two written and performance tests for interpreters in the community and educational settings. Florida RID is the leader in setting the standard for educational interpreters by promulgating a Code of Ethics for those professionals. In addition, FRID provides at least 5 scholarships to its members each year for the following: the written RID test, the RID CI and CT performance tests, as well RID's CDI, OTC, and SC:L, the Florida EIE test and the Florida QA test.

### **Hearing Loss Association of Florida (HLA-FL)**

Formerly Self Help for Hard of Hearing People Website: "<http://www.hearinglossfl.org/>" Chapter

Listings: <http://www.hearinglossfl.org/html/chapters.htm>

National E-mail Listing: [info@hearingloss.org](mailto:info@hearingloss.org)

**Description:**

The national organization, Hearing Loss Association of America, is the nation's largest organization for people with hearing loss. The philosophy of HLAA is to open the world of communication for people with hearing loss through information, education, advocacy and support. The Florida region for the HLAA assists the national organization with their mission. Chapters are local or area-wide organizations offering regularly- scheduled meetings and programs. The Chapters offer emotional support, camaraderie, tips and techniques for living with hearing loss, and technical information about hearing assistance devices. The Hearing Loss Association of Florida, Inc. (HLA-FL) serves the needs of all people with hearing loss throughout the State of Florida, by providing information and educational support, public awareness and both legislative and public policy advocacy of issues related to assuring equal access, opportunity and protection for the quality of life of individuals with hearing loss.

**Vocational Rehabilitation of Florida**

Address: Division of Vocational Rehabilitation, Florida Department of Education, Tallahassee, FL 32301

Website: <http://www.rehabworks.org/deaf.shtml>

Phone: (800) 451-4327

**Description:**

Vocational Rehabilitation (VR) of Florida is a branch of a federal-state program that works with people who have physical or mental disabilities to prepare for, gain or retain employment. VR works to help people with disabilities find meaningful careers. In addition to the general customer employment program, VR has specific programs designed to help eligible people with disabilities become employed. Of these, VR has counselors who are specially trained to understand the needs and abilities of people who are Deaf or hard of hearing, including counselors who use American Sign Language. They provide services to address hearing loss issues in the workplace, as well as guidance and counseling on how to cope with hearing loss. In addition, VR can provide interpreting services for job interviews and may provide employers and co-workers training on how to communicate with those who are Deaf. For more information on these services, please visit the website listed above.

## National Organizations

**Hearing Loss Association of America (HLAA)**

Formerly Self Help for Hard of Hearing People

Address: 7910 Woodmont Avenue, Suite 1200 Bethesda, MD 20814

Phone: (301) 657-2248

Website: [www.hearingloss.org](http://www.hearingloss.org)

Chapter Listings: [www.hearingloss.org/chapters/index.asp](http://www.hearingloss.org/chapters/index.asp).

**Description:**

Hearing Loss Association of America (HLAA) is the nation's largest organization for people with hearing loss. The HLAA reaches people with hearing loss through its network of more than 200 local chapters and state organizations. All HLAA state and chapter organization volunteer leaders have direct experience with hearing loss. The philosophy of HLAA is to open the world of communication for people with hearing loss through information, education, advocacy and support. National conferences generate

revenue for the twelve state organizations, raise awareness of HLAA in each state and bring in new members. State organizations run these conferences, build coalitions with other state agencies, promote advocacy and legislation to get hearing aid insurance coverage as well as participate in state advisory boards. State organizations focus on issues common to everyone living within the state. State organizations also build partnerships and coalitions with government agencies and volunteer organizations with similar goals to expand access to mainstream and assistive technologies, enforce existing disability laws, and introduce new legislation, regulations and standards to impact the lives of people with hearing loss. Like National HLAA, HLAA state organizations promote self-advocacy for it's constituents to ensure equal opportunity in the areas of telecommunications, employment, health care, education, and community life. State associations consist of HLAA members and chapters within the state. State offices are appointed by National HLAA and have a volunteer director.

**Alexander Graham Bell Association for the Deaf and Hard of Hearing**

Address: 3417 Volta Place, NW Washington, DC 20007

Website: [www.agbell.org](http://www.agbell.org)

E-mail: <mailto:info@agbell.org>

Voice: (202) 337-5220

TTY: (202) 337 5221

President: Karen Youdelman, Ed.D.

Description:

The Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell) helps families, health care providers and education professionals understand childhood hearing loss and the importance of early diagnosis and intervention. Through advocacy, education, research and financial aid, AG Bell helps to ensure that every child and adult with hearing loss has the opportunity to listen, talk and thrive in mainstream society. With chapters located in the United States and a network of international affiliates, AG Bell supports its mission: Advocating Independence through Listening and Talking!

**American Academy of Audiology**

Address: 11730 Plaza America Drive #300 Reston, VA 20190

Website: [www.audiology.org](http://www.audiology.org)

Voice/TTY: (703) 790-8466

Voice/TTY: (1-800) AAA-2336

FAX: (703) 790-8631

Email: [info@audiology.org](mailto:info@audiology.org)

President: Alison Grimes, Au.D.

Description:

The American Academy of Audiology, the world's largest professional organization of audiologists, is dedicated to providing quality hearing care services through professional development, education, research and increased public awareness of hearing and balance disorders. To learn more about the profession and how audiologists are helping the more than 31 million Americans who live with hearing loss, visit their website, [www.audiology.org](http://www.audiology.org).

**American Association of the Deaf-Blind (AADB)**

Address: 8630 Fenton Street, Suite 121 Silver Spring, MD 20910-3803

P.O. Box 2831 Kensington, MD 20891

Website: [www.aadb.org](http://www.aadb.org)

TTY: (301) 495-4402

Voice: (301) 495-4403

FAX: (301) 495-4404

**Commented [Y6]:** Add the Florida state AAA, also include FLASHA

Email: [AADB-info@aadb.org](mailto:AADB-info@aadb.org)

President: Arthur Roehrig

Description:

American Association of the Deaf-Blind (AADB) is a national consumer organization of, by, and for deaf-blind Americans and their supporters. "Deaf-blind" includes all types and degrees of dual vision and hearing loss. Membership consists of deaf-blind people of diverse backgrounds, as well as family members, professionals, interpreters, and other interested supporters. Their mission is to ensure that all deaf-blind persons achieve their maximum potential through increased independence, productivity, and integration into the community. Biennial conventions provide a week of workshops, meetings, tours, and recreational activities. Other services include informational materials, information and referral, advocacy, education and outreach, and a membership drive. In addition, we have two special projects: A National Task Force on Deaf-Blind Interpreting, whose goal is to increase the number of interpreters working with deaf-blind people; and a partnership with The American Red Cross, where people from either organization can participate in the other's programs and services.

#### **American Deafness and Rehabilitation Institute (ADARA)**

Professionals Networking for Excellence in Service Delivery with Individuals who are Deaf or Hard of Hearing

Address: P.O. Box 480 Myersville, MD 21773

Website: "<http://www.adara.org>"

Email: [ADARAorgn@aol.com](mailto:ADARAorgn@aol.com)

President: David Tout

Description:

American Deafness and Rehabilitation Institute (ADARA) is a partnership of national organizations, local affiliates, professional sections, and individual members working together to support social services and rehabilitation delivery for deaf and hard of hearing people. ADARA's mission is to facilitate excellence in human service delivery with individuals who are Deaf or Hard of Hearing. This mission is accomplished by enhancing the professional competencies of the membership, expanding opportunities for networking among ADARA colleagues and supporting positive public policies for individuals who are Deaf or Hard of Hearing. In achieving the mission, ADARA members are committed to: full access for members to all aspects of the organization's business, including Board matters, conference planning, presentations and journal publications, recognizing and affirming the ethnic, racial, and cultural diversity of the membership, and fostering an inclusive language community through the use of American Sign Language, signed communication, and other communication strategies used by all members at ADARA events in order to strive for barrier-free communication.

#### **American Society for Deaf Children**

Address: 3820 Hartzdale Drive Camp Hill, PA 17011

Website: [www.deafchildren.org](http://www.deafchildren.org)

Voice/TTY: (866) 895-4206

Voice/TTY: (717) 703-0073

Fax: (717) 909-5599

Email: [ASDC1@aol.com](mailto:ASDC1@aol.com)

President: Beth Benedict

Description:

The American Society for Deaf Children (ASDC) is a nonprofit parent-helping-parent organization promoting a positive attitude toward signing and deaf culture. Also provides support, encouragement, and current information about deafness to families with deaf and hard of hearing children.

#### **American Speech-Language-Hearing Association (ASHA)**

Address: 2200 Research Blvd. Rockville, MD 20850

Website: [www.asha.org](http://www.asha.org)

Voice/TTY: (800) 638-8255 (Consumers)

Voice/TTY: (800) 498-2071

TTY: (301) 897-5700

FAX: (301) 296-8580

PRESIDENT: Catherine H. Gottfred

Email: [actioncenter@asha.org](mailto:actioncenter@asha.org)

Description:

The American Speech-Language-Hearing Association (ASHA) is a professional and scientific organization for speech-language pathologists and audiologists concerned with communication disorders. ASHA provides informational materials and a toll-free helpline for consumers to inquire about speech, language, or hearing problems. Also provides referrals to audiologists and speech-language pathologists in the United States.

**Association of Late-Deafened Adults (ALDA)**

Address: 8038 Macintosh Lane Rockford, IL 61107

Website: [www.alda.org](http://www.alda.org)

Chapter Listings:

[www.alda.org/index.php?option=com\\_content&view=article&id=52&Itemid=83](http://www.alda.org/index.php?option=com_content&view=article&id=52&Itemid=83)

Voice/TTY: (866) 402-2532

Voice/TTY in IL: (815) 332-1515

Email: [info@alda.org](mailto:info@alda.org)

President: Bernie Palmer

The Association of Late-Deafened Adults (ALDA) supports the empowerment of people who are deafened. This organization provides resources and information and promotes advocacy. ALDA focuses on increasing public awareness of the special needs of adults who are late-deafened. International resources and information centers are available for adults who are late-deafened.

**Barton G. Kids Hear Now (KHN) Foundation Family Resource Center**

**KHN was established to create a seamless process that takes into account the social and emotional aspects of deaf children and their families while providing the most current medical technology available. Dedicated to making a difference in the lives of children with hearing loss, KHN serves as a hub and a home deaf children and their families aiding in the transition from a silent world into a world of sound and life through the use of cochlear implant technology.**

**Ivette Cruz, PhD.**

**Directory/Barton G. Kids Hear Now Family Resource Center**

**University of Miami Ear Institute**

**1-888-9COCHLEAR**

**<http://otolarvngology.med.miami.edu/ear-institute/barton-g-cochlear-implant-family-resource-center/>**

**Captions, Inc.**

Address: 640 South Glenwood Place Burbank, CA 91506

Website: "<http://www.captionsinc.com/>"

Phone: 800-CAPTION

Voice: 818-260-2700

Fax: 818-260-2821

Email: "<mailto:captions@captionsinc.com>" \o "<mailto:captions@captionsinc.com>"

Description:

Captions, Inc.'s mission statement is to lead the industry with service, quality, and cutting-edge technology at a reasonable price. Captions, Inc. is a leading provider of captioning and subtitling services to movie studios, post-production houses, independent filmmakers, theaters, museums, broadcast and cable networks. Since 1986 Captions have been developing high-end, innovative solutions for the worldwide entertainment industry from our Hollywood-area headquarters. Their captions and subtitles work with broadcast and cable NTSC, PAL, SDTV, DVD, HDTV, Blu-ray Disc, film and digital cinema, web video, museum and park kiosks, emerging technologies. Captions were the first commercial enterprise to supply closed captioning to the movie and TV industries, and the first to provide DVD subtitles. Their specialty is high-end captioning and subtitling for jobs that have to be done right. We at Captions, Inc. understand that you can not settle for anything less than world-class product, linguistically and visually perfect, fast and hassle-free, at a fair price.

**Center on Deafness Inland Empire (CODIE)**

Address: 3576 Arlington Avenue, Suite 211 Riverside, CA 92506

Website: "<http://codie.org/>"

Voice: (951) 275-5000

TDD: (951) 275-0640

VP: (951) 801-5674

Fax: (951) 275-0055

Email: "<mailto:info@codie.org>"

Description:

The Center On Deafness – Inland Empire (CODIE) is a non-profit community based service agency whose mission is to enable deaf, hard-of-hearing, and deafened adults to live independent, productive lives, with full access to the services and opportunities available to people who hear. Over the years, CODIE, through its legislative and judicial client service provision, has dramatically improved the quality of life for deaf and hard of hearing persons and their families. Services for individuals include advice and referrals for general legal problems as well as representation in cases of discrimination and special education. CODIE also serves as an advocate/liaison for social security recipients and to parents planning their deaf child's education (IEP). Center On Deafness – Inland Empire's peer counselors, communicating in the client's preferred mode, teach independent living skills, provide information, and emotional support, and help in time of crisis. Clients come to CODIE for housing concerns, consumer protection, educational questions or any other social or economic concerns they may have. Center On Deafness – Inland Empire, Community Education follows two paths, consumer education to the Deaf Community and education to the hearing community. Through workshops and individual activities, the Deaf Community gains information to help them make informed choices and decisions, and the hearing community is afforded the opportunity to appreciate the depth and breadth of the Deaf Community.

**Conference of Educational Administrations of Schools and Programs for the Deaf, Inc.**

Address: P.O. Box 1778 St. Augustine, FL 32085-1778

Website: "<http://www.ceasd.org>"

Voice/TTY: (904) 810-5200

Fax: (904) 810-5525

Email: [nationaloffice@ceasd.org](mailto:nationaloffice@ceasd.org)

President: James Tucker

Conference of Educational Administrations of Schools and Programs for the Deaf, Inc. focuses on improvements in the education of deaf and hard of hearing people through research, personnel development, advocacy, and training.

**Deaf Linx**

Website "<http://www.deaflinx.com/>"

Email: [webmaster@deaflinx.com](mailto:webmaster@deaflinx.com)

Description:

Deaf Linx is your resource for information on deafness, deaf culture, American Sign Language (ASL) and all other related topics. Deaf Linx firmly believes that deafness is not a disability, but a condition that produces a sub-culture that should be celebrated. Many people are unaware of all the accomplishments that deaf individuals have made and the unique ways in which they have come together to create a distinctive identity. Whether you are a deaf person or someone with hearing loss, looking for other individuals in your area, or you just want to learn about deaf culture or deaf society, our resources on deafness are for you. Deaf Linx is designed to be a one-stop shop for legal deaf cultural resources, American Sign Language (ASL) resources, deaf education, and deaf services. Health care, government assistance, real estate access, insurance, and travel also may create issues that uniquely affect deaf people and their families.

**Deaf Seniors of America (DSA)**

Website: <http://www.deafseniors.org/>

Social Gathering Sites:

[http://www.deafseniors.org/index.php?option=com\\_content&view=article&id=51&Itemid=68](http://www.deafseniors.org/index.php?option=com_content&view=article&id=51&Itemid=68)

President: James Potter, President

Description:

Deaf Seniors of America (DSA) is a membership non-profit organization that was established after its first conference in 1992. Originally called the National Association of Deaf Seniors Citizens (NADSC), the current name was adopted in 1997. The mission of DSA is to improve the quality of life for senior citizens who are deaf by providing seminars dealing with issues impacting their well-being and safety; conducting awareness projects or activities among decision makers, providers of service and the general public regarding their unique needs, and; acquainting those senior citizens with national, state, and local resources that will contribute to their positive image and fuller participation in the mainstream society. DSA carries out its mission through conferences, newsletters, and other communications with its members. Members must be aged 50 or older to join.

**Gallaudet University**

Address: 800 Florida Avenue, NE Washington, DC 20002-3695

Website: [www.gallaudet.edu](http://www.gallaudet.edu)

Voice/TTY: (202) 651-5000

Email: [public.relations@gallaudet.edu](mailto:public.relations@gallaudet.edu)

President: T. Alan Hurwitz

Description:

Gallaudet University is the world's only four-year liberal arts university for students who are deaf or hard of hearing. Established in 1864 by an act of Congress, Gallaudet offers more than 50 undergraduate and graduate degree programs and numerous continuing education and summer courses. The University disseminates information through such units as the Gallaudet Bookstore, Gallaudet University Press, Gallaudet Research Institute and the Laurent Clerc National Deaf Education Center's Publications and Information Dissemination office.

**Gallaudet University Alumni Association**

Gallaudet University

Address: 800 Florida Avenue, NE Washington, DC 20002-3695

Website: [alumni.gallaudet.edu](http://alumni.gallaudet.edu)

Voice/TTY: (202) 651-5060

FAX: (202) 651-5062

Description:

Gallaudet University Alumni Association (GUAA) represents more than 15,000 alumni of Gallaudet University across the United States and around the world. The GUAA, which is governed by an elected board of directors, provides a variety of services that support and benefit the University, the alumni, and the general deaf community.

**Hearing Loss Association of America**

Address: 7910 Woodmont Avenue, Suite 1200 Bethesda, MD 20814

Website: [www.hearingloss.org](http://www.hearingloss.org)

Voice: (301) 657-2248

TTY: (301) 657-2249

FAX: (301) 913-9413

Email: [info@hearingloss.org](mailto:info@hearingloss.org)

President: Anne T. Pope

Hearing Loss Association of America promotes awareness and information about hearing loss, communication, assistive devices, and alternative communication skills through publications, exhibits, and presentations.

**Center for the Hearing and Communication (CHC)**

New York Address: 50 Broadway, 6th Floor New York, NY 10004

Voice: (917) 305-7700

TTY: (917) 305-7999

Fax: (917) 305-7888

Florida Address: 2900 West Cypress Creek Blvd. Suite 3 Fort Lauderdale, FL 33309

Voice/TTY: (954) 601-1390

Direct TTY: (954) 601- 1938

Fax: (954) 601- 1399

Email: [postmaster@lhh.org](mailto:postmaster@lhh.org)

Website: [www.lhh.org](http://www.lhh.org)

President: Joseph R. LaBato

The Center for the Hearing and Communication's (CHC) mission is to improve the quality of life for infants, children, and adults with all degrees of hearing loss. We accomplish our mission by providing hearing rehabilitation and human services for people who are hard of hearing or deaf, and their families, regardless of age, ability to pay, or mode of communication, and by striving to empower consumers to achieve their potential. Our leadership is exemplified by adhering to the highest clinical standards, conducting extensive hearing conservation and public education programs about hearing. And developing best practice models for disciplines that relate to hearing and research.

**National Association of the Deaf (NAD)**

Address: 8630 Fenton Street, Suite 820 Silver Spring, MD 20910

Voice: (301) 587-1788

TTY: (301) 587-1789

FAX: (301) 587-1791

Email: [www.nad.org/contactus](http://www.nad.org/contactus)

Website: [www.nad.org](http://www.nad.org)

Florida Chapter Affiliate: [www.fadcentral.org/](http://www.fadcentral.org/)

President: Bobbie Beth Scoggins

Description:

The National Association of the Deaf (NAD), founded in 1880, safeguards the civil rights of deaf and heard of hearing Americans. This consumer organization and national federation of state associations, organizational and corporate affiliates advocates equal access for deaf and hard of hearing individuals in the areas including, but not limited to, education, employment, telecommunication, human services and rehabilitation. Through the NAD Interpreter Assessment and Certification Program, NAD provides evaluation and certification of qualified candidates to serve as sign language interpreters.

**National Black Deaf Advocates (NBDA)**

Address: P.O. Box 1126 Asheville, NC 28802

Website: [www.nbda.org](http://www.nbda.org)

Email: [President@nbda.org](mailto:President@nbda.org)

President: Ernest E. Garrett III

Description:

The National Black Deaf Advocates (NBDA) promotes leadership, deaf awareness, and active participation in the political, educational, and economic processes that affect the lives of black deaf citizens. Programs include YES (Youth Employment Summit) for deaf youth. Currently have 28 chapters in the United States and the Virgin Islands.

**National Catholic Office of the Deaf**

Address: 7202 Buchanan Street Landover Hills, MD 20784-2236

Website: [www.ncod.org](http://www.ncod.org)

Voice/Fax: (301) 577-1684

TTY/VP: (301) 577-4184

Email: [info@ncod.org](mailto:info@ncod.org)

Exec Director: Consuelo Martinez Wild

Description:

The National Catholic Office of the Deaf (NCOD) assists in the coordination of the efforts of people and organizations involved in the church's ministry with deaf and hard of hearing people; serves as a resource center for information concerning spiritual needs and religious educational materials; and assists bishops and pastors with their pastoral responsibilities to people who are deaf or hard of hearing.

**National Center on Elder Abuse (NCEA)**

C/o University of California – Irvine Program in Geriatric Medicine

Address: 101 The City Drive South 200 Building Orange, CA 92868

Website: [http://www.ncea.aoa.gov/NCEARoot/Main\\_Site/Index.aspx](http://www.ncea.aoa.gov/NCEARoot/Main_Site/Index.aspx)

Email us: "<mailto:ncea-info@aoa.hhs.gov>" \o "Send an Email"

Phone: 1-855-500-3537 (ELDR)

Fax: 714-456-7933

Description:

The National Center on Elder Abuse (NCEA) serves as a national resource center dedicated to the prevention of elder mistreatment. NCEA's mission states that national, state, and local partners in the field will be fully prepared to ensure that older Americans will live with dignity, integrity, independence, and without abuse, neglect, and exploitation. To carry out its mission, the NCEA disseminates elder abuse information to professionals and the public, and provides technical assistance and training to states and to community-based organizations. The NCEA makes news and resources available on-line and an easy-to-use format; collaborates on research; provides training; identifies and provides information about promising practices and interventions; operates a list-serve forum for professionals; and provides subject matter expertise on program and policy development.

**National Fraternal Society of the Deaf (NFSD)**

Address: 1118 S. 6th Street Springfield, IL 62703

Web Page: <http://www.NFSD.com>

Voice: (217) 789-7429

TTY: (217) 789-7438

Fax: (217) 789-7489

E-mail: [thefrat@NFSD.com](mailto:thefrat@NFSD.com)

Grand President: Al Van Nevel

Description:

Works in the area of life insurance and advocacy for deaf people and has 25 divisions across the country.

**National Theatre of The Deaf (NTD)**

Address: 55 Van Dyke Avenue, Suite 312 Hartford, CT 06106

Web Page: <http://www.ntd.org>

Voice/TTY: (860) 724-5179

Toll free: (800)-300-5179

Fax: (860) 550-7974

E-mail/booking info: [tour@ntd.org](mailto:tour@ntd.org)

E-mail general info: [info@ntd.org](mailto:info@ntd.org)

Description:

Concentrates on artistic and theatrical professional development of deaf actors. Tours the United States and abroad. Also presents Little Theatre of the Deaf productions in schools, theaters, museums, and libraries. Sponsors a professional school, and Deaf Theatre Conference for everyone. Recruiting and outreach.

**Registry of Interpreters for the Deaf, Inc.**

Address: 333 Commerce Street Alexandria, VA 22314

Website: <http://rid.org>

Voice: (703) 838-0030

TTY: (703) 838-0459

FAX: (703) 838-0454

Email: [pr@rid.org](mailto:pr@rid.org)

President: Cheryl Moose, CI and CT

Registry of Interpreters for the Deaf, Inc. (RID), a non-profit organization, is the only national association dedicated to the professional development of interpreters and transliterators. Founded in 1964, RID has played a leading role in establishing a national standard of quality for interpreters and transliterators. The association encourages the growth of the profession, educates the public about the vital role of interpreters and transliterators, and works to ensure equal opportunity and access for all individuals. RID's mission is to provide international, national, regional, state, and local forums and an organizational structure for the continued growth and development of the profession of interpretation and transliteration of American Sign Language and English.

**Rochester Institute for Technology**

NTID Office of Admissions

Address: 52 Lomb Memorial Drive Rochester, New York 14623-5604

Website: [www.rit.edu/NTID/YourChoice](http://www.rit.edu/NTID/YourChoice)

Voice/TTY US: 585-475-6700

Voice/TTY Canada: 1-866-644-6843

Fax: 585-475-2696

Email: [NTIDAdmissions@rit.edu](mailto:NTIDAdmissions@rit.edu)

Description:

Opportunities for deaf and hard-of-hearing students at Rochester Institute of Technology (RIT) are unmatched by any university in the world. RIT provides one of the most accessible education communities in the world for deaf and hard-of-hearing students. RIT is committed to ensuring that a quality education remains within the financial reach of deaf and hard-of-hearing students who have the academic preparation and desire to succeed. Because RIT receives special federal support, students who are deaf or hard-of-hearing pay about one-third of RIT's regular tuition rate. The substantial tuition reduction that deaf and hard-of-hearing students enjoy makes RIT a truly exceptional value. Students at RIT benefit from a world-class private university education at a public college price. In addition to the tuition reduction, a variety of financial aid options are available, including scholarships, grants, loans, state Vocational Rehabilitation support and Supplemental Security Income assistance. RIT's financial aid staff is ready to help you get all the financial assistance you qualify for.

**Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI)**

Address: 8630 Fenton Street, Suite 604 Silver Spring, MD 20910-3803

Website: [www.tdi-online.org](http://www.tdi-online.org)

Voice: (301) 589-3786

TTY: (301) 589-3006

Fax: (301) 589-3797

Video: (301)589-3006

Email: [info@tdi-online.org](mailto:info@tdi-online.org)

Description:

Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI) is a consumer advocacy membership organization that provides leadership in achieving equal access to telecommunications, media, and information technologies for 31 million Americans who are deaf and hard of hearing. TDI educates and encourages consumer involvement regarding legal rights regarding access to technology; provides technical assistance and consultation to industry, associations, and individuals; encourages accessible applications of existing and emerging technologies in all sectors of the community; advises on and promotes the uniformity of standards for technologies; works in collaboration with other deaf and disability organizations, government, industry, and academia; and develops and advocates national policies that support accessibility issues.

**The Caption Center Online**

Address: 125 Western Avenue Boston, MA 02134

Website: <http://www.icdri.org/dhhi/ccowgbh.htm>

WGBH: <http://main.wgbh.org/wgbh/pages/captioncenter/>

Telephone: (617) 300-3600 V/TTY

Fax: (617) 300-1020

TTY: (617) 300-3600 V/TTY

Email: "<mailto:access@wgbh.org>"

Description:

The Caption Center's mission is to provide the widest possible access to television, video, digital media and feature films for deaf and hard-of-hearing people. To fulfill this commitment, The Caption Center dedicates itself to the following goals: Produce captions for the greatest number of television programs, videos, digital media formats and feature films; Heighten awareness of captioning and cultivate caption funders; Develop software and systems to improve the caption production process and develop technologies to better serve the television, video, new media, feature film and deaf and hard-of-hearing communities; Develop new captioning markets and broaden existing ones; Serve as a resource for captioning software, systems and information to consumers and organizations that have an interest in captioning services; Assist in the research and promotion of captioning to serve other populations such as

those struggling with literacy or people learning English as a second language; Examine how knowledge gained from captioning activities can be applied to a wider examination of access to all mass media for diverse populations with other special needs and interests.

**USA Deaf Sports Federation**

Address: 102 North Krohn Place Sioux Falls, SD 57103-1800

Website: <http://www.usdeafsports.org/index.html>

Voice: (605) 367-5760

TTY: (605) 367-5761

FAX: (605) 977-6625

Email: [HomeOffice@usdeafsports.org](mailto:HomeOffice@usdeafsports.org)

USA Deaf Sports Federation governs a body for all deaf sports and recreation in the United States. The federation sponsors U.S. team to the World Games for the Deaf and other regional, national, and international competitions.

**References:**

<http://deafness.about.com/od/articlesandnewsletters/a/nationalorgs.htm>

[http://deafness.about.com/od/deafhohorganizations/Deaf\\_and\\_Hard\\_of\\_Hearing\\_Organizations.htm](http://deafness.about.com/od/deafhohorganizations/Deaf_and_Hard_of_Hearing_Organizations.htm)

<http://www.fccdhh.org/services/state-non-governmental-organizations.html>

<http://www.fccdhh.org/services/national-non-governmental-organizations.html>

<http://www.fccdhh.org/>

## ***FINANCIAL ASSISTANCE***

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### **SOCIAL SECURITY ADMINISTRATION**

#### **FLORIDA TAX EXEMPTION**

- **TAX INCENTIVES FOR IMPROVING ACCESSIBILITY**
- **DISABLED ACCESS TAX CREDIT**
- **TAX DEDUCTION**
- **USING ANNUAL INCENTIVES**
- **SCHOLARSHIPS**

## FINANCIAL ASSISTANCE



### SOCIAL SECURITY ADMINISTRATION

The Social Security Administration (SSA) has adopted an accessibility policy for individuals who are deaf or hard of hearing. This policy is explained below.

#### A. POLICY

As mandated by Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), the Social Security Administration will attempt to ensure maximum accessibility of all SSA programs and proceedings to deaf and hard of hearing persons. This policy provides for the purchase of interpreter service whenever necessary to insure accurate communication.

In no event is a deaf person required to use a sign language interpreter with whom he/she cannot communicate. If the individual or SSA determines that accurate communication is not occurring, the interviewer will terminate the interview until a qualified interpreter (see B.3 below) is located and protect the filing date, if applicable.

The deaf/hard-of-hearing person may provide his or her own sign language interpreter at no cost to SSA. However, the utilization of the services of certified interpreters is the preferred option when available. District and/or branch manager and administrative law judges may authorize payment for sign language interpreter services and related expense whenever necessary. Such payments may be made upon prior approval. This authorization is within the local purchase authority.



## B. DEFINITIONS

1. Sign language interpreter. A sign language interpreter is any person who is capable of sending signs and interpreting for a deaf/hard-of-hearing person, and understanding signs and interpreting from a deaf/hard-of-hearing person, with accuracy.
2. Certified sign language interpreter. A certified sign language interpreter is any person who has been certified by the national Registry of Interpreters for the Deaf or by any State Registry of Interpreter for the Deaf, or named on a list of interpreters compiled by the National Association of the Deaf and/or any State Association of the Deaf.
3. Qualified sign language interpreter. For SSA purposes, a qualified sign language interpreter is any person certified as defined above, or any person who is acceptable both to the deaf/hard-of-hearing individual and the SSA approving official.

Social Security Administrative Program Operating Manual System [POMS] GN 00203.012.

Each Social Security Office should have effective procedures for complying with these requirements, determining the method of communication the deaf person prefers, and procuring interpreter services.

To request an interpreter at a local Social Security office, contact that office directly. Deaf callers may also call 1-800-325-0778 (TTY) and ask for an appointment with an interpreter at a specific local office. The national operator will arrange the appointment through the local office. If a local office refuses to provide an interpreter when requested, the Social Security Administration Office for Civil Rights and Equal Opportunity will accept and investigate complaints against non-complying offices.

To file an official complaint of discrimination against a Social Security office that refuses to provide an interpreter, contact the Social Security Administration at 1-866-574-0374 V, or at the following address:

Social Security Administration  
Office of the General Counsel  
General Law Division  
Room 617, Altmeyer Bldg  
6410 Security Boulevard  
Baltimore, MD 21235

Ask the SSA to send Form SSA-437 (Civil Rights Discrimination Complaint Form).

<http://www.nad.org/issues/civil-rights/rehabilitation-act-1973/ssa-access-policy>

## HOW TO REQUEST A REASONABLE ACCOMMODATION

Social Security is committed to communicating effectively with the public, which includes providing meaningful access to all SSA activities, programs, facilities, and services to persons who are deaf or hard of hearing.

We will provide you, free of charge, with a reasonable accommodation that enables you to participate in, and enjoy the benefits of, Social Security programs and activities. We cannot provide individually prescribed devices or other personal devices, such as hearing aids or cochlear implants.

You may request a reasonable accommodation for an upcoming appointment by calling us toll-free at 1-800-772-1213 or 1-800-325-0778 (TTY), between 7 a.m. and 7 p.m., Monday through Friday. You may also write or visit your local Social Security office.

We currently provide several reasonable accommodation options to ensure that we communicate effectively with you, including:

- a certified and qualified sign language interpreter;
- handwritten notes;
- lip-reading or speech reading; and
- telephone devices for the deaf (TDD or TTY).

You may use your own interpreter, such as a family member, friend, or other third party. However, we will only pay for an interpreter that we hire. Generally, we cannot permit a child younger than age 18 to serve as an interpreter due to the sensitive nature and complexity of Social Security matters.

### Benefits for Children with Disabilities

SSA Publication No. 05-10026, June 2012, ICN 455360



This information is for the parents, caregivers or representatives of children younger than age 18 who have disabilities that might make them eligible for Supplemental Security Income (SSI) payments. It is also for adults who became disabled in childhood and who might be entitled to Social Security Disability Insurance (SSDI) benefits.

This information will help you decide if your child, or a child you know, might be eligible for SSI or Social Security. The pamphlet on the website includes information about the following topics:

- Supplemental Security Income (SSI) payments for children with disabilities
- Social Security Disability Insurance (SSDI) benefits for adults disabled since childhood
- Applying for SSI payments or SSDI benefits and how you can help
- Employment support programs for young people with disabilities
- Medicaid and Medicare
- Children's Health Insurance Program
- Other health care services

<http://www.socialsecurity.gov/pubs/10026.html#a0=-1>

Apply for Disability Benefits

<http://www.socialsecurity.gov/pgm/disability.htm>

### **TAX INCENTIVES FOR IMPROVING ACCESSIBILITY**

Two tax incentives are available to businesses to help cover the cost of making access improvements. The first is a tax credit that can be used for architectural adaptations, equipment acquisitions, and services such as sign language interpreters. The second is a tax deduction that can be used for architectural or transportation adaptations.

(NOTE: A tax credit is subtracted from your tax liability after you calculate your taxes, while a tax deduction is subtracted from your total income before taxes, to establish your taxable income.)



### **ANNUAL INCENTIVES**

The tax credit and deduction can be used annually. You may not carry over expenses from one year to the next and claim a credit or deduction for the portion that exceeded the expenditure limit the previous year. However, if the amount of credit you are entitled to exceeds the amount of taxes you owe, you may carry forward the unused portion of the credit to the following year. For further details and information, review these incentives with an accountant or contact your local IRS office or the national address below.

<http://www.ada.gov/archive/taxpack.htm>

Property Tax Exemptions  
The 2011 Florida Statutes

TAXATION AND FINANCE EXEMPTION

**196.202 Property of widows, widowers, blind persons, and persons totally and permanently disabled.**—Property to the value of \$500 of every widow, widower, blind person, or totally and permanently disabled person who is a bona fide resident of this state shall be exempt from taxation. As used in this section, the term “totally and permanently disabled person” means a person who is currently certified by a physician licensed in this state, by the United States Department of Veterans Affairs or its predecessor, or by the Social Security Administration to be totally and permanently disabled.

History.—s. 12, ch. 71-133; s. 1, ch. 88-293; s. 1, ch. 2001-204; s. 1, ch. 2001-245.

[http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App\\_mode=Display\\_Statute&Search\\_String=196.202&URL=0100-0199/0196/Sections/0196.202.html](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=196.202&URL=0100-0199/0196/Sections/0196.202.html)

Please use the following form to certify total and permanent disability:

PHYSICIAN'S CERTIFICATION OF TOTAL AND PERMANENT DISABILITY  
DR-416

[dor.myflorida.com/dor/forms/2009/dr416.pdf](http://dor.myflorida.com/dor/forms/2009/dr416.pdf)



**DISABLED ACCESS TAX CREDIT**

The Disabled Access Credit (Title 26, IRS Code, Section 44) provides a non-refundable credit for small businesses that incur expenditures for the purpose of providing access to persons with disabilities. An eligible small business is one that earned \$1 million or less or had no more than 30 full time employees in the previous year; they may take the credit each and every year they incur access expenditures. Two tax incentives are available to businesses to help cover the cost of making access improvements, the Disabled Access Tax Credit and the Barrier Removal Tax Deduction. They were created in 1990 to help eligible small businesses cover the costs of disabled access expenditures. Eligible access expenditures are amounts paid or incurred for the purpose of enabling the business to comply with the requirements of the ADA. This includes a variety of expenditures including:

- Removing architectural, communication, physical, or transportation barriers that prevent a business from being accessible to, or usable by, individuals with disabilities

- Providing qualified readers, taped texts, and other effective methods of making materials accessible to people with visual impairments
- Providing qualified interpreters or other effective methods of making orally delivered materials available to individuals with hearing impairments
- Acquiring or modifying equipment or devices for individuals with disabilities
- Providing other similar services, modifications, materials, or equipment

### HEARING AID ASSISTANCE TAX CREDIT ACT

There is a \$500 tax credit bill for hearing aids has been proposed in the House and in the Senate. What would the Hearing Aid Assistance Tax Credit Act do? And, what are the differences in the House and Senate legislation?

- The bill in the House of Representatives (H.R. 1479) would provide a tax credit towards the purchase of each hearing aid of up to \$500 per hearing aid, available once every 5 years. It would be available to 1) individuals age 55 and over, or 2) those purchasing a hearing aid for a dependent. The House bill excludes coverage for those with incomes over \$200,000/year.
- The bill in the Senate (S. 905) would provide a similar tax credit but with no restriction on age or income.

<http://www.hearingaidtaxcredit.org/action.cfm>

#### WRITE CONGRESS NOW!

Contact your Senators and Representatives and let them know how important these bills are you to you or someone you know.

### TAX DEDUCTION



**AS A PERSON WITH A DISABILITY**, you may qualify for some of the following tax deductions, income exclusions, and credits. More detailed information may be found in the IRS publications referenced

**Standard Deduction:** If you are legally blind, you may be entitled to a higher standard deduction on your tax return.

*See IRS Publication 501*

**Commented [Y7]:** Summarize this section: IRS codes may allow you to take a deduction for....bullets. Then refer to the following IRS publications.

**Gross Income:** Certain disability-related payments may be excluded from gross income. Veterans Administration (VA) disability benefits and Supplemental Security Income (SSI) may also be excluded from your gross income.

*See IRS Publication 525*

**Impairment-Related Work Expenses:** If you are an employee and have a physical or mental disability that functionally limits your employment, you may be able to claim business expenses for attendant care at your workplace and other expenses in connection with your workplace that are necessary for you to work.

*See IRS Publication 529*

**Credit for the Elderly or Disabled:** You may be able to claim this credit if you are 65 or older or if you are under 65 and you retired on permanent and total disability.

*See IRS Publication 524*

**Medical Expenses:** are the costs of diagnosis, cure, mitigation, treatment, or prevention of disease, and the costs for treatments affecting any part or function of the body. They include the costs of equipment, supplies, and diagnostic devices needed for these purposes. They also include hearing aid expenses.

*See IRS Publication 502*

**Earned Income Tax Credit (EITC):** is a tax credit for certain people who work and have low earned income. A tax credit usually means more money in your pocket. It reduces the amount of tax you owe. The EITC may also give you a refund.

Many working individuals with a disability that have no qualifying children, who are at least 25 years of age but under 65 years of age, qualify for EITC.

Earnings for EITC purposes can include disability benefits you receive from your employer's disability retirement plan, until you reach minimum retirement age.

EITC has no effect on certain public benefits. Any refund you receive because of the EITC will not be considered income when determining whether you are eligible for the following benefit programs, or how much you can receive from these programs. However, if the amounts you receive are not spent within a certain period of time, they may count as an asset (or resource) and affect your eligibility.

Medicaid and Supplemental Security Income (SSI) In many cases Medicaid may pay for hearing aids, if you are a Medicaid recipient. Please check with your state.

*See IRS Publication 596*

#### **AS A PARENT OF A CHILD WITH A HEARING LOSS YOU**

you may qualify for some of the following tax exemptions, deductions and credits. More detailed information may be found in the IRS publications referenced or consult your tax attorney or certified public accountant.

**Dependents:** You may be able to claim your child as a dependent regardless of age if they are permanently and totally disabled.

Permanently and totally disabled:

He or she cannot engage in any substantial gainful activity because of a physical or mental condition.

A doctor determines the condition has lasted or can be expected to last continuously for at least a year or can lead to death.

**EITC for parents of children with disabilities:** You may qualify for this credit if your qualifying child is permanently and totally disabled, regardless of age, as long as you meet the other requirements.

*See IRS Publication 596*

**Child or Dependent Care Credit:** You may be entitled to this credit if you pay someone to come to your home and care for your dependent or spouse regardless of their age if they are unable to care for themselves. Persons who cannot dress, clean, or feed themselves because of physical or mental problems are considered not able to care for themselves. Also, persons who must have constant attention to prevent them from injuring themselves or others are considered not able to care for themselves.

*See IRS Publication 503*

#### **IDEA and ADA**

- *Your rehabilitation, therapy and or devices services may be covered under Part C and Part B of IDEA or Section 504 A of ADA*
- *Your child may be eligible for children's medical services (CMS) and devices as well as needed service may be covered by CMS.*



#### **SCHOLARSHIPS**

This is a list of sources of financial assistance for deaf and hard of hearing students and for hearing students whose career goals include service to people who are deaf or hard of hearing. All scholarship items listed are annotated. For current information on scholarships and deadlines, contact the sources directly.

Commented [Y8]:

The Workshop, Seminar, and Conference Financial Aid award is offered to offset the costs of attending workshops, seminars, and conferences. Applicants must be parents of a child that is deaf or hard of hearing.

<http://agbellflorida.org/scholarships/>

The John McKay scholarship of Florida program offers excellent opportunities for students with disabilities to make choices regarding their education. Students who have a disability relating to speech, mental function, [hearing](#), [vision](#), or [physical](#) or [emotional functions](#) may apply for these McKay scholarships. Kindergarten students are also able to receive tuition assistance through the McKay scholarship program. These scholarships are effective from the time a student obtains one until he or she graduates from school or returns to a public high school, or until that individual reaches 22 years of age.

[http://unclaimedscholarships.us/?page\\_id=586](http://unclaimedscholarships.us/?page_id=586)

The Freida Gay Amplification and Assistive Devices Award provides help in purchasing ear molds, hearing aids, assistive devices, assistance with repairs, or preliminary cochlear implant evaluation costs.

<http://agbellflorida.org/scholarships/>

The Florida Association of the Deaf, Inc. offers scholarships each year. The exact numbers of scholarships and exact amounts to be awarded each year vary.

<http://www.fadcentral.org/collegescholarsh/index.html>

Sertoma's Scholarship for the Deaf or Hard of Hearing, is the leading funder of the scholarships for deaf and hard of hearing students since the program's inception in 1994. Students with clinically significant bilateral hearing loss, graduating from high school, or undergraduate students pursuing four-year college degrees in any discipline are eligible for the scholarship.

<http://www.sertoma.org/page.aspx?pid=344>

[There are several financial aid programs available for students of various ages \(PreK- 12\) through the Alexander Graham Bell Association for the Deaf and Hard of Hearing.](#)

<http://www.listeningandspokenlanguage.org/Document.aspx?id=478>

The [Alexander Graham Bell Association for the Deaf and Hard of Hearing](#) provides several scholarships for full-time students who are deaf and hard of hearing, use listening and spoken language, and who are pursuing a bachelors, masters or doctorate (not law) degree at an accredited mainstream college or university.

<http://www.listeningandspokenlanguage.org/Document.aspx?id=266>

[Cochlear](#), makers of the Nucleus cochlear implant, provide scholarships to recipients of their products. Applicants may be high school seniors, adult students returning to school, and current college students from around the world. The scholarships are awarded based on academic achievement, leadership, and a commitment to humanity.

<http://www.cochlearamericas.com/support/168.asp>

The Minnie Pearl Scholarship is a four-year, undergraduate scholarship open to D/deaf and hard of hearing students who have been accepted to an accredited four-year college or university in the United States.

<http://hearingbridges.org/scholarships/>

The Millie Brother Scholarship is an annual scholarship awarded to hearing children of deaf adults to help them pursue their education. The scholarship can be used for undergraduate or graduate study.

[http://deafness.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=deafness&cdn=health&tm=249&f=00&su=p284.13.342.ip\\_&tt=2&bt=0&bts=0&zu=http%3A//www.coda-international.org/scholar.html](http://deafness.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=deafness&cdn=health&tm=249&f=00&su=p284.13.342.ip_&tt=2&bt=0&bts=0&zu=http%3A//www.coda-international.org/scholar.html)

The Travelers Protective Association of America established the TPA Scholarship Trust for the Hearing Impaired in 1975 to provide financial aid to children and adults who suffer deafness or hearing impairment and who need assistance in obtaining mechanical devices, medical or specialized treatment or specialized education as well as speech classes, note takers, interpreters, etc. and in other areas of need that are directly related to hearing impairment.

<http://www.tpahq.org/scholarshiptrust.html>

These scholarships along with other resources for scholarships can be found on the following website:

[http://www.cchdwi.org/scholarship\\_listings.php](http://www.cchdwi.org/scholarship_listings.php)

The National Clearinghouse on Postsecondary Education for Individuals with Disabilities, a program of the American Council on Education, The George Washington University, HEATH Resource Center, 2121 K Street, NW Suite 220, Washington DC 20037, Voice/TTY: [202-973-0904](tel:202-973-0904), Voice/TTY Toll Free: [800-544-3284](tel:800-544-3284), Fax: [202-973-0908](tel:202-973-0908), E-mail: [askheath@heath.gwu.edu](mailto:askheath@heath.gwu.edu), Web site: <http://www.heath.gwu.edu>

**The HEATH Resource Center of the George Washington University, Graduate School of Education and Human Development, is the national clearinghouse on postsecondary education for individuals with disabilities. Support from the U.S. Department of Education enables the clearinghouse to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities. The clearinghouse gathers and disseminates information to help people with disabilities reach their full potential through postsecondary education and training.**

## **Scholarships and Financial Awards**

The following scholarships have been created specifically for deaf or hard of hearing students. Most scholarships are based on financial need and academic achievement.

### **Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell)**

Volta Place NW, Washington, DC 20007 Web site: <http://www.agbell.org> AG Bell offers several College Scholarships for undergraduate and graduate study to fulltime students with pre-lingual bi-lateral hearing loss in the severe to profound range who are attending a mainstream accredited college or university.

In addition, the George H. Nofer Scholarship for Law and Public Policy is for full-time graduate students with a moderate to profound bi-lateral hearing loss who are attending an accredited law school or a masters or doctoral program in public policy or public administration.

both scholarship programs are merit-based and extremely competitive. Each program has specific eligibility criteria and deadlines which are subject to change and may vary from year to year. For details about the scholarship programs, please visit the AG Bell website at [www.agbell.org](http://www.agbell.org)

### **GUAA Graduate Fellowship Fund**

Chair, GFF Committee, Peikoff Alumni House, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002-3695 Website: [http://aaweb.gallaudet.edu/Development\\_and\\_Alumni\\_Relations/Alumni\\_Relations/Alumni\\_Association\\_\(GUAA\)/The\\_Centennial\\_Fund/GF\\_Fund.html](http://aaweb.gallaudet.edu/Development_and_Alumni_Relations/Alumni_Relations/Alumni_Association_(GUAA)/The_Centennial_Fund/GF_Fund.html) By agreement between the GUAA and the Board of Trustees of Gallaudet University, the income from the investment of the GFF is used to provide financial assistance to deaf graduates of Gallaudet University and other accredited colleges and universities in pursuit of graduate study at colleges and universities for people who hear normally.

### **International Alumnae of Delta Epsilon Sorority (IADES) Betty G. Miller Fellowship**

**Award** IADES Scholarship Committee, 2453 Bear Den Road, Frederick, MD 21701 TTY: [301-663-9235](tel:301-663-9235) Fax: [301-663-3231](tel:301-663-3231) The Betty G. Miller Fellowship Award is to provide financial assistance to deaf women pursuing a doctoral degree. This award is in honor of Sister Betty, who was the first Gallaudet woman graduate to receive a doctorate degree.

### **International Alumnae of Delta Epsilon Sorority (IADES) Fellowship Award**

IADES Scholarship Committee, 2453 Bear Den Road, Frederick, MD 21701 TTY: [301-663-9235](tel:301-663-9235) Fax: [301-663-3231](tel:301-663-3231) The International Alumnae of Delta Epsilon Sorority offers a \$1,000 fellowship award for deaf women in need of financial support for doctoral studies. This award is intended for tuition costs only. The student must be deaf, have completed 12 or more credits in a

doctoral program at an accredited institution of higher education, and have a GPA of 3.0 or higher.

**Minnie Pearl Scholarship Program** The EAR Foundation 1817 Patterson Street  
Nashville, TN 37203 Voice/TTY Toll Free: [800-545-4327](tel:800-545-4327) Voice/TTY: [615-284-7087](tel:615-284-7087) Fax:

[615-284-7935](tel:615-284-7935) E-mail: [info@earfoundation.org](mailto:info@earfoundation.org) Web site: <http://earfoundation.org/> The Minnie Pearl Scholarship is an \$2,500 award to be used for undergraduate tuition at any accredited junior college, college, university, or technical school in the United States. If a recipient continues to maintain at least a 3.0 cumulative grade point average, the selection committee will consider this individual for annual renewal through his/her four years of undergraduate study only. Recipients who obtain at least a 3.5 cumulative GPA at the end of each school year are eligible for a \$500 bonus, which will be paid directly to the individual.

**National Fraternal Society of the Deaf Scholarships** National Fraternal Society of the Deaf  
118 South Sixth Street Springfield, IL 62703 TTY: [217-789-7438](tel:217-789-7438) Voice: [217-789-7429](tel:217-789-7429)  
Fax: [217-789-7489](tel:217-789-7489) E-mail: [thefrat@nfsd.com](mailto:thefrat@nfsd.com) Website: [www.NFSD.com](http://www.NFSD.com) This organization awards 10 \$1,000 scholarships each year. Deaf, hard of hearing or hearing persons who are enrolled in or accepted to a post secondary education institution are eligible to apply, if they have been members of this organization for at least one year prior to application.

**President's Fellowship Program** Gallaudet University The Dean of the College of Liberal Arts, Sciences, and Technologies  
Gallaudet University 800 Florida Avenue NE  
Washington, DC 20002 Voice: [202-651-5470](tel:202-651-5470) Voice/TTY: [202-651-5224](tel:202-651-5224) E-mail: [Rebecca.Hogan@gallaudet.edu](mailto:Rebecca.Hogan@gallaudet.edu) Web site: <http://pf.gallaudet.edu> The Gallaudet University President's Fellowship program supports post BA deaf and hard of hearing full-time graduate students in their pursuit of a Ph.D. or terminal degree in an academic discipline. The goal of the program is to increase the number of deaf people qualified for teaching positions at the University level. There is no guarantee of future employment at Gallaudet, but a two-year commitment to teaching at Gallaudet is expected if a faculty vacancy occurs.

**Scholarship Trust for the Deaf and Near-Deaf** Travelers Protective Association of America  
Scholarship Trust Board of Trustees 3755 Lindell Boulevard St. Louis, MO 63108-3476  
Voice: [314-371-0533](tel:314-371-0533) Fax: [314-371-0537](tel:314-371-0537) E-mail: [support@pahq.org](mailto:support@pahq.org) Web site: <http://www.tpahq.org/scholarshiptrust.html> The intent and purposes of the trust are the giving of financial aid or assistance to residents of the United States or its possessions who are deaf or hard of hearing and who will benefit from medical, mechanical, or specialized treatment, or special education and who are unable to provide funds for themselves. Financial aid is usually a one-time disbursement.

**Sertoma International Scholarships** 1912 East Meyer Boulevard Kansas City, MO 64132  
TTY/Voice: 816-333-8300 Fax: 816-333-4320 E-mail: [infosertoma@sertomahq.org](mailto:infosertoma@sertomahq.org) Web  
site: <http://www.answers4families.org/book/export/html/364> Ten \$1,000 scholarships are  
awarded annually to students with a documented hearing loss, who are full-time entering or  
continuing students in a four-year bachelor's degree program at colleges in the USA.

**William C. Stokoe Scholarship** National Association of the Deaf Stokoe Scholarship  
Secretary 814 Thayer Avenue Silver Spring, MD 20910-4500 TTY: 301-587-1789 Voice:  
301-587-1788 Fax: 301-587-1791 Email: [nadinfo@nad.org](mailto:nadinfo@nad.org) Website: <http://www.nad.org>  
The Stokoe Scholarship is limited to deaf students who have graduated from a four-year college  
program and are currently enrolled in a part-time master's or doctoral program in a field related  
to Sign Language or Deaf Community, or is developing a special project related to one of these  
topics. For additional information visit the NAD website (<http://www.nad.org>) and type "Stokoe"  
into the search box.

#### Other Resources for Students Who Are Deaf

Several colleges and universities have college-based scholarships for students with disabilities.  
You should contact the school you are interested in to see whether they have a scholarship for  
deaf or hard of hearing students.

#### SCHOLARSHIPS FOR HEARING STUDENTS IN DEAF-RELATED FIELDS

**CODA International Scholarship** Dr. Jennie E. Pyers, Chair CODA Scholarship Committee  
Assistant Professor of Psychology Wellesley College 106 Central St., SC1480 Wellesley,  
MA 02842 TTY/Voice: 781-283-3736 Fax: 781-283-3730 E-mail:  
[codascholarship@gmail.com](mailto:codascholarship@gmail.com) Website: [www.coda-international.org](http://www.coda-international.org) The Children of Deaf  
Adults (CODA International) organization offers two annual scholarships to two hearing  
children of deaf parents.

**Sertoma Communicative Disorders Scholarships** Communicative Disorders Scholarships  
Sertoma International 1912 East Meyer Boulevard Kansas City, MO 64132 Voice: 816-  
333-8300 Fax: 816-333-4320 E-mail: [infosertoma@sertoma.org](mailto:infosertoma@sertoma.org) Web site:  
<http://www.sertoma.org> Sertoma International and the Sertoma Foundation offer scholarships  
totaling \$75,000. Each of Sertoma's 15 regions will award two \$2,500 scholarships to students  
who live within each region pursuing master's degrees in audiology or speech-language  
pathology, and have at least a 3.2 GPA on a 4.0 scale.

## **OTHER SOURCES OF FINANCIAL AID FOR STUDENTS WITH DISABILITIES**

### **The Council for Exceptional Children**

1110 North Glebe Road, Suite 300 Arlington, VA 22201-5704

Voice Toll Free: [888-898-7733](tel:888-898-7733) Voice: [703-620-3660](tel:703-620-3660) TTY: [866-915-5000](tel:866-915-5000) Fax: [703-264-9494](tel:703-264-9494)

E-mail: [service@cec.sped.org](mailto:service@cec.sped.org)

Web site: <http://www.cec.sped.org> This organization offers scholarships for first-time students beginning college. Applicants must have some type of disability. Multiple scholarships are awarded annually.

**Reference Service Press** Web site: <http://www.rspfunding.com/> This is a directory of financial aid material with information about all characters of people and their needs. This includes gender, ethnic background, need requirements, and disabilities. RSP is committed to collecting, organizing, and disseminating—in print and electronic form—the most current and accurate information available on scholarships, fellowships, loans, grant and other funding.

### **Selected Resources"The Big Book of Minority Opportunities: The Directory of Special**

**Programs for Minority Group Members"** (7th Edition), edited by Elizabeth Oakes, lists more than 4,000 organizations that have established special programs to help African, Hispanic, Asian, and Native Americans meet their educational and career goals. Programs listed include scholarships, career guidance, fellowships, loans and grants, and prizes or honors. Limited availability\* This edition can be found through Amazon.com at <http://www.amazon.com/Book-Minority-Opportunities-Elizabeth-Oakes/dp/0894342045>

**The College Financial Aid Emergency Kit** By Joyce Lain Kennedy and Dr. Herm Davis, (not disability specific). This annual booklet outlines various sources of financial aid for college, lists illustrative programs offering help, cites techniques for cutting college costs, and includes a bibliography. Website: <http://www.amazon.com>

**College Funding Strategies for Students with Disabilities** This website contains a six-page document about financial aid for students with disabilities. It is published by the University of Washington. Like the HEATH document, it provides a good list of scholarships and resources for students with disabilities. The website also offers a PDF version of this document. [Financial Aid for Students with Disabilities](#)

**Creating Options 2007: Financial Aid for Students with Disabilities** The HEATH Resource Center operates a national clearinghouse on postsecondary education for individuals with disabilities. Their Financial Aid for Students with Disabilities publication is updated annually

and provides information on US federal student aid programs and other financial aid programs for students with disabilities. It also includes a list of 29 sponsors of scholarships specifically designated for students with disabilities.

[http://www.heath.gwu.edu/index.php?option=com\\_content&task=view&id=188&Itemid=51](http://www.heath.gwu.edu/index.php?option=com_content&task=view&id=188&Itemid=51)

**Dollars for College: The Quick Guide to Financial Aid for Students with Disabilities** [eb]

(1998), edited by Elizabeth A. Olson, is a compendium of 525 listings of organizations (including state rehabilitation services, training programs, some colleges and universities, and those serving veterans) that offer some type of financial aid for students with disabilities, or offer programs to train people with or without disabilities to prepare to work in the disability work service field. In addition, there are several annotated list of organizations established to assist person with disabilities in area other than financial aid. There is a description of Federal Financial Aid Programs, a glossary of Financial Aid Terminology, a section of Useful Books, and contact information for a short list of Association Concerned with Person with Disabilities. The index helps readers locate programs of relevance to their own needs.

**Don't Miss Out: The Ambitious Student's Guide to Financial Aid** [eb] (32nd Edition) is one of

many special focus guides produced regularly by Octameron Associates. This 208-page book is full of useful strategies, helpful hints, and good solid planning information, as well as information on the Reauthorization of the Higher Education Act, and includes a brief section about students with disabilities. Others in the series cover academic scholarships, college grants, loans, cooperative education opportunities, admissions, campus visits, and transition from high school to college. Web site: <http://www.octameron.com/pub-missout.html>

**Funding Your Education** [eb] from the U.S. Department of Education is a booklet that describes the federal student aid programs. The booklet is widely available in schools and public libraries, or can be ordered free. Web site: <http://studentaid.ed.gov>

## LEGAL AID

Statewide resources are available to assist low-income persons and seniors with law-related (non-criminal) issues. Legal services provided vary and are offered free or at low cost. Eligibility requirements may apply.

### The Florida Bar

[www.flabar.org](http://www.flabar.org)

Ph.: 1-800-342-8011

The Florida Bar Lawyer Referral Service and local bar association lawyer referral services are designed to make it easy for consumer to contact a lawyer. Lawyer Referral Service staff will give you the name, address, and telephone number of an attorney in your geographic area who handles the type of case you describe. Under The Florida Bar Lawyer Referral Service, lawyers

charge clients \$25 (local Bar-sponsored program charges range from \$20 to \$50) for the initial half-hour office consultation. You will have up to one-half hour to discuss your problem with the attorney. The Florida Bar Lawyer Referral Service has also established Low Fee, Elderly, AIDS Law, and Disability Law Panels for clients in need.

*The following websites provide resources for legal aid:*

Floralawhelp.org

Floridaprobono.org

## ***Funding Sources***

### ***Hearing Aids, Cochlear Implants, and Assistive Listening Devices***

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- **NATIONAL ORGANIZATIONS**
- **STATE ORGANIZATIONS**
- **SERVICE ORGANIZATIONS**
- **LEGAL AID**
- **FUNDING THROUGH GOVERNMENT AGENCIES**

- **STATE ORGANIZATIONS OF FUNDING FOR TTYS AND AMPLIFIED TELEPHONES**

## Funding Sources

### Hearing Aids, Cochlear Implants, and Assistive Listening Devices

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The organizations listed below may offer financial assistance to people with limited incomes towards the purchase of hearing aids, cochlear implants, or assisted listening devices.

#### NATIONAL ORGANIZATIONS

##### **AUDIENT Alliance For Accessible Hearing Care**

**AUDIENT helps low income people nationwide** access quality hearing aids and related care at a significantly lower cost. AUDIENT income qualifies families to be eligible for a discount on

brand name hearing aids available through the AUDIENT Alliance's national network of dedicated hearing care providers.

<http://www.audientalliance.org/index.php>

Ph: 1-(866)-956-5400

#### **Disabled Children's Relief Fund**

Disabled Children's Relief Fund (DCRF), a non-profit 501(c)(3) organization, provides disabled children with assistance to obtain wheelchairs, orthopedic braces, walkers, lifts, hearing aids, eyeglasses, medical equipment, physical therapy, and surgery. Blind, Deaf, Amputees, and children with Cerebral Palsy, Muscular Dystrophy, Spastic Quadriplegia, Encephalitis, Rheumatoid Arthritis, Spina Bifida, Down's Syndrome, and other disabilities receive assistance.

<http://www.dcrf.com/ordereze/default.aspx>

Ph: 1-(516)-377-1605

#### **Foundation for Sight and Sound, Help American Hear Program**

The *Foundation for Sight and Sound* through its *Help America Hear Program* (HAH) provides hearing aids for men, women, and children with limited financial resources.

[http://www.foundationforsightandsound.org/help\\_america\\_hear\\_program.html](http://www.foundationforsightandsound.org/help_america_hear_program.html)

Ph: 1 -(631)-366-3461

#### **HearNOW**

Hear Now is Starkey Hearing Foundation's domestic, application-based program committed to assisting those permanently residing in the U.S. who are deaf or hard of hearing and have no other resources to acquire hearing aids.

<http://www.starkeyhearingfoundation.org/hear-now.php>

Ph: 1-(866)-354-3254

#### **Miracle-Ear Children's Foundation**

The Miracle-Ear Children's Foundation offers FREE consultation and provide no-cost hearing aids and hearing support services to children 16 years or younger and whose families have limited incomes and are unable to afford the high costs of quality hearing devices.

<http://www.miracle-ear.com>

[http://www.betterhearing.org/hearing\\_loss\\_resources/viewResource.cfm/resourceID/17/resourceArticleID/301](http://www.betterhearing.org/hearing_loss_resources/viewResource.cfm/resourceID/17/resourceArticleID/301)

## **TRICARE**

**Tricare is for military members who are active duty, reservists and guard members**

<http://www.tricare.mil/mybenefit/jsp/Medical/IsItCovered.do?kw=Hearing+Aids&topic=Seniors>

## **STATE ORGANIZATIONS**

**Florida Alliance for Assistive Services and Technology**

**FAAST is a non-profit organization funded by the US Department of Education through the Assistive Technology Act of 2004, Rehabilitation Services Administration (RSA), and the Florida Division of Vocational Rehabilitation.**

<http://www.faast.org/>

Ph: (850) 487-3278

Ph: 1-888-788-9216

TDD: (877) 506-2723

## **Florida Department of Health**

The DOH website offers a variety of information. By using their search engine, you may find articles and other forms of information on topics such as:

Hearing resources

Funding for the Deaf and Hard of Hearing

<http://www.doh.state.fl.us/Cms/NewbornScreening/nbscreen-hearing.html>

Other sources such as the "Let Them Hear Foundation"

<http://www.letthemhear.org/>

## **Center for Hearing and Communication**

There hearing centers in [New York](#) and [Florida](#) offering hearing testing, hearing aid fitting & sales, [free hearing screening](#), speech & language therapy, auditory processing services, psychotherapy, [free captioned phone](#) and more.

<http://www.chchearing.org/>

Ph: (954)-601-1930 (Phone)  
(954)-601-1938 (TTY)

### **The Children's Hearing Help Fund**

The Children's Hearing Help Fund is the first statewide hearing aid loan program to provide resources to ensure that all infants and toddlers with hearing loss who are receiving early intervention services can receive hearing aids in a timely manner."

<http://www.childrenshearinghelpfund.com/index.html>

Ph: 1-(866) -999-2443

### **SERTOMA**

**Speech & Hearing Foundation of Florida, Inc.**

<http://www.familyhearinghelp.org/home0.aspx>

Phone: 1-(727)-834-5479

### **Service Organizations**

Below is a listing of the national offices for several service organizations. Start by contacting the national office of the organization and ask how to locate the local chapter. Funding resources may not be available at all local chapters. Eligibility requirements and availability of funds may change without notice.

#### **BPO Elks of the USA** □

[www.elks.org](http://www.elks.org)

Ph.: (773) 755-4700

#### **Civitan International**

[www.civitan.com](http://www.civitan.com)

Ph: 1-800-CIVITAN Toll-Free

#### **Easter Seals**

[www.easterseals.com](http://www.easterseals.com)

Ph.: 800-221-6827 Toll-Free

#### **Quota International** □

[www.quota.org](http://www.quota.org)

Ph.: (202) 331-4395

#### **Knights of Columbus**

[www.kofc.org](http://www.kofc.org)

Ph.: (203)-752-4000

#### **Kiwanis, International**

[www.kiwanis.org](http://www.kiwanis.org)

Ph: 1-800-549-2647 Toll-Free

- Funding is determined by your financial information.

**Lions Clubs International**

[www.lionsclubs.org](http://www.lionsclubs.org)

Ph.: (630) 571-5466

[Project for the Deaf and Hearing Impaired](http://www.lionsclubs.org)

<http://www.lionsclubs.org>

**March of Dimes**

[www.marchofdimes.com/florida](http://www.marchofdimes.com/florida)

Ph: (407)-599-5077

**Pilot International**

[www.pilotinternational.org](http://www.pilotinternational.org)

Ph: (478) 477-1208

**Rotary International**

[www.rotary.org](http://www.rotary.org)

Ph: 1-866-976-8279 Toll-Free

**Ruritan National, Inc.**

[www.ruritan.org](http://www.ruritan.org)

Ph: 1-(877)-787-8727 Toll-Free

**Sertoma International**

[www.sertoma.org](http://www.sertoma.org)

Ph: (816) 333-8300

[Sertoma Club of Venice](http://www.venicesertoma.com)

<http://www.venicesertoma.com>

**The Able Trust**

[www.abletrust.org](http://www.abletrust.org)

Ph.:(850) 224-4493 Voice or TDD

**United Way**

[www.unitedway.org](http://www.unitedway.org)

Ph.: (703) 836-7112

- Please check with United Way for your area center for services (i.e. The Hearing and Speech Center of Florida in Dade County is a United Way provider.)

## **Funding Via Government Agencies**

### **Florida Department of Children and Families**

[www.dcf.state.fl.us](http://www.dcf.state.fl.us)

Access Florida Information Line: 1-866-762-2237

### **Medicare**

[www.Medicare.gov](http://www.Medicare.gov)

Ph: 1-800-MEDICARE

Medicaid provides Medical coverage to low income individuals and families. The state and federal government share the costs of the Medicaid program. Medicaid services in Florida are administered by the [Agency for Health Care Administration](#). Medicaid eligibility in Florida is determined either by the Department of Children and Families (DCF) or the Social Security Administration (for SSI recipients). Medicare is a national social insurance program, administered by the U.S. federal government, that guarantees access to health insurance for Americans ages 65 and older and younger people with disabilities.

### **Florida Department of Education**

#### **Divison of Vocational Rehabilitation**

Ph: 1 -800- 451-4327

Vocational Rehabilitation (VR) is a federal-state program that works with people who have physical or mental disabilities to prepare for, gain or retain employment. VR is committed to helping people with disabilities find meaningful careers.

### **U.S. Veterans Administration**

Veteran's Affairs Health Care Benefits

Ph: 1-877-222-8387

TTD: 1-800-829-4833

[http://va.gov/HOMELESS/health\\_care.asp](http://va.gov/HOMELESS/health_care.asp)

## State Organizations Of Funding For Tty And Amplified Telephones

### Florida Association of Deaf and Hard of Hearing

The Center for Hearing and Communication is non-profit organization which provides hearing testing, hearing aid fitting, speech therapy and full range of services for people of all ages with hearing loss. Their offices are located in New York City and Florida for all of the above services.

<http://www.chchearing.org/florida-services>

### Alexander Graham Bell: Association for the Deaf and Hard of Hearing

This organization supports families, professionals, and health care providers in their search for resources such as education, research and financial aid. They advocate for both children and adults with hearing loss in order to improve the individual's quality of life.

<http://agbellflorida.org/>

### Deaf & Hearing Connection for Tampa Bay, Inc

“DHCTB is a non-profit agency available to meet the needs of more than 350,000 deaf, hard of hearing and late deafened residents of Pinellas and Hillsborough counties. Services include case management, counseling, sign language classes, advocacy and community education and assistive device sales. The agency also offers amplified telephones, captioned telephones, TTYs and related equipment free to qualified Florida residents. They also offer free hearing screenings by appointment, low-cost hearing aids, cleaning and repairs.”

<http://www.dhctb.org/>

### More Information Sources:

Florida Telecommunication Relay, Inc.

<http://www.ftri.org/>

Ph: 1-800-222-3448

TTY: 1-888-447-5620



*Health*

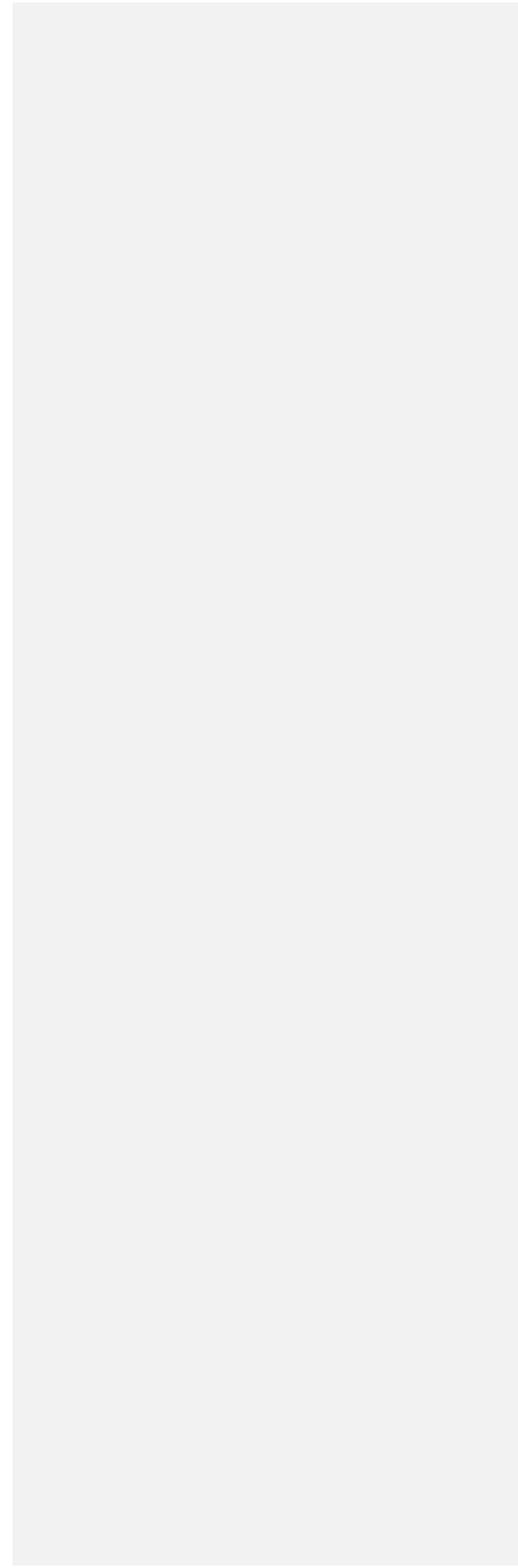
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*Services*

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**Americans with Disabilities Act (ADA).....**  
**Interpreters in the Health Care Setting.....**  
**Hospitals and Nursing Homes.....**  
**Mental Health.....**  
**Medical Resources.....**  
    • **Medicaid.....**  
    • **Medicare.....**  
**Tax Credits.....**  
**Doctors, Dentists, Psychologist.....**  
**Hearing Care Professionals.....**  
**Additional Resources.....**

**Americans with Disabilities Act (ADA)**



The ADA states that hospitals, physicians and nursing homes have a federal obligation to provide auxiliary aids and/or services to patients who are Deaf/HH/DB.

**Note: The Department of Justice does not allow a hospital, physician or nursing home to charge a patient or family member for the cost of the auxiliary aid.**

- ❖ Under the Americans with Disabilities Act (ADA), hospitals must provide effective means of communication for patients, family members, and hospital visitors who are deaf or hard of hearing.
- ❖ Hospitals should consult with each individual to determine what aids or services are necessary to provide effective communication in particular situations.
- ❖ Written forms of communication and/or the use of pointing may be considered effective ways of communicating for brief and simple face-to-face conversations.
- ❖ However, it may be necessary to provide a qualified sign language interpreter or other interpreter for more complicated and interactive communications.

These interpreters include:

- **Sign language interpreters**
- **Oral interpreters**
- **Cued speech interpreters**
- **Computer Assisted Real-time Transcription (CART)**

- ❖ Hospitals should have arrangements in place to ensure that qualified interpreters are readily available with minimal delay, including on-call arrangements for after-hours emergencies.
- ❖ Additional aids and services may be necessary for effective communication for training or other educational services offered to the patients or members of the public.

Additional aids and services:

- **Note takers**
- **Captioned videos**
- **Assistive listening systems**

- ❖
- ❖

- ❖ Hospitals should develop protocols and provide training to ensure that staff knows how to obtain interpreter

services and other communication aids and services.

- ❖ It is helpful to have signs and other types of notices to advise persons with disabilities that services and assistance are available and what they need to do to obtain them.
  - ❖ Hospitals cannot charge patients or other persons with hearing disabilities an extra fee for interpreter services or other communication aids and services.
  - ❖ Inpatient facilities must make their telephones, televisions and other services accessible and usable by people who are Deaf/HH/DB.
  - ❖ For telephone communications, many people who are deaf or hard of hearing use a teletypewriter (TTY, also known as a TDD) rather than a standard telephone. These devices have a keyboard and a visual display for exchanging written messages over the telephone.
  - ❖ The ADA established a free nationwide relay network to handle
- voice-to-TTY and TTY-to-voice calls. The hospital must be prepared to make and receive relay system calls, which may take a little longer than voice calls. For outgoing calls to a TTY user, simply dial 7-1-1 to reach a relay operator.
- ❖ If telephones and televisions are provided in patient rooms, the hospital must provide patients who are deaf or hard of hearing comparable accessible equipment upon request, including TTY's, telephones that are hearing-aid compatible and have volume control, and televisions with closed captioning or decoders.
  - ❖ Visual alarms are not required in patient rooms. However, hospital evacuation procedures should include specific measures to ensure the safety of patients and visitors who are deaf or hard of hearing.
  - ❖ A hospital need not provide communication aids or services if doing so would fundamentally alter the nature of the goods or services offered or would result in an undue burden.

- ❖ Certain built-in communication features are required for hospitals built or altered after the effective date of the ADA:

**Visual alarms**

- must be provided in all public and common-use areas, including restrooms, where audible alarms are provided.

**TTY's**

- must be provided at public pay phones serving emergency, recovery, or waiting rooms and at least one TTY must be provided at other locations where there are four or more pay phones.

**A certain percentage of public phones must have other features, such as:**

- TTY plug-in capability
- volume controls
- hearing-aid compatibility

**The ADA applies to all hospital programs and services:**

- 
- Emergency room care
  - Inpatient and outpatient services
  - Surgery and clinics
  - Educational classes
  - Cafeteria and gift shop services

For more ADA Information, visit the ADA website at [www.ada.gov](http://www.ada.gov). If you have specific questions concerning the ADA, call the Department of Justice ADA Information Line at (800) 514-0301 (voice) or (800) 514-0383 (TTY).

## Interpreters in the Health Care Setting

- 🔊 Federal laws do not require certification for interpreters because some parts of the country do not have interpreters who are certified.
- 🔊 A person who is not formally trained as an interpreter generally does not have the skills to function as a medical interpreter.
- 🔊 Hospitals are strongly advised to use adequately trained interpreters to avoid the possibility of mistakes because of poor communication.
- 🔊 The Department of Justice cautions against the use of family members or friends as interpreters.

### Why family members/friends should not be used as interpreters

- 🔊 They may not be neutral and sign everything they hear.
- 🔊 They may not give all the information needed in order to protect the patient.
- 🔊 They may be too emotionally upset by the medical situation to interpret correctly.
- 🔊 They do not usually meet the qualification requirements of the law.
- 🔊 Using family or friends can cause problems with privacy and confidentiality that may negatively affect the ability to interpret effectively, accurately, and impartially.
- 🔊 The patient may not feel comfortable asking/answering questions in front of family.



[http://attherimmm.blogspot.com/2012\\_01\\_15\\_archive.html](http://attherimmm.blogspot.com/2012_01_15_archive.html)

## Hospitals and Nursing Homes

Failure of a hospital, nursing home or health care facility (both in and out-patient) to provide effective, clear communication and equal services could make the healthcare provider liable for medical malpractice and discrimination action. Under Section 504 of the Rehabilitation Act of 1973, programs that receive federal financial assistance are required to be equally accessible to

people who are deaf/HH/DB. All facilities open to the public are required to be equally accessible under the ADA of 1990, whether or not they receive federal financial assistance.

When being admitted into a hospital or nursing facility it is important to know:

- **Your Rights.** These facilities should provide equal access to quality outcomes, auxiliary aids and services, and helpful staff to assist you with all your needs free of charge.
- **Reasonable Items to Ask for.** You have a right to ask for a sign language interpreter, an amplified phone/TV, captioning on TV, hearing loss identification signs, visual phone ringing alerts, and a personal amplifying device.
- **Your Responsibilities.** It is important for you to understand your hearing loss, know what accommodations are necessary in helping you, explain your communication needs prior to being admitted, and get everything in writing.
- **What Items You Should Bring.** Some items that will be important to bring include:
  - **Communication tips sheets.** You can look on the internet for effective communication tips with the staff concerning your hearing loss.
  - **“I am Hard of Hearing” sign.** People are not usually aware if someone is hard of hearing so if you having a sign would be helpful. Pin it to your hospital gown, pillow, or any place that can be easily seen.
  - **Extra hearing aid batteries.** Bring extra batteries just in case.
  - **Assistive devices.** Bring your own assistive devices.
  - **Pen and paper.** Sometimes it might be easier to get a message across on paper so be sure to have a pen and pad close by.

**Important time when effective communication must be explained:**

- ☞ When important medical information is being explained
- ☞ When being admitted for care
- ☞ When medical procedures are being explained
- ☞ When informed consent (agreement) is required for treatment
- ☞ At the time of discharge

Below are links to communication signs that may be helpful during your hospital stay

[Hospital Communication Sign – I AM DEAF AND REQUIRE ASL.doc](#)

[Hospital Communication Sign – I AM DEAF AND READ LIPS.doc](#)

[Hospital Communication Sign – I WEAR HEARING AIDS.doc](#)

[Hospital Communication Sign – I AM DEAF WITHOUT MY COCHLEAR IMPLANT.doc](#)

## Mental Health

Ideally every individual who is deaf should have a signing therapist or counselor within his/her local area. Unfortunately, that is not always the case; therefore it is important for mental health care professionals to provide effective services and appropriate accommodations for these individuals.

### According to the National Association of the Deaf an individual who is deaf has the right to:

1. Request a referral to a mental health care professional from his/her social service agency or insurance company.
2. Communicate with a mental health professional in a confidential and safe environment.
3. Understand the recommendations being made about his/her care.
4. Communicate with a mental health care professional in the language most effective, whether it is sign language, speaking, or using devices.
5. Fully understand his/her prescribed medication and the potential side effects.

For more information you can click the link below

<http://www.nad.org/issues/healthcare/mental-health-services>

### Here are a few mental health services in the state of Florida

- 📍 Directions for Mental Health  
Deaf/HH Services  
STEP Program  
1437 S Belcher Rd  
Clearwater, FL 33764 727-524-4464  
[www.directionsmh.org](http://www.directionsmh.org)
- 📍 National Deaf Academy  
19650 US Highway 441  
Mount Dora, FL 32757  
352-735-9500 Voice  
352-735-4939 FAX  
866-588-3323 Toll Free
- 📍 Outpatient Mental Health Program  
for Deaf/HH Individuals  
Jackson Memorial Hospital Mental  
Health Hospital Center, Room 2416  
Highland Pav 1695 9th Ave  
Miami, FL 33136  
305-355-8059 Voice  
305-355-8066 TTY  
305-355-8091 FAX

352-385-7049 Videophone

[www.nda.org](http://www.nda.org)

## Medical Resources

### **Medicaid**

-The **Florida Medicaid Program**, known as **ACCESS Florida**, is a federal and state medical assistance program that provides low-income families and medically needy individuals with affordable health care coverage.

-Florida Medicaid can also help disabled and older individuals with medical expenses and the costs of nursing home care.

#### **Benefits**

Florida Medicaid covers:

- Medical office visits
- Inpatient and outpatient hospital care
- Diagnostic screenings and lab work
- Prescription drugs
- Ambulance transfers
- Emergency room care
- Family planning services
- Chiropractic care and mental health care
- Limited dental services for dental exams used to diagnose an existing condition

#### **Eligibility**

- **In Florida, there are 3 general groups of people that may qualify for Medicaid coverage:**

1. **Supplemental Security Income (SSI) recipients**
  - must be 65 or older, disabled, or blind, and meet the SSI income and asset limits to qualify
2. **Children and families, including women**
  - may qualify for full Medicaid benefits or limited Medicaid benefits
3. **Aged, blind, and disabled individuals**
  - includes people that need institutional care (often called SSI-related Medicaid)

### ***Application Process***

1. To apply for Medicaid benefits, visit the MyFlorida website at [www.myflorida.com](http://www.myflorida.com)
2. The more questions answered on the application, the faster the application will be processed.
3. Before making a decision on your application, the state will request information regarding:
  - o Current income
  - o Proof of Florida residency
  - o Proof of U.S. citizenship
  - o List of assets and liabilities
4. It may take between 30 and 45 days for Medicaid applications to be processed. However, benefits may be retroactive to the date on which the application was signed and submitted.

\*For more Medicaid information visit the following websites:

Florida Agency for Health Care Administration: [www.fdhc.state.fl.us/medicaid](http://www.fdhc.state.fl.us/medicaid)  
Centers for Medicare and Medicaid Services: [www.cms.gov](http://www.cms.gov)  
Official U.S. Government Site for Medicaid: [www.medicaid.gov](http://www.medicaid.gov)

### ***Medicare***

-Medicare is a federal health insurance program for the following:

- People 65 or older
- People under 65 with certain disabilities
- People of any age with End-Stage Renal Disease (ESRD) (permanent kidney failure requiring dialysis or a kidney transplant)

-It consists of different parts that help cover specific services:

#### **Medicare Part A (Hospital Insurance)**

- Helps cover inpatient care in hospitals
- Helps cover skilled nursing facility, hospice, and home health care

#### **Medicare Part B (Medical Insurance)**

- Helps cover doctors' and other health care providers' services, outpatient care, durable medical equipment, and home health care
- Helps cover some preventive services to help maintain your health and to keep certain illnesses from getting worse

### Medicare Part C (also known as Medicare Advantage)

- Offers health plan options run by Medicare-approved private insurance companies
- Medicare Advantage Plans are a way to get the benefits and services covered under Part A and Part B
- Most Medicare Advantage Plans cover Medicare prescription drug coverage (Part D)
- Some Medicare Advantage Plans may include extra benefits for an extra cost
- 

### Medicare Part D (Medicare Prescription Drug Coverage)

- Helps cover the cost of prescription drugs
- May help lower your prescription drug costs and help protect against higher costs in the future
- Run by Medicare-approved private insurance companies

For more Medicare information, and to apply for benefits, call your local Social Security Office and/or visit the following websites:

Social Security: [www.ssa.gov](http://www.ssa.gov)  
Medicare: [www.medicare.gov](http://www.medicare.gov)  
Medicare Benefits: [www.ssa.gov/pgm/medicare.htm](http://www.ssa.gov/pgm/medicare.htm)

### Tax Credits

Tax credits are available for the expenses of accommodating patients who have disabilities. The **Access Credit**, created by the Revenue Reconciliation Act of 1990, provides a tax credit of one half of the cost of interpreters and similar measures that exceed \$250.00. This credit, available only to businesses with thirty (30) or less full time employees or businesses with gross receipts fewer than one million dollars annually, will greatly reduce the cost of such accommodations for physicians.

*For more information about Tax Credits, see Financial Assistance.*

### Doctors, Dentists, Psychologists

The ADA requires doctors, dentists and psychologists to provide interpreters or auxiliary aids and/or services for medical visits and other medical-related situations, **at their business**

expense, when it is important that a person who is Deaf/HH/DB understands what they are being told.

## Hearing Care Professionals

Click on these websites for hearing care professionals in your area

### Audiologist

<http://ww2.doh.state.fl.us/irm00Praes/PRASLIST.ASP>

<http://www.deafmd.org/content/doctors/index.cfm>

### Hearing Aid Specialist

<http://ww2.doh.state.fl.us/irm00Praes/PRASLIST.ASP>

### Otologist/Otolaryngologist/Ear, Nose & Throat (ENT) Physicians

- South Florida ENT Associates  
<http://www.sfenta.com/>
- Network of Florida Otolaryngologists, Inc.  
<http://www.floridaent.org/>

Other Sites

- <http://www.healthgrades.com/otolaryngology-directory>
- <http://www.deafmd.org/content/doctors/index.cfm>

## Additional Resources

- **Florida Division of Blind Services**  
Florida Department of Education  
<http://dbs.myflorida.com/>
- **Florida Outreach Project**  
For Children and Young Adults Who Are Deaf-Blind  
<http://www.deafblind.ufl.edu>

## HOSPITALS AND NURSING HOMES

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- 🕒 When being admitted for care
- 🕒 When medical procedures are being explained
- 🕒 When informed consent (agreement) is required for treatment
- 🕒 At the time of discharge

**Commented [Y9]:** Go to FCCDHH.org website click under medical, scan down for hospital medical signs please add this information.

### **Interpreters in the Health Care Setting**

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- 🕒 The Department of Justice cautions against the use of family members or friends as interpreters

#### **Why family members/friends should not be used as interpreters**

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- 🕒 They may not give all the information needed in order to protect the patient
- 🕒 They may be too emotionally upset by the medical situation to interpret correctly.
- 🕒 They do not usually meet the qualification requirements of the law.
- 🕒 Using family or friends can cause problems with privacy and confidentiality that may negatively affect the ability to interpret effectively, accurately, and impartially.
- 🕒 The patient may not feel comfortable asking/answering

**Care Professionals**

**Hearing**

site:[http://attherimmm.blogspot.com/2012\\_01\\_15\\_archive.html](http://attherimmm.blogspot.com/2012_01_15_archive.html)

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**Audiologist**

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<http://www.deafmd.org/content/doctors/index.cfm>

**Hearing Aid Specialist**

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**Otologist/Otolaryngologist/Ear Nose & Throat (ENT) Physicians**

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## *Housing*

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**Fair Housing Amendments Act of 1988**

**Responsibilities of the Landlords, Condominium Managers, Homeowners, Associations, Building Owners, and Tenant Responsibilities**

**Rights of Deaf/HH/DB Persons in Private Housing**

**New Construction**

**Filing Complaints about Public Housing Discrimination**

**Architectural Barriers Act of 1968**

**Resources**



## *Housing*

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### **Fair Housing Amendments Act of 1988**

The Fair Housing Act prohibits landlords, condominium management companies, and homeowners' associations from discrimination based on disability. No one may refuse to rent or sell housing, or make housing unavailable, or set different rules or conditions for the sale or rental or use of housing, because of disability. Fair Housing Act, 42 U.S.C. § 3604(f).

### **Responsibilities of the Landlords, Condominium Managers, Homeowners, Associations, Building Owners, and Tenant Responsibilities**

Under the Fair Housing Act there are certain Landlord/Tenant Responsibilities.

Landlords and building owners must allow person who is Deaf/HH/DB to make reasonable modifications to rental unit or condominium at their own expense.

- ✚ Must allow tenant who is Deaf/HH/DB to propose modifications if necessary to the enjoyment of the premises.

- ✚ When necessary the landlord may give permission to a renter to make modifications and require tenant to restore interior of the premise to its state prior to changes.
  - Landlord cannot forbid the tenant from installing special equipment that will be an aid for the individual

Landlords and building owners must allow person who is Deaf/HH/DB to make reasonable accommodations in rules, policies, practices, or services, when such accommodations may be necessary to the enjoyment of the dwelling.

- ✚ A building with a “no pets” policy must allow a person who is Deaf/HH/DB to have a trained assistance dog.
- ✚ To assure access to their unit, a building with unassigned parking must honor the request to assign parking space to tenant who has mobility impairments.
- ✚ For visitors and tenants who are Deaf/HH/DB must be provided with an effective alternative to an intercom or other coded entry system by the building or community.
- ✚ The condominium or homeowner’s association must provide interpreter for a person who is Deaf/HH/DB to be able to participate in association meetings.
- ✚ Also, many states and counties require landlords to provide free visual smoke detection alarms for deaf or hard of hearing tenants, at no cost to the tenant.

Landlords in public housing projects such as Section 8 housing program or other programs who receive their funding from the U.S. Department of Housing and Urban development (HUD) must pay for the following services:

- Installation of flashing doorbells
- Visual notification systems
- Other modifications
- Qualified interpreters must be provided when necessary for effective communication

### Rights of Deaf/HH/DB Persons in Private Housing

The Fair Housing Act prohibits discrimination based on disability by:

- ❖ Landlords □□
- ❖ Real estate seller’s □□
- ❖ Condominium management companies □□
- ❖ Homeowners’ associations

Types of discrimination that have been based on disability include:

- ❖ Refusal to rent or sell housing ☐☐
- ❖ Make housing unavailable ☐☐
- ❖ Set different rules or conditions for sale or rental or use of housing

### New Construction

After March 13, 1991, any new buildings with more than four units must be designed and constructed to be accessible to persons with disabilities. These include:

- Building entrances
- Recreation areas
- Laundry areas



### Filing Complaints about Public Housing Discrimination

According to the U.S. Department of Housing and Urban Development (HUD), “Housing discrimination based on your race, color, national origin, religion, sex, family status, or disability is illegal by federal law. If you have been trying to buy or rent a home or apartment and you believe your rights have been violated, you can file a fair housing complaint.”

Under federal law, complaints about housing discrimination can be filed with the U.S. Department of Housing and Urban Development (HUD). There are numerous ways to file a complaint:

- ✚ You may contact HUD or find the name of the closest regional HUD office by going to <http://www.hud.gov/complaints/housediscrim.cfm> or calling 1-800-669-9777.

✚ You may file a complaint online by going to the following website:  
[http://portal.hud.gov/hudportal/HUD?src=/program\\_offices/fair\\_housing\\_equal\\_op/online-complaint](http://portal.hud.gov/hudportal/HUD?src=/program_offices/fair_housing_equal_op/online-complaint)

✚ You may print a form from the following website:

[http://portal.hud.gov/hudportal/documents/huddoc?id=DOC\\_12150.pdf](http://portal.hud.gov/hudportal/documents/huddoc?id=DOC_12150.pdf),

✚ Once completed, you may drop it off or mail it to the following address:

Office of Fair Housing and Equal Opportunity  
Department of Housing and Urban Development  
Room 5204  
451 Seventh St. SW  
Washington, DC 20410-2000

### **Architectural Barriers Act of 1968**

The ABA requires access to facilities designed, built, altered, or leased with Federal funds. Passed by Congress in 1968, it marks one of the first efforts to ensure access to the built environment. The Access Board develops and maintains accessibility guidelines under this law. These guidelines serve as the basis for the standards used to enforce the law, the Uniform Federal Accessibility Standards (UFAS). Four Federal agencies are responsible for the standards: the Department of Defense, the Department of Housing and Urban Development, the General Services Administration (for USDA and DOI), and the U.S. Postal Service.

#### **Resources:**

Florida Coordinating Council for the Deaf and Hard of Hearing

-For information on the Florida Coordinating Council for the Deaf and Hard of Hearing, visit <http://www.fccdhh.org/>

National Association of the Deaf

-For information on the National Association of the Deaf, visit <http://www.nad.org/>

Architectural Barriers Act of 1968

-For information regarding the Architectural Barriers Act of 1968, visit <http://www.access-board.gov/about/laws/aba.htm>

U.S. Department of Housing and Urban Development

-For information regarding housing discrimination, visit the following website:  
<http://portal.hud.gov/hudportal/HUD>

Florida Association of the Deaf

-For a listing of call centers regarding independent living, visit the following website:  
<http://www.fadcentral.org/deafresources/index.html>

Michigan Rights Handbook for Deaf, Hard of Hearing, and Deaf Blind People  
[http://www.michigan.gov/documents/cis/Rights\\_Hb\\_DODHH\\_174911\\_7.pdf](http://www.michigan.gov/documents/cis/Rights_Hb_DODHH_174911_7.pdf)

## **RIGHTS**

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### **Rights of persons who are Deaf, Hard of Hearing or Deaf-Blind**

#### **Federal Laws/State Laws**

- **Public Accommodations**
- **Employment**
- **Education**
  - *Individuals with Disabilities Education Act (IDEA)*
- **Government**
- **Health Services**
- **Travel Services**
- **Hotels, Motels, Inns, Etc.**
- **Housing**

#### **National Voter Registration Act of 1993**

#### **Voting Accessibility for the Elderly and Handicapped Act**

#### **Suggestions for how to handle discrimination**

#### **Civil Rights of Institutionalized Persons Act**

### Law Enforcement Agencies

- Requirements of the Law for Qualified Sign Language Interpreters
- The Law and the Rights of People Who are D/HH/DB
- 911 and Emergency Telephone Access

### Courts—Federal, State and Local

- State and Local
- Federal Judiciary
- Lawyers/Attorneys
- Prisoners

### If You Are Deaf Or Hard Of Hearing, You Have The Right To:

- Clear communication
- A certified, qualified interpreter **or other accommodation** at no cost to you
- Understand forms and written information
- Provide feedback on the effectiveness of services provided

#### **You should be able to clearly understand all forms of communications –**

- All written documents and forms
- All discussions, meetings, trainings and investigations
- 

### Department of Children and Families (DCF)

**Department of Children and Families (DCF) will provide an interpreter **or other accommodation** at no cost to you. You can request an interpreter **or other accommodation** for all meetings.**

- Sign Language Interpreter
- Oral interpreter
- Tactile Interpreter for deaf-blind
- Certified CART provider
- FM systems
- Induction loop system
- Closed and open captioning
- Other as appropriate

**To request an interpreter or other accommodation call your area: DCF 504 Coordinator**

DCF is currently implementing a Communication Assessment and Request for Services forms and creating a process to assess whether a customer or companion needs an auxiliary aid or service to effectively communicate with DCF or one of its Contract Providers.

*DCF entered into a five (5) year agreement followed by an additional five (5) year monitoring period with The Office of Civil Rights (OCR) on January 26, 2010 after several lawsuits. The Agreement requires DCF and its Contracted Service Providers and their Subs to take measures designed to ensure that it will provide auxiliary aids and services when necessary to ensure effective communication with deaf or hard-of-hearing Customers or Companions.*

#### **Advisory Committee to DCF for the Deaf or Hard-of-Hearing**

• The Settlement Agreement (agreement) requires the Department to enter into an Inter-Agency Agreement with the Florida Coordinating Council for the Deaf and Hard of Hearing (FCCDHH) to convene an Advisory Committee of professionals from the nonprofit and government sectors who work with or on behalf of deaf or hard-of-hearing persons in Florida to advise the Independent Consultant, Civil Rights Officers, and policy makers during the term of the agreement (5 years). The Department entered into an agreement with FCCDHH on February 11, 2010 and convened the Advisory Committee on May 12, 2010.

Commented [Y10]:

### [Assistive Listening Devices](#)

The Settlement Agreement requires that the Department provide Assistive Listening Devices (ALDs) to ensure effective communication with clients who are deaf or hard-of-hearing. The Department piloted a pocket talker device, used for effective one-to-one conversation and a Motiva Personal FM Listening System, used for large groups in the Central Region by APIs, CPIs, and Hearing Officers. Following the pilot program and analysis of the data collected during the pilot, the Department purchased 405 pocket talkers and 32 Motiva Personal FM Listening Systems and distributed them for use statewide.

### [Qualified or Certified Interpreters](#)

• The agreement requires the Department to ensure that contract sign language interpreters utilized by Provider agencies and DCF are certified, that DCF Personnel who interpret in Aid-essential Communication situations are qualified or certified to interpret, and that auxiliary aids and services are provided in a timely manner.

• Each Region has open purchase orders in place for interpreter services to assure that Certified Interpreters are available for effective communication. The Provider agencies must provide and document Aid-essential Communication. Certified interpreters must be provided at the site within 2 hours of an emergency situation.

• The Florida Registry of Interpreters for the Deaf (FRID) and The National Registry of Interpreters (RID) will evaluate the written and performance skills of any DCF employee who has intermediate or advanced sign language skills and agree to serve in a Qualified Interpreter roll for DCF.

## Training

- Per the agreement, DCF created a Training Plan detailing the strategy for accomplishing the actions and deliverables required in the agreement.
- An introductory online course to the Settlement Agreement and key issues of service delivery to the deaf and hard-of-hearing was released for all DCF employees to complete in July 2011. Employees hired after July 2011 are required to complete the introductory online course within their first 10 days of hire.
- The Settlement Agreement requires classroom training for DCF Personnel who typically interact with customers. In order to accomplish this requirement, the Office of Training and Development trained DCF employees in each region and Facility so that they can go out and train their staff. Facilitator Skills and certified them to serve in the role of Professional Training Facilitators for the Department.
- Classroom training programs were developed by the Office of Training & Development with the guidance of DCF's Independent Consultant, the Advisory Committee, and the Office of Civil Rights for DCF Direct Service Employees and Single-Point-of-Contacts
- Nearly 300 DCF Single Point of Contacts completed classroom training in July and August 2011 and over 4,600 DCF Direct Service employees completed the classroom training from August 2011 to January 2012.
- The Training Plan was revised in December 2011 to include the transition of classroom training for Direct Service employees and Single Points of Contact to online versions. This was determined the best plan moving forward for cost, consistency of delivery, feasibility of delivery within required deadlines of the Settlement Agreement for new employees, and overall quality of training.
- The classroom training for Single Points of Contact and Direct Service Employees was transitioned into online versions for contract provider/sub-contract provider staff and new DCF staff moving forward (February 2012).
- The 2012-2013 "refresher version" of the classroom course is in an online format and is scheduled to be released in July 2012 to all direct service employees (new and veteran).

## Communication and Deployment

Department employees have been kept informed of the requirements, deliverables, and general information of the agreement through the HHS internet website; through training provided by the Office of Civil Rights; and through the completion of an e-Acknowledgement of the Auxiliary Aids Plans via the Human Resources Tracking System. Contract providers have been kept informed via Contract Directive for Administration (CDA).

## Rights of persons Who are Deaf, Hard of Hearing, or DeafBlind

People who are Deaf, Hard of Hearing or DeafBlind (Deaf/HH/DB) have a right to clear and effective communication so they can understand and be understood. Effective communication means that people who are Deaf/HH/DB are given exactly the same information that hearing people are given and that result in equal access.

## Federal Laws

### Americans with Disabilities Act (ADA)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

**Web address:** [www.ada.gov](http://www.ada.gov)  
Phone: 1-800-514-0301 (voice) 1-800-514-0383 (TTY)

#### Titles found in the ADA:

**Title I** – Prohibits discrimination in all employment practices, conditions, and privileges of employment for employers having 15 or more employees.

**Title II** – Prohibits discrimination against qualified individuals with disabilities in all state and local government programs, activities, and services of public entities.

**Title III** – Covers places of public accommodations including, but not limited to: hotels, restaurants, theaters, doctors offices, pharmacies, lawyers, retail stores, museums, libraries, parks, private schools and day care centers.

**Title IV** – Title IV addresses telephone and television access for people with hearing and speech disabilities. It requires common carriers (telephone companies) to establish interstate and intrastate telecommunications relay services (TRS) 24 hours a day, 7 days a week. TRS enables callers with hearing and speech disabilities who use TTYs (also known as TDDs), and callers who use voice telephones to communicate with each other through a third party communications assistant. The Federal Communications Commission (FCC) has set minimum standards for TRS services. Title IV also requires closed captioning of federally funded public service announcements.





### Public Accommodations

#### **Americans with Disabilities Act- Title III:**

Title III covers businesses and nonprofit service providers that are public accommodations, privately operated entities offering certain types of courses and examinations, privately operated transportation, and commercial facilities. Public accommodations are private entities who own, lease, lease to, or operate facilities such as restaurants, retail stores, hotels, movie theaters, private schools, convention centers, doctors' offices, homeless shelters, transportation depots, zoos, funeral homes, day care centers, and recreation facilities including sports stadiums and fitness clubs. Transportation services provided by private entities are also covered by title III.

Public accommodations must comply with basic nondiscrimination requirements that prohibit exclusion, segregation, and unequal treatment. They also must comply with specific requirements related to architectural standards for new and altered buildings; reasonable modifications to policies, practices, and procedures; effective communication with people with hearing, vision, or speech disabilities; and other access requirements. Additionally, public accommodations must remove barriers in existing buildings where it is easy to do so without much difficulty or expense, given the public accommodation's resources (<http://www.ada.gov/cguide.htm>)

- **Air Carrier Access Act of 1986**

The Air Carrier Access Act prohibits discrimination in air transportation by domestic and foreign air carriers against qualified individuals with physical or mental impairments. It applies only to air carriers that provide regularly scheduled services for hire to the public. Requirements address a wide range of issues including boarding assistance and certain accessibility features in newly built aircraft and new or altered airport facilities. People may enforce rights under the Air Carrier Access Act by filing a complaint with the U.S. Department of Transportation, or by bringing a lawsuit in Federal court (<http://www.ada.gov/cguide.htm#anchor63814>)

For more information please see Complaint Section

- **Fair Housing Amendments Act of 1988**

The Fair Housing Act, as amended in 1988, prohibits housing discrimination on the basis of race, color, religion, sex, disability, familial status, and national origin. Its coverage includes private housing, housing that receives Federal financial assistance, and State and local government housing. It is unlawful to discriminate in any aspect of selling or renting housing or to deny a dwelling to a buyer or renter because of the disability of that individual, an individual associated with the buyer or renter, or an individual who intends to live in the residence.

The Fair Housing Act requires owners of housing facilities to make reasonable exceptions in their policies and operations to afford people with disabilities equal housing opportunities. For example, a landlord with a "no pets" policy may be required

to grant an exception to this rule and allow an individual who is blind to keep a guide dog in the residence (<http://www.ada.gov/cguide.htm#anchor63409>)

For more information please see Complaint Section



*Employment*

### **Americans with Disabilities Act- Title I:**

Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others. For example, it prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. It restricts questions that can be asked about an applicant's disability before a job offer is made, and it requires that employers make reasonable accommodation to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship. Religious entities with 15 or more employees are covered under title I.

Title I complaints must be filed with the U. S. Equal Employment Opportunity Commission (EEOC) within 180 days of the date of discrimination, or 300 days if the charge is filed with a designated State or local fair employment practice agency. Individuals may file a lawsuit in Federal court only after they receive a "right-to-sue" letter from the EEOC.

(<http://www.ada.gov/cguide.htm#anchor63409>)

For more information please see Complaint Section

- **Rehabilitation Act:**

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors. The standards for determining employment discrimination under the Rehabilitation Act are the same as those used in title I of the Americans with Disabilities Act.

- **Section 501** requires affirmative action and nondiscrimination in employment by Federal agencies of the executive branch.
- **Section 503** requires affirmative action and prohibits employment discrimination by Federal government contractors and subcontractors with contracts of more than \$10,000.
- **Section 504** states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.



### **Americans with Disabilities Act- Title II:**

Title II covers all activities of State and local governments regardless of the government entity's size or receipt of Federal funding. Title II requires that State and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting, and town meetings).

State and local governments are required to follow specific architectural standards in the new construction and alteration of their buildings. They also must relocate programs or otherwise provide access in inaccessible older buildings, and communicate effectively with people who have hearing, vision, or speech disabilities. Public entities are not required to take actions that would result in undue financial and administrative burdens. They are required to make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination, unless they can demonstrate that doing so would fundamentally alter the nature of the service, program, or activity being provided (<http://www.ada.gov/cguide.htm#anchor65610>).

### **Individuals with Disabilities Education Improvement Act (IDEA) of 2004:**

The Individuals with Disabilities Education Act (IDEA) (formerly called P.L. 94-142 or the Education for all Handicapped Children Act of 1975) requires public schools to make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs.

IDEA requires public school systems to develop appropriate Individualized Education Programs (IEP's) for each child. The specific special education and related services outlined in each IEP reflect the individualized needs of each student.

IDEA also mandates that particular procedures be followed in the development of the IEP. Each student's IEP must be developed by a team of knowledgeable persons and must be at least reviewed annually. The team includes the child's teacher; the parents, subject to certain limited exceptions; the child, if determined appropriate; an agency representative who is qualified to provide or supervise the provision of special education; and other individuals at the parents' or agency's discretion. **For further information please see the Education Section.**

This is a law that ensures services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Infants and toddlers with disabilities (birth-2) and their families receive early intervention

services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

Phone: (202) 884-8215 (voice)

Website: [www.idea.ed.gov](http://www.idea.ed.gov)

Please see the Education section for more information.



#### **Federal and State**

**Title II of the Americans with Disabilities Act (ADA)** forbids discrimination by any public entity, including all types of state and local government agencies:

- Commissions
- Social service agencies
- Courts
- Councils
- Libraries
- Legislatures
- Recreational facilities
- Schools
- State/county/city departments and agencies of all kinds

*The ADA applies to activities of the above entities and to the activities of subcontractors.*

#### **Accommodations from the Government:**

**1. Local and state agencies and public entities are required to provide people who are Deaf/HH/DB:**

- Effective communication
- Equal access
- Equally effective services

**2. Local and state agencies and public entities must:**

- Provide people who are Deaf/HH/DB the opportunity to participate in their programs.
- Give people who are Deaf/HH/DB the same opportunity to participate that is given to others.
- Provide auxiliary aids and services to give equal opportunity to participate and enjoy the benefits of a service, program, or activity conducted by a public entity.
- Ask the person who is Deaf/HH/DB what type of auxiliary aid and/or service is necessary to ensure effective communication.



**Federal:**

The **ADA** states that hospitals, physicians and nursing homes have a federal obligation to provide auxiliary aids and/or services to patients who are Deaf/HH/DB.

The **U.S. Department of Justice** does not allow a hospital, physician or nursing home to charge a patient or family member for the cost of the auxiliary aid.

**Interpreters in the health care setting**

- Federal laws do not require certification for interpreters because some parts of the country do not have interpreters who are certified.
- The Department of Justice specifically cautions against the use of family members or friends as interpreters.

**Doctors, Dentists, Psychologists:**

The **ADA** requires doctors, dentists and psychologists to provide interpreters or auxiliary aids and/or services for medical visits and other medical-related situations, at their business expense, when it is important that a person who is Deaf/HH/DB understands what they are being told.

**Hospitals and nursing homes:**

Failure of a hospital, nursing home or health care facility (both in and out-patient) to provide effective, clear communication and equal services could make the health care provider liable for medical malpractice and discrimination action.

**Under Section 504 of the Rehabilitation Act of 1973**, programs that receive federal financial assistance are required to be equally accessible to people who are deaf/HH/DB. All facilities open to the public are required to be equally accessible under the ADA of 1990, whether or not they receive federal financial assistance.



### Travel Services

Private travel services and tour guides have obligations under **Title III of the ADA** to persons who are Deaf/HH/DB that contract for public tours and services. Foreign cruise lines that dock at U.S. ports are subject to the ADA as long as it does not conflict with international laws.

A travel service or tour guide must, upon request, provide a traveler who is Deaf/HH/DB, auxiliary aids and/or services. Auxiliary aids and/or services must be provided without charge to the traveler and the traveler must be asked what type of aid or service is necessary to ensure effective communication. **For more information please see the Travel sections**

**The Air Carrier Access Act and the Department of Transportation** have procedures to insure that passengers with disabilities have the same opportunity as anyone else to enjoy a pleasant flight.

- Airlines must provide enplaning, deplaning, and connecting assistance, including both personnel and equipment.
- Airport terminals and airline reservation centers must have TTY telephone devices and amplified phones for persons with hearing or speech impairments.
- Passengers with vision or hearing impairments must have timely access to the same information given to other passengers at the airport or on the plane concerning gate assignments, delayed flights, safety, etc.
- Other provisions concerning services and accommodations address treatment of mobility aids and assistive devices, passenger information, accommodations for persons with hearing impairments, security screening, communicable diseases and medical certificates, and service animals (<http://www.disabilitytravel.com>).



Hotels, Motels, Inns, Etc.

### **Federal Laws**

**Title III of the Americans with Disabilities Act (ADA)** requires hotels, motels, inns, or other places of public lodging be accessible to guests with disabilities.

**Exception:** Buildings in which the owner lives that contain not more than five (5) rooms for rent.

### **TTY and Amplified Telephones**

If telephone service is routinely available for guests, the **ADA** and **Department of Justice** require hotels, motels, or other places of public lodging to provide access to phone service for guests who are Deaf/HH/DB.

Where entry to a facility requires use of a security entrance telephone, a TTY or other effective means of communication must be provided for guests who are Deaf/HH/DB. Facilities are not required to have a business TTY for receiving or making routine business telephone calls since callers who are Deaf/HH/DB can use the Relay Service to make reservations or to call hotel guests.

**Title XIX, Chapter 282 of the Florida Statutes** provides access to electronic and information technology for persons with disabilities seeking services from public businesses.

**For more information please see:** <http://www.leg.state.fl.us>

### **Television Decoders**

Facilities that provide televisions in five or more (5+) guestrooms shall provide, upon request, a way for guest who are Deaf/HH/DB to use captioning.

- The **Television Decoder Circuitry Act of 1990** required all televisions with screens thirteen inches or larger, whether manufactured in the United States or imported, be capable of displaying closed captioning without the aid of external equipment.

### **Safety Equipment – Visual and Tactile Alerting Devices**

To provide equally accessible services, facilities must provide visual and tactile notification/alerting devices for guests who are Deaf/HH/DB including:

- A telephone ringer connected to a light that flashes.
- A bed vibrator that shakes the bed when the telephone or doorbell rings.

### **Conferences or Events**

When a facility provides entertainment or leases space for conferences, conventions, etc., the event must comply with the ADA and be accessible to people who are Deaf/HH/DB. The Department of Justice regulations state that the renter is responsible for providing access to its conferences or performances. Both the owner of the facility and the renter have a responsibility to comply with the requirements of the ADA.

### **Surcharge for Loan of Equipment**

The ADA prohibits facilities from charging or “surcharging” the person who is Deaf/HH/DB for the use of auxiliary aids and/or services.

If the facility charges a deposit to all patrons who need loaned equipment, it may charge a deposit to a person who is Deaf/HH/DB for the use of an auxiliary aid. Refundable deposits are a way to ensure the equipment is available to comply with the ADA. The deposit cannot be more than the value of the equipment loaned. Many facilities ask for the person's driver license which is held until the borrowed equipment is returned.

#### **Removal of Architectural Barriers in Existing Hotel Facilities**

Architectural barriers for people who are Deaf/HH/DB include barriers that are “structural in nature” and prevent equal access to goods and services. The facility must remove such barriers only if removal of the barrier is easily accomplished and able to be carried out without much difficulty or expense.

#### **New Construction and Renovation Requirements**

New construction and renovations to existing facilities must comply with strict requirements explained in a federal document titled the “ADA Accessibility Guidelines for Buildings and Facilities (ADAAG)”:

- A facility must have a certain percentage of guest rooms accessible for Deaf/ HH /DB guest.
- Assistive listening or amplification systems must be provided in facility meeting rooms, assembly areas and conference rooms with at least 50 fixed seats (a minimum of 2 receivers, or 4 per cent of total number of seats, whichever is more).
- Elevators must have visual control indicators and emergency two-way communications systems that do not require voice communication.



### **Federal and State Laws**

Housing discrimination is prohibited for people with disabilities by the Federal Fair Housing Act (FHA) and the 1988 amendments.

### **Responsibilities of Landlords, Condominium Managers, Homeowner Associations & Building Owners**

- Allow person who is Deaf/HH/DB to make reasonable modifications to the premises if the changes are necessary for full enjoyment of the dwelling. Repetitive
- Allow tenant who is Deaf/HH/DB to make reasonable changes to rental unit or condominium at their own expense.

**The landlord** may, where reasonable, require a renter to restore the interior of the premises to how it was before the changes were made. Make reasonable changes in rules, policies, practices and/or services to allow a person who is Deaf/HH/DB full enjoyment of the dwelling:

- Allow a person who is Deaf/HH/DB to keep a trained assistance dog even when there is a “no pets” policy.
- Honor a request for an assigned parking space from a tenant who has mobility impairments.
- Provide an equally effective alternative for visitors and tenants who are Deaf/HH/DB when an intercom or other coded entry system is used.
- Provide interpreters or auxiliary aids for participation in condominium or association meetings.

**The tenant** (renter of the facilities) Has first obligation to provide auxiliary aids and/or services for the event.

**A contract may be used to determine whether the landlord (owner of the facility) or the tenant (renter of the facility) is responsible for accommodations.**

### **State Law:**

- **Title XXX, Section 413 of the Florida Statutes** states:  
An individual with a disability is entitled to rent, lease, or purchase, as other members of the general public, any housing accommodations offered for rent, lease, or other compensation in this state, subject to the conditions and limitations established by law and applicable alike to all persons.

### **Rights of Deaf/HH/DB Persons in Private Housing**

Types of discrimination that have been based on disability include: refusal to rent or sell housing, make housing unavailable, or set different rules or conditions for sale or rental or use of housing.

### **The ADA and Private Housing**

The ADA doesn't cover residential housing.

#### **Exceptions:**

1. Areas open to the public such as the rental office must be accessible under Title III of the ADA.
2. A person who is Deaf/HH/ DB, can request an interpreter or auxiliary aid if needed to accomplish effective communication.

### **New Construction**

Buildings with more than four (4+) units that were first ready for occupancy after March 13, 1991, must be designed and constructed to be accessible to persons with disabilities.

#### **This includes:**

- Building entrances
- Recreation areas
- Laundry areas

### **Housing Program**

Landlords receiving any funding from the Section 8 housing program, or other programs of the U.S. Department of Housing and Urban Development (HUD), must pay for:

- Installation of flashing doorbells
- Visual notification systems
- Other modifications
- Qualified interpreter(s) or auxiliary aids when necessary for effective communication

### **National Voter Registration Act of 1993**

The NVRA protects the rights of citizens of the United States by establishing laws against discriminatory and unfair registration of voter participation. This protection is provided toward all groups, including deaf/HH/DB.

*Please see <http://www.eac.gov/nvra> for more information.*

### **Voting Accessibility for the Elderly and Handicapped Act**

The VAEHA requires polling places across the United States to be physically accessible to people with disabilities for federal elections.

*Please see <http://www.disability.gov> for more information.*

#### **Suggestions for how to handle discrimination**

- Tell the person responsible for the discriminating about your hearing loss (deafness/HH/DB).
- Tell the person why you feel the discrimination is unfair.
- Tell the person what kind of help you need.

- Offer to help in getting rid of the discrimination.
- Make notes of the date, time & location of the discrimination and the name and title of the person responsible.
- If you yell or are nasty, people will not listen to you. They will only remember that you yelled and were nasty.

Please see complaints section for more information.

### Civil Rights of Institutionalized Persons Act

The CRIPA was passed in 1980 to protect the rights of people in state and locally-run nursing homes, mental health facilities, institutions for people with intellectual and developmental disabilities and correctional facilities for youth and adults.

Please see <http://www.disability.gov> for more information.

### Law Enforcement Agencies

State and local law enforcement (police) agencies must provide clear communication with persons who are Deaf/HH/DB.

- The communication needs of the person who is Deaf/HH/DB determines whether a sign language interpreter or other auxiliary aids and services are required.
- When an interpreter or auxiliary aid is not required, police should try to communicate with a person who is Deaf/HH/DB by writing.

Many law enforcement agencies in the United States receive financial assistance from one or more (1+) federal agencies and are under the requirements of **Section 504 of the Rehabilitation Act**.

- **Section 504** requires law enforcement offices to provide qualified sign language interpreters or other auxiliary aids and/or services for communication with persons who are Deaf/HH/DB.



Qualified Sign Language Interpreters Requirements of the Law Section 504

If a person who is Deaf/HH/DB is arrested, the arresting officer's Miranda warning should be communicated to the person arrested.

If no **certified/qualified interpreter(s)** is available, the Miranda warning must be printed on a form approved for such use by the law enforcement agency.

Without an interpreter present and without the Miranda warning in print form, verbal communication is inadequate.

The law enforcement agency must be aware that some people who are Deaf/HH/DB have very limited English language skills, and require an interpreter to make certain the printed message is understood.

**State Law:**

**Title XLVII of the Florida Statutes, Chapter 901**

Interpreter services for deaf persons—In the event that a person who is deaf is arrested and taken into custody for an alleged violation of a criminal law of this state:

- The services of a qualified interpreter shall be sought prior to interrogating such deaf person.
- If the services of a qualified interpreter cannot be obtained, the arresting officer may interrogate or take a statement from such person provided such interrogation and the answers thereto shall be in writing.

*Please see the entire Statute text for more information at <http://www.leg.state.fl.us>*

**Americans With Disabilities Act (ADA)**

A person who is Deaf/HH/DB has a right to effective, good communication in any setting so that they can understand and be understood. Law enforcement agencies are required to provide certified/qualified sign language interpreters and/or other assistive aids and/or services.

If communication is neither complex or lengthy, and if the English language is understood by the person who is Deaf/HH/DB, a notepad and written materials maybe be sufficient to permit effective communication.



**The law and the rights of people who are Deaf/HH/DB**

Law enforcement agencies sponsoring programs such as informational workshops and educational programs must provide people who are Deaf/HH/DB with assistive aids and/or services upon request.



**911 and Emergency Telephone Access**

**Title II of ADA** require public entities providing emergency telephone services, including 911 service, to have TTY's installed for direct access to and from callers using TTY's and computer modems. The ADA requires that the TTY be maintained in operable working condition.

### Courts – Federal, State and Local



**The Deaf Person's Interpreter Act and the Americans with Disabilities Act (ADA)** requires all state and local courts to:

- **Provide** sign language interpreters or other appropriate auxiliary aids to D/HH/DB people who go to court.
- **Pay** the costs for the interpreter and auxiliary aid.

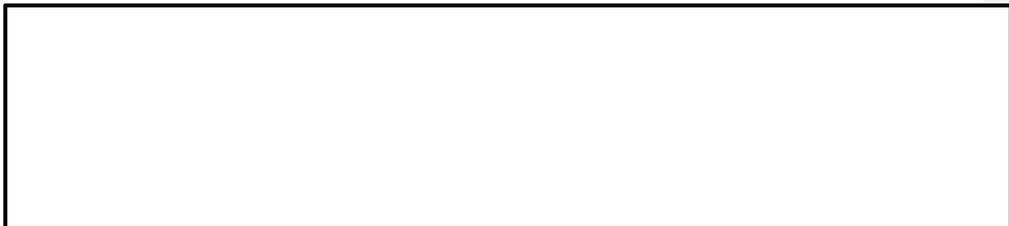
**The ADA protects all people involved in court activities, including:**

- Person in law suit
- Audience
- Witnesses
- Jurors
- Deaf/HH/DB parents of minors (under age 18)
- Attorneys

**The ADA applies to all court proceedings in state and local courts, including:**

- Civil
- Family relations
- Criminal
- Juvenile
- Traffic
- Other specialized courts
- Small Claims

1. Some state courts have laws that allow state judges to pass the cost of interpreter services to the deaf person as "court costs." However, these laws violate the ADA.
2. Court officers should discuss what the best accommodation would be with the Deaf/HH/DB person.
3. Parents are "participants: and are entitled to certified/qualified interpreters or other auxiliary aids and services during court.



**The Federal Judiciary is not subject to either the ADA or the Federal Rehabilitation Act of 1973.**

**However:** The Judicial Conference of the United States has voluntarily agreed to conform to the ADAAG (ADA Accessible Guidelines) standards, and to provide to participants in Federal Court proceedings who are hard of hearing, deaf or have other communication disabilities. These requirements apply only to attorneys, parties, and witnesses. They do not require accommodations for courtroom spectators.



#### Lawyers/Attorneys

The ADA applies and requires the lawyer to both provide and pay for the interpreter. The client who is Deaf/HH/DB should always be asked what type of auxiliary aid and/or service is necessary to ensure effective communication. Services should not be based on fee arrangements.

*Please contact your legal representative for more information.*

See Law section for more information.



#### Prisoners

**Section 504 rule of Rehabilitation Act of 1973** states detention and correctional agencies must:

- Makes sure their programs and activities are accessible to prisoners who are Deaf/HH/DB.
- Provide a sign language interpreter or other auxiliary aids and services so Deaf/HH/DB prisoners can benefit from the same prison services other prisoners receive, including disciplinary meetings.

## ASSISTIVE TECHNOLOGY PRODUCTS

This list contains companies that offer various types of assistive technology (AT) to aid a person who is Hard of Hearing, Late Deafened, or Deaf. This information is not meant as an endorsement or recommendation of any specific company or product, but is offered for informational purposes. Inclusion of manufacturers or vendors on this list does not imply endorsement by the COLORADO COMMISSION FOR THE DEAF AND HARD OF HEARING (CCDHH) nor does exclusion imply disapproval. We encourage consumers to contact the companies and ask questions to find the devices and products that will be most appropriate for their own needs.

### **ADCO Hearing Products**

5661 South Curtice Street  
Littleton, CO 80120

**Phone:** (800) 726-0851

**TTY:** (800) 726-0851

**Website:** [www.ADCOhearing.com](http://www.ADCOhearing.com)

Signal/alert systems, hearing aid accessories, assistive listening devices, TTYs, software, books.

### **ALDS Inc.**

4611 No. 6 Road, Unit #220  
Richmond, BC, Canada V6V-2L3

**Email:** [kstead@alds.com](mailto:kstead@alds.com)

**Website:** [www.alds.com](http://www.alds.com)

Infrared Listening Systems, personal and group, and other devices

### **Arizona Hearing Online**

5975 W. Western Way, Suite 119  
Tucson, AZ 85713

**Toll Free:** (866) 674-3549

**Fax:** (520) 883-3172

**Website:** [azhearing.com](http://azhearing.com)

Amplified telephones, listening systems, alarm clocks, watches, TTYs, and other products for the deaf or hard of hearing.

### **Audex, Inc.**

710 Standard Street  
Longview, TX 75604

**Toll Free:** (800) 237-0716

**Website:** [www.audex.com](http://www.audex.com)

This company manufactures and markets infrared and magnetic induction wireless assistive listening devices for hearing impaired people, cell phones (CHAAMP), amplified cordless and portable phones, and personal listening systems.

### **Auditech USA**

P.O. Box 821105  
Vicksburg, MS 39182-1105

**Phone:** (318) 574-8170

**TTY:** (318) 574-8178

**Fax:** (318) 574-8173

**Email:** [info@auditechusa.com](mailto:info@auditechusa.com)

**Website:** [www.auditechusa.com](http://www.auditechusa.com)

TTYs and assistive devices for the Deaf and Hard of Hearing.

### **Beyond Hearing Aids**

1030 Clubhouse Drive  
Independence, KY 41051

**Toll Free Voice/TTY:** (800) 838-1649

**Phone:** (859) 371-9203 (local)

**Fax:** (859) 371-1363

**Email:** [custserv@beyondhearingaids.com](mailto:custserv@beyondhearingaids.com)

**Website:** [www.beyondhearingaids.com](http://www.beyondhearingaids.com)

The website features a full-line assistive listening device store. The organization provides resources for consumers, audiologists, and hearing-health professionals, rehabilitation counselors, and others.

### **Compu-TTY, Inc.**

3408 Indale Road  
Fort Worth, TX 76116

**Voice:** (817) 738-2485

**TTY:** (817) 738-8993

**Fax:** (817) 738-1970

**Email:** [info@computty.com](mailto:info@computty.com)

**Website:** [www.computty.com](http://www.computty.com) Compu-TTY carries a full line of text telephones and other devices with various degrees of sophistication for the hearing-impaired.

The company is run by deaf individuals who test and evaluate every device the company sells, and they understand what is needed to make a facility accessible to the deaf and hard-of-hearing.

#### **Comtek Communications**

##### **Technology**

357 West 2700 South

Salt Lake City, UT 84115

**Phone:** (801) 466-3463

**Toll Free:** (800) 496-3463

**Fax:** (801) 484-6906

**Email:** [sales@comtek.com](mailto:sales@comtek.com)

##### **Website:**

[www.comtek.com/AssistiveListening/assistivelisting.html](http://www.comtek.com/AssistiveListening/assistivelisting.html)

Wireless products for classroom systems, assistive listening devices (ALD's), broadcast and studio applications, wireless microphone systems, intercom systems, tour guide applications, remote wireless monitoring, and language translation systems.

#### **Converse Communications Corp.**

34 Jerome Avenue

Bloomfield, CT 06002

**Toll Free Phone:** (800) 743-1219

**Fax:** (860) 243-1320

##### **Email:**

[sales@conversecommunications.com](mailto:sales@conversecommunications.com)

**Website:** [66.159.142.155/index.htm](http://66.159.142.155/index.htm)

TTYs, amplified phones, and signalers

#### **Deafworks: Products for the Deaf and Hard of Hearing**

P.O. Box 1265

Provo, UT 84603-1265

**Voice (Relay):** (800) 855-2881

**TTY:** (801) 465-1957

**Fax:** (801) 465-1958

**E-mail:** [info@deafworks.com](mailto:info@deafworks.com)

**Website:** [www.deafworks.com](http://www.deafworks.com)

Videophones (for video relay), educational products, computer products, technical support, TTYs and phones, accessories, and other assistive

technology.

#### **Gallaudet University Press**

800 Florida Avenue NE

Washington, DC 20002

**TTY:** (202) 651-5488

**Phone:** (202) 651-5488

**Website:** [gupress.gallaudet.edu](http://gupress.gallaudet.edu)

Books and educational materials.

#### **General Technologies**

7417 Winding Way

Fair Oaks, CA 95628

**Toll Free:** (800) 328-6684

**Phone:** (916) 962-9225

**Fax:** (916) 961-9823

**Email:** [devices4less@hotmail.com](mailto:devices4less@hotmail.com)

##### **Website:**

[www.devices4less.com/GT.html](http://www.devices4less.com/GT.html)

This website a complete collection of AT, but presents information in a very user-friendly format. The text has an informal, engaging writing style ("Hearing loss can be extremely frustrating at times [like when we're awake]"). The catalog is arranged according to what we want to do (things to listen with, hearing on the telephone, hearing with background noise, hearing your TV), and each page offers several options and products. Here you can also find discount prices on AT, clearance sales, and a bargain section.

#### **Global Assistive Devices, Inc.**

4950 North Dixie Highway

Fort Lauderdale, FL 33334-3947

**Voice/TTY:** (954) 776-1373

**Toll Free:** (888) 778-4237

**Fax:** (954) 776-8136

**Toll Free Fax:** (866) 222-3883

**Email:** [info@globalassistive.com](mailto:info@globalassistive.com)

**Website:** [www.globalassistive.com](http://www.globalassistive.com)

Watches, clocks, telephone accessories, signal/alert systems, TV caller ID, etc.

#### **HARC Mercantile, Ltd.**

PO Box 3055

Kalamazoo, MI 49003

**Phone/TTY:** (800) 445-9968

**Website:** [www.harcmercantile.com](http://www.harcmercantile.com)

Signal/alert systems, captioning products, sound protection aids, auto alerting devices, TTYs.

**Harris Communications**

15155 Technology Drive  
Eden Prairie, MN 55344

**TTY:** (800) 825-9187

**Phone:** (800) 825-6758

**Website:** [www.harriscomm.com](http://www.harriscomm.com)

Signal/alert devices, assistive listening devices, hearing aid accessories, voice amplification, telephones.

**HATIS Corporation**

1981 North Broadway, Suite 310  
Walnut Creek, CA 94596-3841

**Phone:** (952) 736-1524

**Email:** [uhearne@hatis.com](mailto:uhearne@hatis.com)

**Website:** [www.hatis.com](http://www.hatis.com) HATIS (Hearing Aid Telephone Interconnect Systems), makes devices that use the "telecoil" feature of most hearing aids to deliver better sound quality for telephone users. Products include hands-free headsets for cell, cordless, and land-line phones and Internet telephone use.

**Hear Central LLC**

P.O. Box 5224

Valdosta, GA 31603

**TTY:** (888) 430-4327

**Toll Free:** (888) 430-4327

**Phone:** (229) 249-8991

**Website:** [www.hearcentral.com](http://www.hearcentral.com)

Signal/alert devices, assistive listening devices, telephones, TTYs, etc.

**Hear-More, Inc.**

42 Executive Blvd.

Farmingdale, NY 11735

**Phone:** (800) 881-4327

**TTY:** (800) 281-3555

**Website:** [www.hearmore.com](http://www.hearmore.com)

Telephones, TTYs, signaling/alerting devices, assistive listening devices, clocks/watches, computer products.

**Hearing Systems, Inc.**

4654 Hwy 6 N, Suite 201  
Houston, TX 77084

**Voice/TTY:** (281) 855-8916

**Toll Free Voice/TTY:** (877) 855-8916

**Fax:** (281) 855-9193

**Email:** [info@hearingsystemsinc.com](mailto:info@hearingsystemsinc.com)

**Website:** [www.hearingsystemsinc.com](http://www.hearingsystemsinc.com)

Assistive listening systems, TTYs, alerting devices, amplifiers, telephones, telephone accessories, and speech products.

**Hears To You/**

**National Discount Battery Service**

P.O. Box 15

Northampton, MA 01061

**Phone:** (413) 586-5295

**TTY:** (413) 586-5295

**Website:** [members.aol.com/h2u1](http://members.aol.com/h2u1)

Hearing aid batteries/supplies, telecommunication devices, clocks, etc.

**Hearsay Corporation**

1625 E. Twin Acres Drive

Chandler, AZ 85249

**Phone:** (480) 895-2521

**Website:**

[www.s5electronics.com/gpage.html](http://www.s5electronics.com/gpage.html)

Hearsay makes products to clarify speech for hard of hearing people. The Speech Adjust-A-Tone device has 6 adjustable frequency ranges and amplification, to adapt to each person's particular hearing loss and aid in speech discrimination.

They

sell a voice magnifier, which adds up to 25 dB gain for soft-voiced phone callers.

**HITEC Group International**

8160 Madison Avenue

Burr Ridge, IL 60521

**Phone:** (800) 288-8303

**TTY:** (800) 536-8890

**Website:** [www.hitec.com](http://www.hitec.com)

Telephones, TTYs, signal/alert devices, clocks, books, video games, etc.

**Interactive Solutions**

6448 Parkland Drive

Sarasota, FL 34243

**Phone:** (941) 753-5000

**Toll Free:** (888) 463-0474

**TTY:** (800) 362-4584

**Website:** [www.teachthedeaf.com](http://www.teachthedeaf.com)

iCommunicator system converts speech to text and video sign language.

**Krown Manufacturing, Inc.**

3408 Indale Road  
Fort Worth, TX 76116

**Phone:** (817) 738-2485

**Toll-Free:** (800) 366-9950

**Fax:** (817) 738-1970

**Email:** [info@krownntty.com](mailto:info@krownntty.com)

**Website:** [www.krownntty.com](http://www.krownntty.com)

TTYs, TTY accessories, amplified telephones, portable devices.

**LSS&S Group**

PO Box 673

Northbrook, IL 60065

**Phone:** (800) 468-4789

**TTY:** (800) 317-8533

**Website:** [www.lssgroup.com](http://www.lssgroup.com) Signaling systems, assistive listening, watches, captioning decoders, telephones, TTYs, auto alerting devices.

**Marilyn Electronics/ Rappaport Communications**

6 Feener Circle  
Randolph, MA 02368

**TTY/Phone:** (781) 961-1034

**Toll Free:** (800) 622-9558

**Website:** [www.marilynelectronics.com](http://www.marilynelectronics.com)

TTYs, telephone amplifiers, notification systems, signalers, speech enhancement products, etc.

**Maxi-Aids**

42 Executive Blvd  
Farmingdale, NY 11735

**Phone:** (800) 522-6294

**TTY:** (631) 752-0738

**Website:** [www.maxiaids.com](http://www.maxiaids.com) TTYs, telephone amplifiers, assistive listening devices, clocks/watches.

**NFSS Communications**

1 Turnmore Court  
Silver Spring, MD 20906

**TTY/Phone:** (888) 589-6670

**Website:** [www.nfss.com](http://www.nfss.com)

TTYs, telephones, signal/alert systems,

captioning devices, listening devices, etc.

**Oval Window Audio**

33 Wildflower Court Nederland, CO  
80466, U.S.A. **Phone/TTY/Fax:** (303)  
447-3607

**Email:** [info@ovalwindowaudio.com](mailto:info@ovalwindowaudio.com)

**Website:** [www.ovalwindowaudio.com](http://www.ovalwindowaudio.com)

Induction loop systems, Airplane Assistive Listening System.

**Phone-TTY**

246 Route 46 West  
Parsippany, NJ 07054-2121

**Voice:** (973) 299-6627

**TTY:** (973) 299-6626

**Fax:** (973) 299-7768

**Email:** [phonetty@aol.com](mailto:phonetty@aol.com)

**Website:** [www.phone-tty.com](http://www.phone-tty.com)

TTYs, emergency equipment, wireless communication, telephone products, clocks,

visual signalers, books.

**Potomac Technology**

One Church Street, Suite 101  
Rockville, MD 20850

**TTY/Phone:** (301) 762-4005

**Website:** [www.potomactech.com](http://www.potomactech.com)

TTYs, signalers for home/auto, captioning devices, clocks.

**Sennheiser Electronic Corporation**

1 Enterprise Drive  
Old Lyme, CT 06371

**Phone:** (860) 434-9190

**Toll Free:** (877) 736-6434

**Fax:** (860) 434-1759

**Website:** [www.sennheiserusa.com/newsite/category.asp?transid=cat110](http://www.sennheiserusa.com/newsite/category.asp?transid=cat110)

Headphones, assistive listening devices

**Silent Call Communications**

5095 Williams Lake Road  
Waterford, MI 48329

**Voice/TTY:** (248) 673-7353

**Toll Free:** (800) 572-5227

**Fax:** (248) 673-7360

**Email:** [silentcall@silentcall.com](mailto:silentcall@silentcall.com)

**Website:** [www.silentcall.com](http://www.silentcall.com)

Transmitters and receivers, alerting

systems, amplified phones, accessories, emergency alert devices, hotel/motel kits.

**Sound Choice Assistive Listening**

P.O. Box 843

Doylestown, PA 18901

**Toll Free:** (877) 896-5048

**Phone:** (215) 230-8600

**Fax:** (215) 345-1389

**Email:** [sndchoice@aol.com](mailto:sndchoice@aol.com) **Website:**

[synergy-  
emusic.com/soundchoice.html](http://synergy-emusic.com/soundchoice.html)

Manufacturer of infrared audio transmitters and accessories, and a dealer and systems integrator for other assistive listening devices. Other articles include AT information (such as What is a Telecoil?), and sign language resources.

**Sound Clarity, Inc.**

359 North 1st Avenue

Iowa City, IA 52245

**Voice:** (319) 354-5854

**TTY:** (888) 477-2995

**Fax:** (319) 354-5851

**Email:** [info@soundclarity.com](mailto:info@soundclarity.com)

**Website:** [www.soundclarity.com](http://www.soundclarity.com)

Alerting and signaling devices, phones and accessories, pagers, sign language items, vision products, books, software. Catalog also organized by area of use: ADA compliance, places of worship, retirement centers.

**Soundbytes**

P.O. Box 287175

New York, NY 10128

**Phone/TTY:** (888) 816-8191

**Email:** [info@soundbytes.com](mailto:info@soundbytes.com) **Website:**

[www.soundbytes.com](http://www.soundbytes.com) Telephones, TTYs,

software, wireless devices, ADA Compliance kit, hearing aid accessories, educational products, low- vision items. Affiliated with the League for the Hard of Hearing, a support and advocacy organization founded in 1910.

**TTY Web/TTY-TDD Store**

1250 Womack Avenue

Atlanta, GA 30344

**Voice:** (404) 755-0256

**TTY:** (404) 755-0256

**Fax:** (404) 752-7863

**Toll Free Voice/TTY:** (800) 578-7189

**Email:** [info@ttyweb.com](mailto:info@ttyweb.com)

**Website:** [www.ttyweb.com](http://www.ttyweb.com)

A wide variety of assistive technology. Also at this site, the **Deaf Culture** page contains information on using a TTY and a description of relay services, and the **ADA Laws and Information** page covers practical applications.

**Teltex, Inc.**

404 E. 13th Avenue N. Kansas

City, MO 64116

**Toll Free:** (888) 515-8120

**Voice/TTY:** (816) 221-6316

**Fax:** (816) 221-6830

**Website:** [www.teltexinc.com](http://www.teltexinc.com)

TTY, amplified telephone, signalers, assistive devices.

**United TTY Sales and Service**

21004 Brooke Knolls Road

Laytonsville, MD 20882

**Toll Free, Voice/TTY:**

(866) TTY-4USA (1-866-889-4872)

**Voice/TTY:** (301) 926-2365

**Fax:** (301) 963-0785

**Email:** [sales@unitedtty.com](mailto:sales@unitedtty.com)

**Website:** [www.unitedtty.com](http://www.unitedtty.com)

TTYs and amplified phones, accessories, wireless communication.

**Universal Link**

3505 North 124th Street

Brookfield, WI 53005

**Phone:** (800) 755-7994

**TTY:** (800) 755-1553

**Website:** [www.universalink-cdhh.com](http://www.universalink-cdhh.com)

Telephones, TTYs, signalers for home/auto, clocks, ADA compliance kits.

**Weitbrecht Communications**

2176 Ocean Park Blvd, Suite 1007  
Santa Monica, CA 90405

**Phone/TTY:** (800) 233-9130

**Website:** [www.weitbrechtcom.com](http://www.weitbrechtcom.com)

Signal/alert systems, assistive listening devices, TTYs, clocks, speech enhancement products, etc.

**Williams Sound Corporation**

10399 W. 70th Street  
Eden Prairie, MN 55344

**Phone:** (800) 328-6190

**TTY:** (612) 943-9675

**Website:** [www.williamssound.com](http://www.williamssound.com)  
Assistive listening devices,

commercial sound products.

**Wyndtell Communications**

433 Hackensack Avenue (Third Floor)  
Hackensack, NJ 07601

**TTY:** (800) 549-2800

**Voice:** (800) 549-9800

**Fax:** (201) 996-1772

**Email:** [sales@goamerica.com](mailto:sales@goamerica.com)

**Website:** [www.wyndtell.com](http://www.wyndtell.com)

Wireless communication and text pagers,  
with a pager comparison chart.

Live TTY support hours: 24 hours  
per day, 7 days per week; **Email:**  
[help@goamerica.com](mailto:help@goamerica.com) **TTY:** (800)  
501-0555

**Voice:** (800) 549-9991

**COLORADO COMMISSION FOR THE DEAF AND HARD OF HEARING**

Address: 1575 Sherman Street, 2nd Floor • Denver, Colorado 80203

**TTY:** 303-866-4734 • **Voice:** 303-866-4824 • **Fax:** 303-866-4831

Email: [Deaf.Commission@state.co.us](mailto:Deaf.Commission@state.co.us)

Website: [www.cdhs.state.co.us/Deaf](http://www.cdhs.state.co.us/Deaf) Commission

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