



DHH Connection

Spring 2011



The University of Wisconsin-Milwaukee
Student Accessibility Center
Deaf/Hard of Hearing Program

Welcome New Staff Interpreters!



Ashley Arnoldy

I earned my Bachelor's degree in Exceptional Education and completed the Interpreter Training Program at UWM in May 2009. Over the next year I worked as a full-time educational interpreter for the Milwaukee Public School system, as well as an LTE for the Student Accessibility Center at UWM. In August of 2010, I was hired as a full-time Interpreter and C-Print Captionist in the DHH Program. I feel very fortunate to be working with such a great group of staff and students and I look forward to what is to come! For fun, I enjoy spending time with family and friends as well as being outdoors. Unlike most people in the Deaf and Hard of Hearing Program, I am a Minnesota Twins and Vikings fan. (Smile)

Karen Huenink

I graduated from UWM in 2007 with a Bachelor's degree in Education. I completed the Interpreter Training Program and also majored in ASL Studies. After graduating I worked for two years in the K-12 setting and one year as a Job Development Specialist for the Deaf/Hard of Hearing before coming to UWM in the fall of 2010. While in the Interpreter Training Program I had an opportunity to work as an Administrative Assistant for the Deaf/Hard of Hearing Program and also had my internship with SAC. Through these experiences I learned what an amazingly talented and supportive group of interpreters are on staff here and it's been my dream to work for UWM ever since. I am so fortunate to have the opportunity to learn and grow everyday and love what I do!



Stephanie Zito



I attended the University of Wisconsin-Milwaukee for four years and majored in both American Sign Language studies and the Interpreter Training Program. I worked my way through college at various jobs such as Menards, Captel, and tutored ASL on campus. SAC has been a challenging and enlightening experience for me as a recent grad and I enjoy working with the students, staff, and faculty. It is a personal goal of mine to have an active lifestyle as well as a good balance of work and social life. In my free time, I hang out with family and friends, bake, exercise, and volunteer. I also teach music lessons on the side and enjoy keeping up with my own musical ambitions.



Catching up with Alumnus, Jamie Chapin

1. Which D/HH service did you use while at UWM?

I used ASL interpreting services.

2. When did you graduate and what degree did you earn?

I graduated spring of 2007 with my BS degree in Psychology. I continued my education at UW-Milwaukee after taking a year off to spend time with my daughter and newborn son. I focused on obtaining my Masters in Educational Psychology – Community Counseling. I completed my program requirements as of spring 2010; however I will be taking the required Counseling Comprehensive Exam in April 2011, which will lead to my expected graduation for spring 2011.

3. What have you been doing since you graduated?

During the last year of my Master's program, my husband and I decided to move to the Delavan area and placed our daughter at the Wisconsin School for the Deaf (WSD) as she began with their pre-school program. Thus, which led me to applying and being hired for an open job position as a School Social Worker at WSD and to come and find out that I also needed to complete another Masters in Social Work. As of fall 2011, I was accepted in the MSW program at George Williams College in Williams Bay to accomplish my School Social Work license while I continue working at WSD.

4. Do you have any helpful or encouraging words for the interpreters and captionists at UWM?

UW-Milwaukee's Student Accessibility Center has provided the greatest service in regards to any

accommodations required in order to receive a successful education. Honestly, I have not received any other better services than UWM has to offer at any other school or program. As well as the variety of culture and background each interpreter has for students which has a great benefit and impact on those receiving services. When I first started I remember there were only a few staff interpreters available up until my final year in my Master's program, the number doubled, as well as skills provided greatly improved. I would always suggest those who are interested in the UW-system to the Milwaukee campus.

5. There are many new freshmen this year. Do you have any advice for them?

Get out and get to know the campus, meet people, take advantage of any resources you need, and enjoy your college years! There are so many available resources and people that are willing to help you and guide you. Remember why you are there, have a goal, and reach for it. An inspiring quote that I remind myself of often (shared by a friend) that I will share: "The only way to fail is to give up. Whatever comes and whatever happens, just keep going. Fix your eyes on the goal and persist. Your vision, your commitment, and your actions will take you there. When you can make great big strides, make them. When you can take only small steps, take them. See every moment as the opportunity that it is. When the wind is at your back, keep going. When the wind is blowing against you, keep going. Make good and effective use of whatever you encounter. Tap into the positive value that is always there. Know precisely where you wish to go and why. Keep going and you are there."

6. Please share a highlight from your UWM days:

I remember during my second year when I initiated for Kappa Tau sorority, to meet more friends and develop that sisterhood bond that they seemed to have. Kappa Tau was one of the biggest impacts throughout my college years as I became very close to a few girls. They were open with my deafness and provided ways to make me feel welcomed, as well as provided interpreters when necessary. Because of this opportunity I was given, I became a better person, who I am today. Last, this also provided me an opportunity of meeting a certain person, through Greek events that I attended to, who has become a very important person in my life that I am glad to call my husband today. ■

Captioning: Universal Access

By Hannah Mann

At a cross cultural leadership camp in China, Chinese college students watch a movie in English and laugh alongside their Western cohorts. In a noisy gym, patrons watch a large suspended TV screen showcasing the latest episode of *The Office* while listening to music on their iPods. A husband watches a muted late-night movie while his wife sleeps soundly beside him. And at home, a child with Asperger's easily follows the dialogue in his favorite cartoon, despite his difficulty in processing auditory cues.

Captioning isn't just for the deaf and hard of hearing anymore. Fran Lorenz, head captionist at UWM, says, "Closed captioning has the potential to benefit everyone. ... I've received requests from non-native English viewers and students with learning disabilities." Captions and subtitles provide valuable access to visual media when audio alone won't cut it—when the environment is loud, the sound quality is poor, the speaker has a strong accent, and, of course, when the viewer has a hearing loss.

The past two years have seen great advances in captioning: on November 19, 2009, YouTube launched an automatic captioning feature which made thousands, if not millions, of online videos accessible to varying degrees. And on October 8, 2010, President Barack Obama signed the 21st Century Video and Communications Accessibility Act into law, which mandated captioning for all TV-based programming on the Internet, and a captioning feature on all screens smaller than 13 inches—meaning,

smart phones, iPods, small TVs, and the like.

This increased accessibility is a far cry from the world that many deaf adults grew up in. Joel Mankowski, a Deaf instructor at UW-Milwaukee, remembers having to rely on facial expression and lip-reading to watch TV as a child. Often, he had to ask his hearing father or brother to summarize the content for him. "I was maybe twelve when captioning started to



show up on TV, and only a few shows had it," recalls Mankowski. Before captioning, individuals with hearing loss were usually left in the dark about many current news happenings. Sometimes, it even turned deadly: when the 1971 San Fernando earthquake struck, several deaf and hard of hearing university students were found wandering the streets seeking news about what had happened.

Even people who have only a slight to moderate hearing loss often must rely on captions for access, even with hearing aids. Jessica Wiseman of Green Bay, Wisconsin explains, "I am hard of

hearing and sometimes turning up the volume doesn't help. Certain ranges of sounds are difficult to hear no matter what." Before Netflix began adding captions to their movies, Wiseman watched one or two movies a year through that service, whereas her hearing husband watched at least one movie a day. Now that Netflix is offering captions on some of its movies, Wiseman finds herself using it more regularly. "I can say from personal experience that their new videos that have the captioning are more enticing to me than the ones that don't," she says.

Interestingly, when the first captioning decoders became widely available in the 1980s, the majority of sales came not from deaf and hard of hearing customers, but from hearing people who were learning English as a second language. Even now, because second-language speakers are frequently overwhelmed by the sheer speed and complexity of the target language in visual media, they often must rely on captions. Xiaorong Wang, a Shanghai native who teaches Mandarin at UW-Milwaukee, agrees: "I prefer seeing an English movie with English subtitles since sometimes it is too fast to catch up with. Also, with subtitles, which is more visual than conversation, I can learn more authentic words and phrases."

Even within languages, captioning is often necessary due to regional variations. For instance, China has several hundred dialects, most of which are unintelligible to the majority

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D/HH Staff Lunch 'n' Learns

By Chris Skoczynski

The DHH Department has a philosophy we like to call “lifting as you climb.” To us, this motto means that each person is always striving to improve their skills and knowledge base, but is also interested in teaching these new-found skills to their colleagues, so that we all can get better together.

During the Winterim Semester, we have made it a DHH tradition to offer one-hour workshops each day during the Lunch hour, on a variety of topics. We call them Lunch and Learns. Usually the workshops are offered by our own staff members and taught to our own staff members, although we have brought in speakers and invited community interpreters to the events in the past.

Our topics can range from the professional to the political to the pleasurable. We try to make sure to have a nice mix each year. The workshops are coordinated by DHH’s Professional Development Team, which in 2011, was Liz Wick and Chris Skoczynski.

This year we tried something a little different with a couple of the sessions, including what we called “facilitated discussions,” a Think Tank approach to talking about an issue and coming to some conclusions or directions. One Think Tank discussion this year focused on “How to Check In with the Deaf/Hard of Hearing Student for Feedback.” Facilitated by DHH student advisor Jason Altmann and staffer Liz Wick, this session allowed us to brainstorm ways to approach the students to garner constructive, honest feedback from the student early enough in the semester so that the service provider could actually put their suggestions into play and improve the service

delivery. As a result of this facilitated discussion, it was decided that DHH Assistant Program Director and Interpreter Coordinator Amy Hogle, along with Student Advisor Jason Altmann, would do spontaneous check-ins with each staff member in a class of their choosing, sitting in to watch the work, provide feedback and make helpful suggestions.



Another Think Tank discussion, led by Chris Skoczynski and attended by UWM Interpreter Training Program (ITP) Director Pam Conine, focused on how to better accommodate the observations of our professional staff by students in UWM’s ITP. This fruitful discussion led us to some better understandings of the needs of the ITP students from the ITP educational goals perspective. We were also able to help the ITP Director understand what our staff/students need when students come here to observe our work. The result of this discussion will lead to a document that outlines the goals/needs and capabilities of students at each semester in their ITP, and what we can/should expect from the students who observe us.

We had several fun Lunch and Learns and our favorite ones always center around FOOD. This year, Chris Siudzinski, brother of staff member Kat Siudzinski, came to

make a scrumptious lunch for our staff. We not only ate some interesting food, but were treated to lessons on how to make it as well. We also make it a yearly tradition to have some kind of swap. In years past, we have brought clothes to exchange with one another, but this year’s Kickdown was about DVDs, CDs, books and magazines. This free exchange not only gets you some new reading/viewing material, it helps clean out your closets at home as well!

Amy Hogle and Shannon Aylesworth shared with the staff the process used in scheduling interpreters and captionists in classes, which was extremely eye-opening for our staff. We knew they just “make it work” every semester, but it was great to get behind the scenes.

Susan Gallanis shared her experiences and information she gathered from the recent Conference of Interpreter Trainers. She also treated us to a workshop that explained how to upload videos from our department Flip camera onto YouTube, how to store and access them in a private DHH account and how to provide annotations. We have been using this knowledge ever since and have a growing library of videos available to every staff member for work review, peer sharing, and stimulus materials for practice.

The captionists and interpreter/captionists (whom we affectionately call “slashers” since they do two jobs) Nicole Stelzner, Anna Johnson and Stephanie Pride shared with us “what captionists and interpreters don’t know about each other.” While we see each other in the office daily,

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D/HH Connects with UWM ITP

Big Sisters/Big Brothers links both Programs

By Susan Gallanis

As part of the DHH Program staff, I am constantly reminded that the value of working together to achieve our goals can never be understated. We realize that to rely on each other for support and collaborating to generate new ideas is a win for us, a win for the students we serve, and a win for the campus community. The staff interpreters also remember what it was like as a second year ITP student, facing many new situations for the first time. Pam Conine, the program coordinator for the UWM-ITP, understands this and has in place a network of supportive, professional interpreters. This is the "Big Sister/Big Brother" program and I am proud to be involved.

The Big Sister/Big Brother program pairs each second year ITP student with a professional interpreter. Throughout the year, they meet at least monthly to act as a source of support and guidance. This gives the ITP students another perspective, in addition to their instructors and internship mentors, as they face the demands of the semester and look towards graduation and beyond as a future professional interpreter. As a Big Sister, I hope to serve as a link between life as a student and life as a future professional, helping my "Little Sister" to navigate this path. We may discuss the RID Code of

Ethics, how to prepare for an assignment, or even just listen to complaints of "I'm just too busy and don't have time to sleep!" We've all been there and can at least give a nod of reassurance, or an occasional shoulder to cry on.

It is very gratifying to watch a young professional in these beginning stages, and make the transition into the professional realm. In addition to instructors, mentors, internship sites, and others, the Big Sister/Big Brother program is just part of this interconnected web of support. Together, it's a win for the interpreting profession, the consumers we serve, and the community as a whole. ■

The D/HH Program: Then and Now

By Amy Hogle and Shannon Aylesworth

Back in 1989, if you had used the words ADA, C-Print Captioning and Video Interpreting, people would have thought you were crazy. We are a program that uses it all ...

We've seen significant changes over the years in staff and student populations. For example, the current Associate Program Manager, Amy Hogle, came on board in 1989 when there was a large influx of new students and a need for a large staff of interpreters. This was before ADA, the accessibility on campus was not what it is today, and the interpreting standards were very different. It was common to see interpreters working alone in a 3-hour class and interpreting for more hours total than is now acceptable by today's standard.

In 2000, the current Assistant Program Manager, Shannon Aylesworth, joined the DHH Team as the first C-Print Captionist at UWM. Until then, very few requests for captioning services were received and the campus started to see an increase in that type of accommodation request. The following year, we hired our first Disability Services Advisor, Cassie Franklin, who is also a graduate of UWM. Her involvement brought more attention to UWM from the Wisconsin Deaf Community and national attention came to us through our partnership with the Postsecondary Education Programs Network (PEPNet). The combination of these changes in early 2000 brought recognition to our program as a model for other postsecondary institutions across the nation.

Since 2005, we have seen tremendous growth again in our staff and in our students. We began providing cued speech accommodation services, remote captioning and interpreting services, and facilitated communication in foreign language classes. During this time, we also attracted the attention of the international Deaf community who found information about our program on the world wide web and chose UWM because of the high-quality and diverse accommodations we offer. The increasing numbers of deaf faculty and students pursuing advanced degrees brought the need for in-house mentoring programs for our staff.

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UWM Campus Job Connection

Students making a difference

An Interview with Stephanie Gibbons and Katie Woods who work for UWM's First Year Center as Campus Ambassadors and mentors to incoming freshman.

1. What are your primary responsibilities as a Campus Ambassador (CA)?

We make sure the new students (first year students or transferring students) feel comfortable at UWM by being a mentor for them and help guide them to become successful.

2. Does your hearing loss effect your job?

No it does not effect my job as a CA because the First Year Center (FYC) office is very friendly. They are willing to do anything to work things out with deaf such as finding interpreters; the workers are open-minded to learn some signs...etc. And we all use technology - email - to keep in touch with mentees.

3. Are the other CA's/UWM students easy to work with in your every day work?

Yes, they are open-minded and some of them have actually taken ASL classes and know how to approach deaf people. I even taught my boss a couple signs.

4. What challenges do you face when working with them?

Of course, there are slight issues with communication barriers such as too many conversations happening at once or they just talk too fast that I get lost, but it's a good thing they have patience

to help out with typing or writing on paper.

5. Is it beneficial to have other deaf students working with you in the office?

Katie - Sure, it would be nice to have deaf students working with me because I would know what to expect and it's easier to communicate. Otherwise, I'm okay with working with hearing people.

Stephanie - Yes, it is very beneficial to have other deaf students so I can ask questions and feel more comfortable.

6. How would the job change if no other deaf students worked there?

It would probably cause some awkward moments between the hearing people and us because of less interaction with each other or there might be lack of communication when having a normal conversation.

7. What is your favorite part about being a CA?

Katie - Meeting new people and learning some interesting things from them... and making friends.

Stephanie - My favorite part about being a CA is that I love to help freshman become successful and love meeting new people! ■

("Lunch 'n' Learn" from Page 4)

we don't always understand the perspectives of the people providing different services than we ourselves do. It's nice to have a peek at that perspective.

Bambi Riehl, our resident PEPNet Specialist, shared with us the presentation she provided to the WiAHEAD conference, detailing the results of a nationwide survey of interpreters, including salaries, staffing status and national trends.

Amy Hogle and Chris Skoczynski also shared with the staff their experience of attending a PechaKucha, which is a new way of presenting information in a Power Point format of 20 slides, each of which last for 20 seconds. We have taken this concept and will be presenting a workshop on PechaKuchas to the UWM community as a work-

shop in April. Several staff members, including Amy, Chris, Bambi, Susan and newcomers Ashley Arnoldy and Karen Huenink, will be presenting PechaKuchas to participants at this workshop. Our Lunch and Learns have become something staff members look forward to attending each year.

This year we were also able to provide Continuing Education Units from the National Registry of Interpreters for the Deaf for our staff, a requirement of our certification status. This kind of free, available, and highly educational opportunity is a priceless asset for the staff of DHH. ■

PEPNet Midwest

PEPNet-Midwest, a US Department of Education Office of Special Education Projects funded project, has had a home in the UWM Student Accessibility Center for the past fifteen years. Formerly called The Midwest Center for Postsecondary Outreach, PEPNet-Midwest's mission is to improve transition services and educational access for individuals who are Deaf or hard of hearing including those with co-occurring disabilities. Three UWM PEPNet-Midwest staff members, Ginny Chiaverina, Cassie Franklin and Bambi Riehl provide technical assistance and training to postsecondary and secondary disability and transition specialists and instructors, vocational rehabilitation counselors, employers, parents and students. Over the years, the UWM PEPNet team has also provided valuable training and technical assistance to the UWM campus in the area of deaf/hard of hearing services.

The training aspect of PEPNet-Midwest's work requires that the three UWM PEPNet-Midwest staff members spend lots of time on the road providing training activities in PEPNet-Midwest's thirteen-state Midwest territory. Among the training activities provided are Regional Roundtables, free, all-day training events designed to bring information to those

Submitted by Ginny Chiaverina,
Associate Director, PEPNet-Midwest



working to promote educational opportunities for individuals who are Deaf or Hard of Hearing. In this past year, Regional Roundtables were held in Green Bay, WI, Wichita, KS, Cedar Rapids, Iowa, and University Park, IL. PEPNet-Midwest's technical assistance services are offered in response to numerous email and phone questions. Some examples of recent technical assistance questions are:

- Our campus is providing interpreting and captioning for a Radiology Technology program in classes and clinical rotations. The student is interested in working in a hospital after he graduates. What are the hospitals required to provide in terms of accommodations?
- Can you please send me a copy of a good university interpreter/captionists job description?
- I'm looking for resources for a hard of hearing 14 year old autistic student who is in foster care. We need some placement and assessment resources.
- What type of a microphone do you suggest if we want to experiment with remote captioning

services? What kind of a microphone do you put in the classroom?

PEPNet-Midwest is part of a national PEPNet organization comprised of four PEPNet regional centers. PEPNet-Midwest staff participates in national PEPNet Work Groups that carry out much of the PEPNet work. National projects that UWM PEPNet-Midwest staff has been involved in include developing the PEPNet website, monitoring product development, and producing a written and signed Frequently Asked Question feature on the website. In the past year, UWM PEPNet staff has also been involved in developing PEPNet resources such as a test equity web site, a national interpreter and speech-to text provider salary and demographic survey and a college guide for students who are deaf/hard of hearing. These resources stand alongside hundreds of other valuable product available on the resource tab at PEPNet.org.

The 2010 – 2011 year is the final year of PEPNet-Midwest's current five-year funding cycle. The PEPNet-Midwest staff will be busy writing a proposal to the Department of Education for continued funding. The project has received much positive feedback and support from its stakeholders for a continuation of this long-standing project. ■

("Then and Now" from Page 5)

The fall semester of 2009 brought another Disability Services Advisor to UWM, Jason Altmann. Jason is not only a benefit to the deaf/hard of hearing students he serves but is also an asset to the staff as he works with them as a language mentor. We currently have 6 staff members that are cross trained and skilled in interpreting and captioning, 8 interpreters, 2 captionists, and 4 administrators all working to insure that UWM students who are deaf or hard of hearing have equal access to all UWM academic programs and experiences. A fun fact, of the 16 service providers, three of them are also cross-trained to provide cued speech transliteration. ■

Connections to:

OUR STAFF

Susan Gordon
PROGRAM MANAGER

Amy Hogle
ASSOCIATE PROGRAM
MANAGER

Shannon Aylesworth
ASSISTANT PROGRAM
MANAGER

Bambi Riehl
PEPNet MIDWEST
OUTREACH SPECIALIST/
STAFF INTERPRETER

Jason Altmann
DHH STUDENT ADVISOR

CAPTIONISTS

Fran Lorenz
Stephanie Minster

INTERPRETERS

Ashley Arnoldy
Christi Craig
Sarah Harwick
Karen Huenink
Scott Kawczynski
Lauren Rado
Shannon Rickert
Catherine Siudzinski
Chris Skoczynski
Liz Wick
Stephanie Zito

INTERPRETERS/ CAPTIONISTS

Susan Gallanis
Anna Johnson
Nicole Stelzner

The DHH Connection team is
Liz LaChey-Wick and
Scott Kawczynski



How can we C-O-N-N-E-C-T with YOU?

Please take a moment and e-mail us
at DHH@uwm.edu with:

- Updates on what you've been doing
- Any ideas for future newsletters
- Any addresses/e-mail addresses of people you think would like to receive this newsletter
- Your **E-MAIL** address so we can send future newsletters out through e-mail. Enter "Newsletter" on the subject line.



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Student Accessibility Center
"Where disability does not mean inability"

Visit us at
www.sac.uwm.edu

("Closed-captioning" from Page 3)

of Mandarin speakers; and Spanish speakers from Latin America may struggle to understand those from South America. English is no different; UWM students Murphy Thomas and Andrea Rawski both have turned to captions on several occasions when they found the actors—especially those with accents—difficult to understand.

More surprisingly, captioning has been shown to benefit other groups, such as those with autism or Asperger's. Jeffrey Deutsch, who founded a support network for those with Asperger's at www.asplint.com, explains how captioning aids him as an "Aspie": "I have an easier time reading something than seeing it, let alone hearing it. ... Most if not all videos have not only varying tones of voice but also camera angles, background noise, music, gestures, body language and other things to keep track of." By reducing a barrage of voices and sound to simple text, captioning makes it easier for individuals like Deutsch to enjoy visual media.

Captioning's growing presence on the Internet has opened even more possibilities, especially for businesses and individuals seeking to promote themselves via online videos. For instance, rather than relying on a few select (and often arbitrary) keywords attached to a video, search engines can pick up on the text within a closed captioning transcript, thus enabling a more comprehensive list of results. But it doesn't stop there—with recent advances in automatic translation services, closed captions can be translated into multiple languages, making online videos more or less accessible on a global level. Indeed, captioning continues to prove, over again and again, that it truly isn't just for the deaf and hard of hearing anymore. ■