HHS
Effective Communication
504 Coordinators and Single Point-of-Contacts

Instructor Guide
Thank you for facilitating *Effective Communication* for your fellow DCF employees. You are making the enormous task of disseminating this critical information possible—we could not do it without you! As you prepare to facilitate this training there are some things we want you to be aware of.

The icons along the left-hand margin are defined by the legend on the first page. These will orient you to the other materials in the training throughout the Instructor Guide. Before you start the training, review all these materials thoroughly to familiarize yourself with them. If you have any questions, contact Chris Recinella at 850.717.4552 or by email at chris_recinella@dcf.state.fl.us.

Before the training begins check all the videos and audio clips. It is important that you open the PowerPoint presentation from the DVD you have been provided. The PowerPoint file and the media files are all in one directory. If the PowerPoint file were copied/pasted onto a computer hard drive those media files would not be found, and would not play. Here are the media in this presentation:

### Videos

“Rick’s Story” – Slide 3

“FTRI” – Slide 67

“Community Advocate”

*(NOTE: This is only played when a guest speaker cannot attend. Be sure to that you have communicated with your ADA/Section 504 Coordinator if you do not know who the guest speaker is for each training session. Only if your ADA/Section 504 Coordinator verifies that a guest speaker will not be attending, do we ask you to play this video.)*

### Audio

Above Videos

“Hearing Loss Simulator“ – Slides 52-55

*(NOTE: The “No Hearing Loss” sound clip on Slide 55 should play at a normal level. The “Mild Hearing Loss” sound clip on Slide 54 should be difficult to hear. The “Moderate Hearing Loss” sound clip on Slide 53 should barely be audible. The “Severe Hearing Loss” sound clip on Slide 51 is silent. Here is the length of each clip in seconds:)*

<table>
<thead>
<tr>
<th>Slide</th>
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<tbody>
<tr>
<td>Severe Loss – Slide 52</td>
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<td>Moderate Loss – Slide 53</td>
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<td>Mild Loss – Slide 54</td>
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<tr>
<td>No Loss – Slide 55</td>
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Again, thank you for your role in facilitating this program, and ensuring that we all effectively communicate with our customers and their companions who are deaf or hard-of-hearing.
I. Welcome and Introductions

Time Required: 30 Minutes

Opening

1. **INTRODUCE** yourself with name, position and where you work, and your role in the HHS project (trainer, ADA/Section 504 Coordinator).

2. **WELCOME** participants to the program. **CONGRATULATE** them on their selection as Single-Point-of-Contacts (SPOCs) and ADA/Section 504 Coordinators. **THANK** them for holding one of the most important roles in the Department today—ensuring that we succeed in effectively communicating with all our customers and their companions who are deaf or hard-of-hearing. **NOTE** that during this training, any reference to customers encompasses clients, customers and their companions. **EXPLAIN** that this course is going to offer information about the Settlement Agreement between the Florida Department of Children and Families (DCF) and the U.S. Department of Health and Human Services (HHS) (we can call it the Agreement). **SAY:** We will cover
   - The Agreement
   - Relevant Laws and Policies
   - Your Responsibilities
   - Critical Information on the Deaf and Hard-of-Hearing Community
   - Our Plan Moving Forward

Participant Introductions

3. **ASK** participants to introduce themselves to the group using the list on slide 2.
   - Name
   - Position in DCF
   - Experience working with individuals who are deaf or hard of hearing: at work, family, friends, etc.
Reading – “Rick’s Story”

4. **INTRODUCE** the video, saying, “Let’s see why we are all here.”

5. **GIVE** the group 3 to 5 minutes to read the supplemental document, “Rick’s Story.”

6. **DEBRIEF** by asking volunteers to share their reaction to the story.
   Possible responses are:
   - Every case is critical.
   - Lives and families are at stake.
   - So many people were involved, it became confusing.

7. **TRANSITIONS** by saying, “Now that we know how important this is, let’s look at how we prepare to ensure effective communication.

**Getting Started**

8. **EXPLAIN** the Participant Folder:
   - Contains important documents: Participant Guide and Forms
   - Used in today’s class, notes, activities, etc.
   - Future resource guide
   - **Should write in them**

   - The Settlement Agreement
   - The DCF Statewide Auxiliary Aids and Services Plan
   - CFOP 60-10 Chapter 4
10. **EXPLAIN:**
   - The goal of this training is to prepare them for their role as Single-Points-of-Contact in their area.

11. **WALK** the group through the agenda explaining that the training is divided into the following areas
   
   I. *The Laws and The Agreement, and Our Responsibilities*
   
   II. *Communicating with Our Customers and their Companions who are Deaf or Hard-of-Hearing*
   
   III. *Implementing the Plan*

12. **NOTE** the key parties to the group:
   - Florida Department of Children and Families (DCF)
     - We are providing services
   - Department of Health and Human Services (HHS)
     - They are holding us to compliance
     - “OCR” refers to the HHS Office of Civil Rights

13. **ASK:** “What questions do you have from the online training? What do you hope we cover today?” Record responses on a flip chart.

   **Trainer’s Note:** Pencil the participants’ names next to their comments so that you can refer to them when you touch on their questions throughout the day.

14. **EXPLAIN** that there is a list of key terms and definitions, a glossary, of the language used in the laws, policies, etc. in the Introduction section of their workbook. **SAY:** “We aren’t going to go over these one-by-one, we’ll define the technical language as it comes up throughout the training. But know that it is here as a reference for you in the future.”

**Effective Communication**

15. **SAY:** “One term we do want to cover right now is Effective Communication. It is the title of this class.” **ASK:** “What do you think effective communication is?” Take some responses from the group.

16. **EXPLAIN** that effective communication is a two-way street. It is critical that both parties understand each other, and that they are able to express themselves. These are called receptive and expressive
communication. All parties must be able to communicate receptively and expressively for effective communication to take place.

In the case of a customer who is deaf or hard-of-hearing meeting a DCF employee who is hearing, it is not enough for the customer to understand the employee. They must be able to expressively communicate on an equivalent level, and the employee must be able to receive that message fully and accurately.

**SAY:** “Be careful not to assume communication is effective just because you are getting information you need. The customer needs to have the opportunity to fully communicate effectively. Our perception as the DCF employee cannot fully ensure effective communication is taking place. The customer also determines that.

**ASK** for examples of what both effective and ineffective communication may look like when working with our customers.

17. **TRANSITION** to the next section, saying, “Let’s review the Federal Laws and the Agreement.”
II. The Laws and the Agreement, and Our Responsibilities

Time Required: 1.5 Hours

Performance Objective
Serve as local subject matter expert for the HHS Settlement Agreement

Learning Objectives
1. Explain critical nature of effective communication with deaf or hard-of-hearing customers
2. Explain laws that protect deaf and hard-of-hearing customers
3. Explain the Agreement:
   - Origin: 3 Cases
   - Criticalness to Clients
   - Terms and Consequences

Introduction
3. **EXPLAIN** that there are several federal laws that form the bedrock for this issue.
   - Section 504 of the Rehabilitation Act of 1973 or “Section 504”
   - Title II of The Americans with Disabilities Act of 1990 or “Title II”

4. **Explain** that these are federal laws and the “nicknames” are the sections of those laws that specifically protect individuals who are deaf and hard-of-hearing. The implementation of these laws is regulated by the Code of Federal Regulation.

Rehabilitation Act of 1973 – Section 504
5. **SAY:** “There are several laws we’ll be covering here this morning, and we’ll cover them in chronological order. Let’s start with the Rehabilitation Act of 1973.”
   **NOTE** that this is not a history class—you won’t be covering the history behind each law so much as what the law states.

6. **REMINd** the group that when we refer to “Section 504,” that we are referencing Section 504 of the Rehabilitation Act of 1973.

7. **POINT** the group to the excerpts from the law in their Participant Guides. Give them a minute to review.
8. **ASK:** “What does this mean?” Possible answers include:
   - Disabilities don’t remove personhood or civil rights
   - Everyone should have access to services.
   - Federally funded programs cannot discriminate based on a disability

9. **SAY:** “The law is clear. We must provide equal opportunity to benefit from services. Equal opportunity—not partial opportunity.”

10. **NOTE** that the law defines a person with a disability as a person who
    - has a physical or mental impairment which substantially limits one or more major life activities
    - has record of such an impairment, or
    - is regarded as having such an impairment

11. **NOTE** that the law defines major life activity as “functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.”

12. **SAY:** “Denying equal opportunity isn’t always hostile or conscious discrimination. What are ways that customers with disabilities could be denied an equal opportunity other than overtly denying services?” Possible answers include:
    - Ignorance of needs
    - Ignorance of services available
    - Assuming one service works for anyone with hearing loss

   **ASK** for several examples of how this can occur in our work at DCF.

   **NOTE** that it comes down to more awareness and education on the needs of our customers.

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**Americans with Disabilities Act of 1990 – Title II**

13. **SAY:** “Another federal law that protects persons with disabilities is the Americans with Disabilities Act of 1990, or ADA. Have the group read the Title II excerpt.

14. **EXPLAIN** that Title II states that:
    “No qualified individual with a disability shall be excluded from a public service.” Qualified individuals are those who are eligible for services.
15. **NOTE** that the law lists some examples of auxiliary aids and defines them as “Effective methods of making aurally delivered information available to individuals who are deaf or hard of hearing.” Also note that the ADA was amended in 2008, greatly broadening the law’s coverage. It is not as restrictive as it was initially.

16. **NOTE** that both of these federal laws apply to DCF. We are heavily federally funded, and we are certainly a public agency. All people must have equal enjoyment of our services and benefits.

**Florida Civil Rights Act of 1992**

17. This state law also protects from discrimination on the basis of race, color, religion, sex, national origin, age, handicap, or marital status.

**Activity – “Memo to New SPOC”**

COVER the activity by reading the prompt below.

*A new SPOC is coming to DCF. Your manager has asked you to explain the law on providing accommodations to customer who are deaf or hard-of-hearing in a memo explaining the new SPOC’s role. Using plain language, explain what the law says on this topic and how it relates to DCF.*

INSTRUCT participants to write their response in the “Memo to SPOC” in the workbook on page 5.

Discuss responses. Look for comprehensive discussion and plain language. Check for accuracy and comprehensiveness.

**The Time Line**

18. **SAY:** “That is the law. So why are we here today? How did the Settlement Agreement come about? Let’s look at the timeline of events leading up to today.”

19. **TELL** the class that our first complaint relevant to this settlement agreement was received in 1999. **NOTE** that the complaint was that DCF “failed to provide interpretive services for [the client’s] known deafness.”

20. **NOTE** that this is an issue of discrimination. The customer did not receive an interpreter during the removal of her son or in her court appearance. The customer suffered from a condition that substantially limited her ability to hear, among other major life activities.
21. In 2000 DCF and HHS entered into a Resolution Agreement.

22. **TELL** the group that another incident was reported in 2002. Then in 2005 a third.

23. **SAY:** “3 complaints may seem like a small number, but that fact is, every case is critical. And it is critical that the law is followed in every case. Also, there could be other incidents that were never reported. Each infraction drastically affects our customers, and our agency. Think back to Rick Kottler’s story.”

24. Now we have entered into a Settlement Agreement—hereafter called “The Agreement.”

**The Agreement**

25. **SAY:** “We will cover the general provisions of the Agreement as well as DCF’s general obligations.

26. **SAY:** “Let’s start with the General Provisions.” Direct them to page 10 of the Agreement.”
   - **Scope:** The Agreement resolves the specific issues addressed in the three complaints.
   - **Effective Date:** January 26, 2010
   - **Term of the Agreement:** 5 Years
   - **No Discrimination or Retaliation:** There will be no discrimination or retaliation toward any individual due to involvement in investigations of or compliance with the Agreement.
   - **Review of Compliance:** DCF must maintain all records related to this Agreement for 5 years beyond the 5-year term of the Agreement—a total of 10 years.
   - **Publication or Release of Agreement:** Public Record

27. **ASK** for any questions on the provisions.

28. **SAY:** “DCF has 3 general obligations under the agreement.” Direct them to page 12 of the Agreement. Have one volunteer read each obligation. Stop to discuss each one.
• Disability Nondiscrimination
DCF shall provide deaf or hard-of-hearing Customers or Companions with the full and equal enjoyment of the services, privileges, facilities, advantages, and accommodations of DCF as required by Section 504 and the ADA.

TELL the group that this is much of what we’ve discussed so far.

• Integrated Settings
DCF shall provide services to deaf or hard-of-hearing Customers or Companions in the most integrated setting appropriate to the needs of the individual, as required by Section 504 and the ADA. DCF shall not permit the availability of auxiliary aids and services, such as interpreters, to factor into placement decisions where the result is a setting more restrictive than is appropriate.

EXPLAIN that this means equal, integrated access of all services for all customers.

• Nondiscrimination by Association
DCF shall not deny equal services, accommodations, or other opportunities to any individual because of the known relationship of the person with someone who is deaf or hard-of-hearing.

EXPLAIN that one example of this could be denying services to a mother of a deaf-blind child, because she may need accommodations for her son to receive services. The mother has been discriminated against because of her association with her son who is deaf-blind.

Activity – “Make it Real”

29. SAY: “So now we know what the agreement is about—but who is it about? Let’s talk about the key players in making this successful.” Break the participants into four groups. Give each group one of the following terms:
   • Customer
   • Companion
   • ADA/504 Coordinator
   • Single-Point-Of-Contact

30. SAY: “Take a moment and look through the copy of the Agreement definitions starting on page 6. Find the definition for your group’s term,
and then discuss what it means in a practical sense. Expand on the definition in context of our day-to-day business.

- Who are they? Give an example.
- What are their needs and/or responsibilities?
- Record the key points of your discussion on a flip chart and have someone be prepared to share your discussion with the whole group. Take 5 minutes.”

31. **ASK** the Customer group to give their presentation. Show the Customer slide. **ASK** the group if they have anything to add to “Who are our customers? What are their needs and/or responsibilities?”

Possible responses are:
- Resident at a Mental Health Facility
- Children in our care
- Collateral Contacts

32. **ASK** the Companion group to give their presentation. Show the Companion slide. **ASK** the group if they have anything to add to “Who are our companions? What are their needs and/or responsibilities?”

Possible responses are:
- Family Member
- Power of attorney

**Trainer’s Note:** Be sure that the group defines the companion as someone who is deaf or hard-of-hearing and that it is someone who is speaking on behalf of the customer (not someone interpreting for the customer).

33. **ASK** the ADA/Section 504 Coordinator group to give their presentation. Show the ADA/Section 504 Coordinator slide. **ASK** the group if they have anything to add to “Who are our ADA/Section 504 Coordinators? What are their needs and/or responsibilities?”

**DISCUSS** what “Administrative Offices” and “Network of SPOCs” mean.
- **Administrative Office:** “generally not providing services directly to the public.”

34. **TELL** any ADA/Section 504 Coordinators that this is their role and responsibility in ensuring effective communication with our customers.

35. **ASK** the SPOC group to give their presentation. Show the SPOC slide.
ASK the group if they have anything to add to “Who are our SPOCs? What are their needs and/or responsibilities?”

36. DISCUSS what “Direct Service Facility” and “Contract Agency” mean.
   - DCF Direct Service Facility: “provide program services directly to DCF Customers on a daily basis.”

37. SAY “Let’s look at the role of the SPOCs a little closer.” Direct them to page 19 of the Agreement. NOTE that this is their job description:
   - Ensure that DCF Personnel are equipped with the resources necessary to ensure effective communication with deaf or hard-of-hearing Customers or Companions
   - Ensure that DCF Personnel document services delivered
   - Manage Service Records
   - Report data and any needs to ADA/Section 504 Coordinator

38. SAY: “These are your performance objectives, and what you will be monitored on.”

Activity – “Memo to New SPOC”

39. SAY: “Return to the Memo to New SPOC activity in your workbook on page 5. Now add the SPOC responsibilities and duties to the memo.” DISCUSS responses. Check for all points covered previously.

40. SAY: “Later on today, we’ll go into more depth on the processes and procedures involved with this implementation.” Those procedures are critical because if we fail to comply with this Settlement Agreement, much is at stake for all parties involved.”

SAY: “For DCF over 40% of our budget, approximately $1.2 billion of annual federal assistance could be lost. For our customers, even more is at stake: their civil rights, food for children, etc. Some situations could be life or death.” REITERATE it is CRITICAL that we follow through every time, with every case. It’s the law. And it is the right thing to do.

41. SAY: “Before we talk about our procedures, you will need to better understand our customers, their needs, and what we can offer them.”
Effective Communication: ADA/Section 504 Coordinators & SPOCs

III. Communicating with Our Customers who are Deaf or Hard-of-Hearing

Time Required: 2 Hours

Performance Objective
Serve as local subject matter expert for the specific needs & auxiliary aids and services for deaf or hard-of-hearing customers and companions

Learning Objectives
1. Explain diversity in deaf and hard-of-hearing community.
2. Explain unique needs of:
   • Deaf Blind
   • Late-Deafened
3. Explain auxiliary aids and services, and appropriate uses

The Deaf and Hard-of-Hearing Community and Culture

1. **EXPLAIN** that to ensure effective communication with customers who are deaf or hard-of-hearing we need to better understand their needs.

2. **ASK:** Why is it important to understand our customers who are deaf and hard-of-hearing and their needs? Probable answers: Because we must be the subject matter expert; People will be looking to us to explain things, etc.

3. **ACCEPT** several answers and **DISCUSS. REMIND** the group that they are the Champions for our customers who are deaf and hard-of-hearing throughout their areas.

4. **START** with a discussion of the prevalence of hearing loss, covering these points:
   • Hearing loss is quite prevalent.
   • In the U.S., the CDC reported 14.9% of children ages 6 to 19 have some level of hearing loss.\(^i\)
   • It is estimated that 16% adult Americans are deaf or hard-of-hearing\(^ii\).

5. **ASK:** What do these numbers tell you? Probable answers: More prevalent than I thought; The possibility of serving a deaf or hard of hearing person is greater than I thought.

6. **TELL** the group that we need to build an awareness of culture when working with our customers who are deaf or hard-of-hearing. When we talk about culture, we’re talking about people, who have history, customs,
tradi tions, and ideals. There is a Deaf culture—spelled with a “big D”—and there is “small d” deaf, which means not hearing. Not all individuals who are deaf identify with the “big D” Deaf culture. Someone who speaks but is deaf may identify as oral-deaf. There are those who identify as hard-of-hearing, meaning they have some hearing and do not identify as deaf. There is also the blind-deaf community.

7. Sensitivity to these cultures, especially language and misconceptions are critical. Being educated on the customer’s culture is a major step in building the rapport for positive interactions, strong relationships, and effective communication. SAY: “Let’s start with some language.”

8. EXPLAIN that per DCF Policy, Deaf is defined by nonfunctional sense of hearing with or without the aid of technology. Hard-of-hearing refers to having some degree of hearing loss.

9. EXPLAIN, however, that people who are deaf or hard-of-hearing may identify themselves differently from these definitions. There are major cultural identities here.
   • It is a personal choice
   • Some people may not identify as either deaf or hard-of-hearing even though they have hearing loss
   • Never simply assume someone identifies with one or the other—always ask.

10. TELL the group that there are some unfortunately pervasive phrases in our language that are extremely offensive and inappropriate. Some of these are “deaf and dumb”, “deaf mute”, and “hearing impaired.”

11. NOTE that a common, though unintentional, mistake is saying the word “death” instead of “deaf.” This happens frequently, and can be very upsetting to a customer and their family. Be aware of your pronunciation and those you work with.

Types of Hearing Loss
12. EXPLAIN that there are several types of hearing loss.
   • Different areas of the ear or auditory system that can be damaged,
   • Different ways or times in life that hearing loss can occur, and various ways to categorize deafness or hearing loss.
• We are not going to go over all of the nuances of audiology.

• We will discuss
  o Onset of hearing loss,
  o Degree of hearing loss,

Onset
13. REFER to the Onset of Hearing Loss chart on page 10 of the handbook.

14. EXPLAIN that onset means when the hearing loss began and there are three categories.
   1. Prelingual
   2. Postlingual
   3. Late Deafened

15. EXPLAIN the categories covering these points
    Prelingual
    • Onset of hearing loss took place before verbal language was acquired.
    • Generally within the first year
    • Does not necessarily mean that the individual has never heard language—they could have heard language before they acquired the skill of speaking. This residual memory can remain.

    Postlingual
    • Onset of hearing loss took place after verbal language had been acquired, at some level
    • Could take place at any age, usually age 3-4.

    Late Deafened
    • Began into or after adolescent
    • May have unique needs

16. EXPLAIN that the time of onset could affect a person’s primary method of communication, based on how they communicated and at what level they could do so before the hearing loss began. Also, those who are late-deafened may have unique needs and attitudes about their hearing loss, since they have communicated orally most of their life.

17. TRANSITION to the next section saying, “Let’s look at the degree of hearing loss.”
18. REFER to the Degree of Hearing Loss chart on page 11 of the Participant Guide and on the slide.

19. EXPLAIN that there are 4 degrees of hearing loss that denote the range of decibels, or volume of sound, lost. You can see the chart starting with a range of loss from 25 to 45 dB—this is Mild Hearing Loss. vii

- **Mild Hearing Loss**
  - May hear some speech sounds
  - Soft sounds are hard to hear
  - Range of hearing loss is 25 to 45 dB
  - A point of reference for this sound level is whispering (30 dB) viii

- **Moderate Hearing Loss**
  - May hear almost no speech when another person is talking at a normal level
  - Range of hearing loss is 45 dB to 65 dB
  - Conversation is generally around 50 dB

- **Severe Hearing Loss**
  - Will hear no speech when a person is talking at a normal level and only some loud sounds and may ask you to speak up
  - Range of hearing loss is 70 dB to 85 dB
  - City traffic is about 80 dB

- **Profound Hearing Loss**
  - Will not hear any speech and only very loud sounds
  - Range of hearing loss is 90 dB or Worse
  - A subway or train are around 90 to 100 dB

20. INTRODUCE the Hearing Loss Simulator. EXPLAIN that a sound clip will be played four times: the first at the level of severe hearing loss, then moderate hearing loss, then mild hearing loss, and finally with no hearing loss. The slide will show which level of hearing loss is being simulated each time. 

21. PROGRESS through the slides one at a time. The first will be silent, though a sound clip is embedded. The second will be extremely faint.

**DO NOT** turn up the volume! These are supposed to be silent and nearly silent. The third clip will be faint, but intelligible. Finally, the last clip should be clear.

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**Trainer’s Note:** Check the volume before the training begins, as part of your room preparation. The clip on the No Hearing Loss slide should be at a
22. **ASK** for responses to the simulation. **NOTE** that even if some hearing is taking place, that doesn’t mean the individual with hearing loss hears everything. They may not know what they aren’t hearing. It is up to us to check that effective communication is taking place both ways.

23. **TRANSITION** to Communication Methods saying, “Just as there are many types of hearing loss, there are many ways that our customers prefer to communicate. Let’s look at these ways.

### Communication with Our Customers

24. **ASK:** Why it is important that you know the various communication methods that our customers may prefer?
   
   **Answer:** To better accommodate their needs and ensure effective communication.

25. **INTRODUCE** communication methods covering these points:
   
   - Many ways that our customers who are deaf or hard-of-hearing may prefer to communicate.
   - Not one single mode of communication or language for our customers.
   - Not all deaf or hard-of-hearing persons know how to sign, or know how to communicate orally.
   - We must never assume!

26. **SAY:** While we may think of communication as the exclusively spoken language—there are many other languages and methods of communication.

### Signing and Visual Communication

27. **INTRODUCE** signing covering these points:
   
   - One form of visual communication
   - Not just one language. There are several sign languages.
   
   - Common sign languages are:
     
     - American Sign Language (ASL)
     - Spanish Sign Language
     - Creole Sign Language
NOTE that there are other signing methods that are not considered languages, but could be the preferred communication method of your customer. Two examples are Signing Exact English and Pidgin Signed English, which use ASL signs in English word order.

28. EXPLAIN that ASL is:
   - Not just signing spoken English
   - Not a word-for-word translation
   - Its own language
   - Has its own syntax and grammar.
   - Knowing ASL does not mean you can read and write English.

29. SHOW the group the difference between English and ASL syntax. EXPLAIN that a translation is word for word. Interpretation is for meaning, and most accurately communicates from one language to another.

30. INSTRUCT the group to turn to page 12 in the Participant Guide and read the statement from a Deaf individual given to a police man in English. ASK for thoughts and reactions.

31. TELL the group that another form of visual communication is reading transcripts and written notes. Email, text messaging, and Instant Messaging are common communication tools for the deaf and hard-of-hearing community—especially for brief communication.

**Oral Communication**

32. REVIEW the basics of oral communication including this information
   - Not all persons that are deaf or hard-of-hearing know sign language.
   - Many prefer oral communication Includes:

   Speech-reading or lip-reading
   - Speech-reading is considered by many to be highly ineffective, reported as low as 30% accurate. It is especially ineffective if the person has little to no hearing.

   Spoken language
   - Some customers prefer to speak when they communicate. They may have a cochlear implant, may have some hearing loss, or may be deaf.
Remember that effective communication is not just expressive, is also receptive. So never assume that someone knows what you are saying—always check for understanding.

33. **DISCUSS** unique needs of the late deafened and deaf blind, saying, “People who are late deafened and deaf blind have unique communications needs.”

34. **REVIEW** Needs of Late-Deafened
   - May not sign
   - May rely heavily on written communication
   - May be in denial or embarrassed of hearing loss

35. **REVIEW** deaf-blind needs by explaining that people who are both deaf and blind rely on a specific type of interpreter. When providing communication assistance always be sure to engage the correct interpreter. They may also request items in large print (vision loss also has degrees of loss, and some customers who are deaf-blind may have some vision to read large, clear fonts).

**Activity**

36. **Lightning Round 1**

   See questions in Instructor Guide Appendix

   Divide the group into equal teams. The first person to raise their hand gets to answer the question. Their teammates may not help them. A wrong answer costs -1 point. A correct answer gains 2 points. If the answer is wrong the facilitator poses the question again. All teams can still attempt to answer the question, even the team who incorrectly answered the first time.

   Keep score on a flip chart. Use this as a time to check for understanding and correct misconceptions. Keep the score chart posted for future rounds.

37. **TRANSITION** to Auxiliary Aids saying: “Now that you have an understanding of the communication methods, let look at the auxiliary aids and services available to improve our communication.”
Auxiliary Aids and Services

38. **INTRODUCE** auxiliary aids and services covering these points:
   - Auxiliary aids and services are any devices or services that assist in effectively communicating with others
   - For our customers, we will sometimes need to use auxiliary aids or services
   - We will discuss the procedures for requesting and acquiring these resources later today
   - Now we want to familiarize you with some of the available resources.

39. **EXPLAIN** that we will be discussing some auxiliary aids that we will likely use. These include:
   - Telecommunication Relay Services
   - Interpreters
   - CART
   - Assistive Listening Devices

Telecommunication Relay Services

40. **SAY** “Let’s start with Telecommunication Relay Services, often called TRS. Here are the details:
   - Free Nation-wide service
   - Can be accessed by dialing **711**
   - Special phones for this service are distributed by a nonprofit called the Florida Telecommunications Relay, Inc. (FTRI). They provide equipment to any permanent Florida residents per Florida statute.¹
   - Different services may require different phone devices, all available from.

41. **TELL** the group that FTRI has several informational videos they produce to educate the public and business communities on the Florida Relay Service, and we will watch some clips from those videos now.
42. **PLAY** the FTRI Video.\(^\text{xii}\)

43. **REFER** to the Tips Sheet in the Appendix, and **REVIEW**.
   
   - If you answer your phone and hear “Hello. This is the relay service...,” don’t hang up! It is not a telemarketer. It’s the TRS.\(^\text{xi}\)
   
   - Do not speak to the operator, saying “Tell her...” or “Is he...”. Always speak directly to the customer you are communicating with.
   
   - TRS calls use turn-taking. You can only speak during your turn. Say “GA” or “Go Ahead” at the end of your turn. The operator will voice “Go Ahead” at the end of the customer’s turn.
   
   - Say “Signing Off” before hanging up at the end of the call.

44. **DISCUSS** the Video Relay Services (VRS):
   
   - Not a 711 TRS service. Instead of special phones it uses video phones or web cams with a high-speed internet connection.
   
   - Limited access to VRS due to cost of high-speed internet, but it is increasingly more used.
   
   - This is still considered a TRS, but there are many VRS providers, including some major phone companies.
   
   - There is a federally provided VRS, called the Federal Relay. It is free for both local and long-distance calls.\(^\text{xiii}\)
   
   - The Video Interpreter (VI) and the caller who is deaf or hard-of-hearing communicate via live video feed. There is no turn-taking, like on a TTY call (you don’t have to say “Go Ahead” between turns).
   
   - Not always identified as a relay call. Sometimes the VI simply says, “Hello, this is John.”

   **IMPORTANT:** Cannot be used as substitute for a contracted interpreter. It is only available for phone calls. In-person meetings must have a contracted in-person or video remote interpreter. Using a VRS for in-person communication is illegal.

45. **PLAY** the VRS video.

46. **SEGUE** into interpreters saying “Many of our customers will request an interpreter for their in-person meetings.”
47. **EXPLAIN** that you cannot just get anyone to interpret. The rules are very clear.
   - A companion or family member cannot act as the DCF interpreter.
   - Personal friends or family may not be objective or accurate
   - They can be stressed and experiencing strong emotions
   - Confidentiality can become problematic

48. **ASK:** What do you do if a customer insists on having a family member interpret? **Answer:** We must also have a certified interpreter who will observe for us and be sure that the customer is receiving accurate information. This protects both the individual and the

49. **SAY:** “Not all interpreters are the same. There are several issues to consider when arranging for an interpreter.”

50. **REVIEW** issues to consider when selecting an interpreter
   - **Qualified vs. Certified:**
     - Qualified Interpreter is able to interpret competently, effectively, accurately and impartially. For DCF this is a DCF employee who has been tested and can interpret fluently. Qualified interpreters can only be used in emergency situations until a certified interpreter can be attained as quickly as possible.
     - Certified interpreter is nationally certified by the Registry of Interpreters for the Deaf (RID). They may be certified in one or multiple languages.
     - Under the Agreement: we will use only “certified” interpreters except for emergency situations until a certified interpreter can be attained as quickly as possible.
     - Certified interpreters can be located by contacting FRID, the Florida chapter of RID. Their websites is listed in the *Helpful Websites*, in the Participant Guide appendix. Also, you can verify that an interpreter is certified by checking with the RID database on their website (see *Helpful Websites*).
   - **Sign Language or Oral:** Remember, there are several sign languages. Be sure to get an interpreter who uses the same language as the customer. Also, there are Oral Interpreters who interpret for persons who communicate orally and/or through speech-reading. These contracted interpreters can be in-person or remote through a webcam.
   - **TELL** the group that there are also interpreters for the deaf-blind. They
may communicate with tactile sign languages, with a sign language, or in other ways. Always ask!

51. **INTRODUCE** written communication by noting that customers who sign may not read English at a high enough level to fully understand the communication. **SAY:** “Remember, ASL is not the same language as English! However, some customers will prefer to communicate via written language, and this is often provided by a CART provider.

52. **EXPLAIN** that Communication Access Realtime Translation (CART) is a verbatim, instant transcription of the spoken word into written script, including environmental sounds, such as a laugh. It can be an in-person or remote service, and is provided by a Certified CART Provider (CCP). The transcript appears on a computer or projection screen in real-time.

53. **NOTE** that CART is a verbatim transcript, but is not a legal document or a court record. It is unedited, and could contain errors. Any policies or laws on confidentiality would, of course, apply.

54. **NOTE** that this may be a preferred communication for the late-deafened who do not sign. Some individuals may not know about it, so be aware when it may be the best way to ensure effective communication with customers who are not familiar with the service. Be sure you can explain it to them.

55. **NOTE** that CART is not a legal document or a court record. It is unedited, and could contain errors. Any policies or laws on confidentiality would, of course, apply.

56. **NOTE** that this may be a preferred communication for the late-deafened who do not sign.

57. **DISCUSS** hand-written communication, covering these points:

   - Can be useful in limited situations
     - Assessing communication needs
     - In emergency situations
   - Check that the customer or companion can read English, and at a proficient enough level. **NOTE** that writing notes back and forth is not a method of effective communication. We must ask what the customer’s preferred communication method is.
58. REVIEW the basics of effective hand-written communication
   - Keep it brief and concise
   - Use bold black pen for handwritten notes
   - ALWAYS check for understanding
   - Pause and say “Tell me what you understand.” Never ask “Do you understand?” This doesn’t give you the ability to ensure that the customer does in fact understand. They may think they understand even if they don’t or be embarrassed and just say that they do.

59. TRANSITION to Assistive Listening Devices, saying, “Another group of auxiliary aids that can be particularly helpful for customers who are hard of hearing are Assistive Listening Devices or ALDs.”

60. REVIEW the two types used by DCF by EXPLAINING that there are two types of devices, each used to meet a specific communication need.
   - **Pocketalker**
     - Used in one-on-one conversations
     - Amplifies sound up to 10 feet
     - Completely portable
     - DEMONSTRATE the Pocketalker and PASS around to allow participants to see up close.
   - **Motiva Personal FM Listening Device**
     - Used in large groups, meetings, etc
     - Amplifies sound
     - Also portable
     - DEMONSTRATE the Motiva Personal FM Listening Device and PASS around to allow participants to see up close.

**Guest Community Advocacy Representative**

61. INTRODUCE the invited guest speaker from the local community. They will speak for 10 to 15 minutes and then take questions for another 10 to 15 minutes. SAY: “We’ve talked about some resources out there, but our success in this endeavor really hinges on building relationships with our community resources. We have *name of guest speaker* here today from *name of guest speaker’s organization* to talk to us and answer your questions.

   NOTE: In cases when a guest cannot attend, please show the Community Resources video.
Activity: “Putting it All Together”
62. REFER the group to page 18 in their workbook where they will find the Auxiliary Aids Chart and provide these instructions:
   - Working in your table group and using the information we discussed complete the chart for all Auxiliary Aids we will be using.
   - The first one has been completed for you.

63. ALLOW 10 minutes, then bring the groups together and ASK each team to present there findings for one of the auxiliary aids. Provide additional information as needed.

64. ASK the group, How will you know what auxiliary aid is best for your customer? Answer: Ask them.

65. EXPLAIN that:
   - The customer knows what aid or service is best.
   - Never presume to know what your customer needs.
   - Always ask them.

Activity
Lightning Round 2
See appendix for questions.

Activity: “Pass It Along”
66. REMIND the group that in their role as a Single Point of Contact, they will be responsible for ensuring effective communication with customers who are deaf or hard of hearing and companions. In that role, they will be required to teach others how to communicate effectively. In this activity, they will have the opportunity to begin to develop a list of key points to be reinforced with new employees.

67. PROVIDE these instructions
   - Work in your table groups
   - Imagine that you have a new employee starting tomorrow. This employee has not completed the HHS training.
   - Design a one-page informational document for employees as a quick resource with important information for best serving our customers
who are deaf or hard-of-hearing. Use a flip chart.

68. TRANSITION by saying, “Next we will examine and look at the process that ensures effective communication with our customers and their companions who are deaf or hard-of-hearing. In this section, we will talk about Aid-Essential Communications Situations, Assessing communication needs, the rules for providing auxiliary aids and the process for handling special situations, documenting and reporting
IV. Implementing the Plan

Time Required: 2 Hours

Performance Objectives
Implement plan and ensure that all DCF Personnel within a specific DCF Direct Service Facility are equipped with the resources necessary to ensure effective communication with deaf or hard-of-hearing Customers or Companions

Know the process for filing complaints based on a disability

Maintain appropriate records

Learning Objectives
• Identify relevant documents
• Explain, implement, and oversee the procedures to:
  o Identify Aid-Essential Communication Situations
  o Assess communication needs of deaf or hard-of-hearing customers or companions
  o Identify appropriate auxiliary aid or service
  o Procure and provide appropriate auxiliary aid or service in required time frame
  o Handle special situations:
• Customer Waiver
• Emergency Situations
• Complaint based on a disability process
• Records keeping

Policy and Procedures Documents

1. SAY: “Children and Families Operating Procedure 60-10 states that it is our policy to ‘afford individuals with disabilities equal accessibility to programs, services, and employment.’” It also lays out the approved procedure for succeeding in this. NOTE that this procedure is currently under revision, however, and that it will likely be revised as we better learn how to serve our customers who are deaf or hard-of-hearing.

2. SAY: “This means it is a critical role of each ADA/Section 504 Coordinator and SPOC to stay abreast of DCF policy on this issue. Refer to CFOP 60-10 often, and check for revisions.”
3. **EXPLAIN** that there are four documents to be aware of for policy and procedures on this issue:
   - Statewide Auxiliary Aids and Services Plan
   - Regional Auxiliary Aids and Services Plan
   - Local Procedures (vary by circuit)
   - CFOP 60-10, Chapter 4

4. **EXPLAIN** that the Statewide Auxiliary Aids Plan is a document that contains our policy on effective communication with customers who are deaf or hard-of-hearing. The plan states who is accountable for dissemination and implementation of the procedures. It also lists the SPOCs statewide, the ADA/Section 504 Coordinators, and forms and resources needed in the process of providing accommodations to our customers and their companions.

5. **EXPLAIN** that each region has its own Auxiliary Aids Plan that has information specific to that region. **SAY:** “You need to review your region-specific Auxiliary Aids Plan as well. This will have information specific for your area. Some circuits have access codes for contracting with Video Remote Interpreters—those are in these documents. **ALSO,** each circuit is developing some local procedures as well. These will also be attached to the region-specific Auxiliary Aids Plan. So, have your statewide copy and your region’s copy on-hand, and be sure to review them both.

**EXPLAIN** that the SPOCs and ADA/Section 504 Coordinators are responsible for knowing all the information in these documents, and being able to explain these plans to DCF personnel.”

**NOTE** that these plans are revised at least annually, so be sure to stay abreast of the changes. New copies are submitted every March 31.

6. **TELL** the group that the fourth document they need to review and be responsible for is CFOP 60-10, Chapter 4. **EXPLAIN** that there are some responsibilities that employees should be aware of:
   - “All Department employees are responsible for ensuring equal access and equal services to all customers or clients.”
   - “It is the responsibility of managers, supervisors, and staff to become familiar with and follow Standards of Etiquette when communicating with customers with physical or sensory disabilities and/or Limited English Proficiency (LEP).”

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7. **INSTRUCT** all participants to keep a copy of CFOP 60-10 on-hand as well, and to review this. They are also responsible for implementing and answering questions about this policy. Suggest that they keep a binder with all four of these documents on their desk. They are the core of our plan to successfully serve our customers deaf or hard-of-hearing.

13. **ASK** if there are any questions about these documents.

**Activity – “Scavenger Hunt”**

14. **DIRECT** the group to the *Scavenger Hunt* activity on page 20 of the workbook. Instruct them to find all the listed items using the Statewide Auxiliary Aids and Services Plan and 60-10 Chapter 4.

15. **REVIEW** the responses. See answers in *Instructor’s Guide Appendix*.

16. **ASK** if anyone had trouble finding information.

**The Forms**

14. **TELL** participants to take out the new forms in the participants’ folders. **TELL** the group that these are the recently updated forms. They are now in use. Review the highlighted fields on the slides. **REFER** to the page entitled *Critical Questions* on page 22. **EXPLAIN** that as you progress through the forms certain questions will be discussed. This is a sheet that they can take notes on. You will refer to it as each topic comes up.

15. **TELL** them that every field must be completed, including and especially the narrative fields.

**Customer or Companion Communication Assessment and Auxiliary Aid and Service Record Form**

16. **BEGIN** with the Customer or Companion Communication Assessment and Auxiliary Aid and Service Record Form. **EXPLAIN** that this form is used to record the aids and services we provide. It shows the assessed communication needs and actions taken accordingly.

17. **ASK** “When do we fill this form out?”

**ANSWER:** Every service date. Every time we deliver a service to a customer/companion who is deaf or hard-of-hearing. **NOTE** that every field is required.

18. **REVIEW** the header of the form, referring to the slide as well. Cover these fields:
   - Region/Circuit/Institution
• Program
• Subsection
• Customer/Companion
• Date
• Time
• Case No.
• Name of Staff Completing Form
• Customer’s Disability
• Scheduled or Non-Scheduled Appointment

19. **ASK:** “What the policy is on providing auxiliary aids or services for scheduled versus non-scheduled appointments. **REFER** them to the first two blocks on page 22 and page 4-3 of the policy 60-10 Chapter 4.

**ANSWER:**

*Scheduled Appointments*
If the appointment is scheduled, then the auxiliary aid or service must be available at the appointment. If it is not available for an extenuating reason, such as the interpreter did not show up, we must provide the auxiliary aid or service within 2 hours, or at the customer’s convenience.

*Non-Scheduled Appointments*
If the appointment is not scheduled, we must determine if it is an emergency situation. For emergencies, we still attempt to provide the auxiliary aid or service as soon as possible, within 2 hours. If it is not an emergency, we try to provide the auxiliary aid or service within 2 hours, and if we cannot then we must reschedule and provide the auxiliary aid or service by the next business day or at the customer’s convenience.

20. **REFER** the group to the form instructions starting on page 3 for future reference.

21. **COVER** Section 1.

• *Is this the initial assessment, a subsequent appointment, or reassessment of the communication needs of the customer?* “Subsequent Appointment” is a new option on the form.

• *What is the assessed communication ability?* Show the example on the slide of a person who primarily reads English for communication, and responds orally.
• What is the nature, length and importance of anticipated communication situation(s)? TELL the group the next box on the Job-Aid is for this topic. This box determines whether the situation is an Aid-Essential Communication Situation or a Non Aid-Essential Communication Situation, which has a check box below the narrative box. This is determined by these criteria:
  o Type of auxiliary aid or service requested
  o Length, importance, complexity
  o The individual’s communication abilities
  o The individual’s health status (or changes to their health status for those seeking health services)
  o The number of people involved in the communication
If the these criteria are such that the requested auxiliary aid or service is necessary to ensure effective communication, then the request must be provided. If the situation is Non-Aid-Essential, and an alternative auxiliary aid or service from the one requested would still ensure equally effective communication, then the alternative can be provided.

EMPHASIZE, only a Regional Director/Circuit Administrator, Hospital Administrator or their Designee or the Contracted Client Services Provider or their Designee can deny a requested Non-Aid-Essential auxiliary aid or service.

• REFER the group to Examples of Aid-Essential Communication Situations in the appendix of their Participant Guide, page 36. EMPHASIZE that this is a not a complete list—it is just a list of some examples.

• NOTE that the complexity of the communication may also be based on the number of people involved in the communication. This is also to be noted, along with names on the form.

• Is there a Communication Plan for further meetings? If there will be follow-up or long-term interaction, a Communication Plan needs to be completed. Page 2 of the form has the Communication Plan section.

• READ the instructions in the form: Services shall continue to be provided to Customers or Companions, during the entire period of the Customer’s hospitalization, residency, long term treatment, or subsequent visits. Discuss with the Customer or Companion their preferred
mode of communication in each of the following on-going communication situations and incorporate into the case plan. The following list is not exhaustive and does not imply there are not other communication situations that may be encountered.

22. **TELL** the group that during long term care, subsequent requests for appropriate auxiliary aids and services by the Customer or Companion are not required because that is already captured in their communication plan (as long as a communication plan was developed); unless the method of communication has changed.

23. **NOTE:** “In each situation requiring an auxiliary aid or service in the plan (whether Aid-Essential or Non-Aid Essential), you must identify the name and title of the person responsible for ensuring the auxiliary aid is provided as well as a description of information provided in each situation. Plans MUST be updated at least quarterly, or as the situations change.

24. **EMPHASIZE:** It is critical that EVERY time we provide an auxiliary aid or service we must record it with proof of provision, such as an invoice, in the customer’s file and maintain a contact log in that file that notes each contact and what was provided. This is critical whether it is an instance using the Service Record and Request forms or if it is a situation covered within the Communication Plan.

25. **RETURN** to page 1, and note that the health status of the customer/companion should be noted if electronic equipment would interfere with their medical equipment or pose a health risk.

26. **Section 2**
   - **What is requested?** **TELL** the group we will discuss how the request process works after we cover this form. This is the customer’s preferred method of communication.
   - **What is provided?** This must be the requested auxiliary aid or service unless an allowable authority has deemed the situation Non Aid-Essential. In such a case, the alternative provided must ensure equally effective communication. **Interpreter Service Status** Did they show up, on time, and meet expectations?

27. **Section 3**
   - **Was the communication effective?** If not, then a reassessment of communication needs must be done. Document the next steps taken.
28. Section 4
   • If we are referring a customer to another agency, note the agency, the date of referral and the information we provided them to ensure that the necessary accommodations are made.
   • All HIPAA requirements apply.

29. Section 5
   • This is to be filled out in the case of a Non Aid-Essential Communication Situation.
   • **NOTE** that both the customer/companion and DCF employee must sign and date this form.

**Customer or Companion Request for Free Communication Assistance or Waiver of Free Communication Assistance Form**

30. **EXPLAIN** that this is a form the customer/companion fills out to request an auxiliary aid or service at no cost to them, or waive this privilege.

31. **Waiver**
   If the customer/companion waives a DCF-provided interpreter, remember the policy. They may want a family member or friend to interpret instead. The interpreter of their choice must be at least 18 years of age. This is their prerogative, but three things must take place:
   • They must fill out the Waiver form
   • DCF must still contract a certified interpreter to observe, to ensure that effective communication is taking place. This protects the customer and the Department.
   • The certified interpreter still signs the bottom of the form.

If a customer waives an auxiliary aid, such as an older client who is hard-of-hearing but waives an ALD, and DCF personnel believe that effective communication is still not taking place, there are several steps that can be taken:
   • Document all attempts to offer an aid, and the customer’s waiver of accommodations.
   • Take careful notes of the conversation.
   • Provide a written letter of the communication to the customer the ADA/Section 504 Coordinator and SPOC, and the customer’s file.
   • The customer/companion, certified interpreter if used, and the witnessing DCF employee must all sign the form. Then attach it to the Service Record form in the file.
17. **Who Do You Call?**

   REFER back to *Critical Questions.*

   SAY: “So you know what to get, and how quickly you must get it. But how do you get it? Who do you contact? This can vary by program or circuit procedures. It can also vary by what auxiliary aid or service is requested. You may have ready access to an ALD, but need to contract with an interpreter.” REFER the group to page 23, Auxiliary Aids/Services Quick Sheet. This is a quick reference where employees can take notes on who to contact for different aids and services depending on their local procedures. EXPLAIN that a contact could be a supervisor, a SPOC, or a contracted agency directly—it all depends on the local procedures. SAY: “This is why it is so critical that SPOCs know their local Auxiliary Aids Plans and Procedures! Your employees will have questions, and you’ll need to be prepared.”

18. **Is Communication Effective?**

   SAY: “This is the linchpin.” We need to continually check for effective communication. Don’t just ask “Do you understand?” Customers may be scared, feel embarrassed or at fault if communication isn’t clear.

   SAY: “It is our responsibility to accurately check for effective communication.” You can do this by asking questions for understanding, such as “Now, who are you going to call?” or “Tell me what you understand.” This checks that they know what they need to know, and affirms them for knowing, or gives them a chance to say “I don’t know.”

   If there is a process being communicated to the customer, allow them a chance to go through it and ask questions. Take time and offer patience and affirmation. This is a person you are working with, likely a person in need. We want to use strong customer service skills, in addition to offering the auxiliary aid or service.

19. **How Did the Customer Experience the Communication?**

   We can only determine the effectiveness of communication by checking with the customer. At the end of the interaction, tell the customer they are welcome to fill out the Customer Feedback Form and send it into our Office. This is a voluntary, anonymous form that the customer can mail back to our Civil Rights office in Tallahassee, the address is on the form. EXPLAIN that this form will help us know if we are succeeding in our efforts, and show us where we need to improve as an agency. It is a critical piece.

   While it is voluntary, encourage customers and companions to fill it
out, so we can better serve the deaf and hard-of-hearing community.

If the customer wants help filling out the form, we can offer them help, or they can call the number at the top of the form (both a standard phone number and a TTY/TDD phone number).

20. **REMIN** the group that other than situations specifically covered within a Communication Plan, each of these forms is to be completed at every service delivery date by the employee working directly with the customer.

21. **TELL** the group that each of these forms is to be completed at every service delivery date.

**Activity – “Role Play”**

**TELL** the group to split into pairs. **TELL** them to take fill out a complete set of forms together for a hypothetical customer. Pretend that the customer is receiving services from a program one of the DCF employees actually work in. Go over the Service Record and Request/Waiver forms, and fill in every field. Create a communication plan if appropriate.

22. **DISCUSS** the experience. Ask if there were any surprises or questions. **REMIND** the group that they will be responsible for monitoring these forms and answering questions on them, so it is critical that they understand them.

**Records Keeping**

23. **Where do the Records Go?**

**TELL** the group that maintaining records is critical, and part of each SPOC’s responsibilities. DCF personnel need to put the original copy of the Communication Assessment and Communication Plan and Request or Waiver forms in the customer’s file. They should also send a copy to both their SPOC and their ADA/Section 504 Coordinator (1 copy each).

The *Monthly Summary Report* is completed by each SPOC and sent to their ADA/Section 504 Coordinator each month. This is a tally sheet. **TELL** the group to look over the *Monthly Summary Report* form.

All records must be kept for 10 years.

**Monitoring**

24. The ADA/Section 504 Coordinators will be periodically monitoring for
compliance. These could be scheduled or unscheduled visits.

25. As SPOCs, part of your responsibilities is to ensure that services are documented. If your direct service employees are filling out the forms, they will be sending all completed forms to you. Be sure to review these for full and correct completion.

Complaints of Discrimination

26. **NOTE** that there is a procedure for customers to submit complaints of discrimination feel that they have been discriminated against by reason of disability. **REFER** to CFOP 60-10 Chapter 6.

27. **EXPLAIN** that a complaint can go to either DCF, HHS, or DOJ. The addresses for each of these agencies’ Office of Civil Rights can be found in the CFOP 60-10 6-4, and on page 25 of the Participant’s Guide. The complaint must contain:
   - Basis for complaint
   - Name, address and phone number of charging party
   - Name and address of person or provider being charged
   - Description and date(s) of the alleged discriminatory acts
   - Signature of charging party

28. **TELL** the group that final determination of the merits of the complaint will be made by the federal agency having jurisdiction of the complaint.

Activity

**Final Lightning Round**

*See appendix for questions.*

Activity – “What If?”

Each team receives a “What If?” scenario. Instruct them to discuss what issues are relevant, and what actions need to be taken. Who are the involved parties, and what responsibilities do each of them have? Develop a comprehensive action plan.

Anticipate issues that may arise, and develop plans for them. Be prepared to present your plan to the whole group. Feel free to use flip charts.

**DISCUSS** the procedures to follow, the questions that come up, and other thoughts or concerns around each case study.


8 Simulation was developed using the CDC’s NIOSH Hearing Loss Simulator program, under the advisement of Cindy Simon, Audiologist on the DCF-HHS Settlement Agreement Advising Committee. <http://www.cdc.gov/niosh/mining/products/product47.htm>


11 FTRI: Clips are taken from Don’t Hang Up, Do Business! and Let Freedom Ring, FTRI All Rights Reserved, used with permission.


13 Federal Video Relay Service <www.fedvrs.us/supports/what_is_vrs>


16 NDBC <http://www.nationaldb.org>

17 AADB <http://www.aadb.org>

18 CFOP 60-10 3-6.c

19 CFOP 60-10 3-11.d

20 CFOP 60-10 4-3

21 CF761 Revised May 23, 2011 Pg 3 of 7
Lightning Round Questions and Answers

Round 1

1. Who is charged with overseeing the network of SPOCs?
   ADA/Section 504 Coordinators

2. Define Companion.
   Someone who is BOTH deaf or hard-of-hearing AND is speaking on behalf of the customer.

3. What is the prevalence of deafness and hearing loss in the United States among adults?
   16%

4. Differentiate Postlingual hearing loss and late-deafness?
   Postlingual is after verbal language is acquired, usually around 3-4 years of age.
   Late-deafness is after adolescence.

5. What are the four degrees of hearing loss?
   Mild, Moderate, Severe, Profound

6. List 3 common sign languages.
   ASL, Pidgin Singed English, Signing Exact English, Spanish Sign Language, Creole Sign Language
Lightning Round Questions and Answers

Round 2

7. Name and define two types of relay services.

TTY or Text Telephone – A deaf or hard-of-hearing caller makes a call by typing back and forth with an operator, or Communication Assistant, who relays the typed information to the hearing caller, and the spoken information to the deaf or hard-of-hearing caller.

Voice Carry Over – A deaf or hard-of-hearing caller speaks to the hearing caller and the operator types the hearing caller’s communication to the deaf or hard-of-hearing caller.

Speech to Speech – The speech disabled caller makes a call to a hearing caller, and an operator listens in to clarify as needed.

Video Relay Service – A deaf or hard-of-hearing caller communicates with an interpreter via video on a webcam or video phone, and the interpreter then relays the message to the hearing caller.

8. How do you access a TRS?
7-1-1

9. Name the two laws and their subsections discussed today which protect citizens from discrimination.

Rehabilitation Act of 1973 – Section 504

Americans with Disabilities Act – Title II

10. What are 3 commonly used written auxiliary aids or services?

Pocketalkers
CART
Specialized Telephones
Oral Interpreters

Sign Language Interpreters
Video Remote Interpreters
Large Print
Deaf-Blind Interpreter

11. What is the difference between a Pocketalker® and a Personal FM Listening Device?

The Pocketalker works for one-on-one interactions up to 10 feet apart.

The Personal FM Listing Device works for larger group settings.
Lightning Round Questions and Answers

Round 3

12. Who is responsible for implementing the Agreement in the field?
   All of us! ADA/Section 504 Coordinators, SPOCs, Direct Service Staff, and all DCF and Contract Agency staff.

13. Where can an employee find their SPOC’s contact information?
   In the Auxiliary Aids and Services Plan

14. What Operating Procedure discusses providing accommodations to our deaf and hard-of-hearing customers?
   60-10

15. What forms need to be completed with every interaction?
   - Customer or Companion Communication Assessment and Auxiliary Aid and Service Form
   - Customer or Companion Request for Free Communication Assistance or Waiver of Free Communication Assistance
   - Customer / Companion Feedback Form

16. Who does the employee give their customer feedback form to?
   DCF Staff, or Mail it to the Office of Civil Rights

17. Never assume, always what?
   Ask!
### Scavenger Hunt Answers

**Participant Guide Page 20**

1. | Location        | Civil Rights          | Contact Information |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Headquarters</td>
<td>Pamela Thornton</td>
<td>P: 850-717-4567</td>
</tr>
<tr>
<td>Northwest Region</td>
<td>Juan Cox</td>
<td>P: 850-717-4565</td>
</tr>
<tr>
<td>Florida State Hospital</td>
<td>Aldrin Sanders</td>
<td>P: 850-717-4566</td>
</tr>
<tr>
<td>Northeast Region</td>
<td>Richard Valentine</td>
<td>P: 904-723-2097</td>
</tr>
<tr>
<td>Suncoast Region</td>
<td>Sharon Pimley-Fong</td>
<td>P: 813-558-5656</td>
</tr>
<tr>
<td>Central Region</td>
<td>Pamela Phillips</td>
<td>P: 407-317-7552</td>
</tr>
<tr>
<td>Southeast Region</td>
<td>Caroline Johnson</td>
<td>P: 561-837-5538</td>
</tr>
<tr>
<td>Southern Region</td>
<td>Roosevelt Johnson</td>
<td>P: 305-377-5219</td>
</tr>
</tbody>
</table>

2. Jim Warren
   850.663.7536

3. 305.668.9797

4. 301.946.9710

5. | Service Center Name               | VRI Liaison(s)                  |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Opalocka Service Center</td>
<td>Kenly Franklin</td>
</tr>
<tr>
<td>Central Service Center</td>
<td>Osmin Bejerano, Luisa Hernandez</td>
</tr>
<tr>
<td>Quail Roost Service Center</td>
<td>Sylvia Hawkins, Humberto Bozzo</td>
</tr>
<tr>
<td>Plantation Professional Bldg</td>
<td>Barbara Achenberg, Ksenia Leonteva, Julie Esquivel</td>
</tr>
<tr>
<td>Marathon Regional</td>
<td>Samantha Dominguez, Gladys Sanchez</td>
</tr>
<tr>
<td>Key West</td>
<td>Elena George, Katie Teyshak, Cecilia Vega</td>
</tr>
</tbody>
</table>
6. Sign Language Interpreter Form CF1596 (CFOP 60-10 Chapter 4, Pg 4-8)

7. (a) Staff must be trained to ensure competency with VRI technology.

   (b) Equipment must provide high-quality, clear, delay-free, motion-free video and audio so that transmission of voices is clear and easily understood and video provides sufficiently large and sharply delineated picture of the interpreter’s and the Customer’s or Companion’s heads, hands, and fingers regardless of the body position of the Customer or Companion.

(CFOP 60-10 Chapter 4, Pg 4-7)
**What Ifs**
**Participant Guide Page 25**
**Response Points to Look For**

1. A Child Protective Investigator shows up at a school to interview a child. Once she arrives, she is told that the student is deaf or hard-of-hearing. The school administrator explains that the child does not sign, and speaks orally.

   *The communication method needs to be assessed, does the child need CART, an Oral Interpreter, an Assistive Listening Device?*

2. An Adult Protective Investigator arrives at the home of a man. Upon arrival the investigator realizes that the man’s caregiver and son is hard-of-hearing.

   *The investigator needs to determine if the son is someone that he needs to communicate with, and if so what his communication needs are.*

3. A man walks into a DCF service center and comes to the front desk. He is motioning to the DCF employee at the front desk. When the employee speaks to him, the man shakes his head. Then he makes several motions with his hands. There is no appointment on the book for this time.

   *The staff need to assess whether or not the man is deaf or hard-of-hearing, and if he is using sign language. They need to also find out how he communicates, what his needs are, and if he needs to schedule an appointment or has an emergency. Different procedures need to be followed depending on Aid-Essential/Non-Aid-Essential and emergency/non-emergency situations.*

4. A supervisor is holding a staff meeting of direct service employees. Before the meeting begins, she hears an employee saying, “I keep getting telemarketer calls on my work phone. Some relay company. They won’t leave me alone!”

   *The supervisor needs to find out if the employee is hanging up on a VRS/TRS phone call, and educate her staff. She should also check their TTY phone for any message a TTY/TDD caller may have been making once their relay call was disconnected.*

5. A man and his family enter a DCF ACCESS center. They have an appointment to discuss benefits. However, the staff did not know that the man has severe hearing loss and he and his family speak Creole.

   *The man’s communication method needs to be assessed. He may need a Creole Sign Language interpreter. His family will need a Creole interpreter. Because they have just been made aware of the need, DCF staff must try to get these resources within 2 hours, but have until the next business day to reschedule. This is not the same as if they had known the communication needs prior to the appointment, which would require the resources to be ready at the appointment.*