

Handbook for Speech-to-Text Providers

INSTITUTION

OFFICE
[Contact Information]

[Academic Year]

DISCLAIMER

This template was developed for colleges and universities to use as a starting point for creating a handbook for faculty at their institutions. It is not meant to be used "as is," but rather should be viewed as a tool to use when developing policies, procedures, and guidelines within Disability Services. The National Deaf Center on Postsecondary Outcomes (NDC) offers this tool for use, but is not responsible for any changes made to this template by persons outside of NDC.

NDC is funded by the U.S. Department of Education, OSEP #HD326D160001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

In this template, we use the term *deaf* in an all-encompassing manner to include individuals who identify as Deaf, hard of hearing, hearing impaired, late deafened, and deafdisabled.

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In 2017, NDC has made further revisions to update certain terminology used within the document to reflect current practice. To learn more about additional resources offered through NDC visit www.nationaldeafcenter.org.

CONTRIBUTORS

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INSTRUCTIONS FOR USE

This handbook template was set up for any postsecondary institution to download and use. The information in this handbook has been modeled after relevant policies and has been compiled from a variety of Disability Services offices with extensive experience in providing access services to deaf students. Users' instructions are shown in *blue italics* and should not be included in the handbook.

To use this handbook template, consider your institution's existing policies and procedures and compare them to what is included in this document. Modify or delete what doesn't apply to your college or university. Please substitute words in ALL CAPS (see list below) with the information for your school (i.e. replace OFFICE with Disability Support Services, etc.). After making all the necessary content additions, deletions, and adjustments to the handbook, check it for final formatting before using.

"Find and Replace" words:

- INSTITUTION
- OFFICE
- SUPERVISOR

Table of Contents

INTRODUCTION	5
DISABILITY LAWS IN POSTSECONDARY EDUCATION.....	6
<i>The Rehabilitation Act</i>	<i>6</i>
<i>The Americans with Disability Act (ADA).....</i>	<i>6</i>
<i>The ADA in Relation to Section 504 of the Rehabilitation Act.....</i>	<i>7</i>
<i>Documentation of Disability</i>	<i>7</i>
QUALIFICATION CRITERIA FOR SPEECH-TO-TEXT PROVIDERS	7
SPEECH-TO-TEXT PROVIDER REQUIREMENTS.....	8
SPEECH-TO-TEXT PROVIDER PROCEDURES.....	9
<i>Prior to the Semester Beginning.....</i>	<i>9</i>
PRIMARY SPEECH-TO-TEXT PROVIDERS	9
PROFESSIONAL DEVELOPMENT	10
PERFORMING THE ASSIGNMENT	11
SPEECH-TO-TEXT PROVIDER RESPONSIBILITIES	13
STANDARDS FOR SPEECH-TO-TEXT PROVIDERS	14
GENERAL INFORMATION	14
EQUAL ACCESS	14
PLAN OF WORK	15
<i>Application Forms.....</i>	<i>15</i>
<i>Hiring Procedure.....</i>	<i>15</i>
<i>Handbook.....</i>	<i>15</i>
STUDENT WAIVER OF SERVICES	15
RANDOM OBSERVATIONS	15
PAYMENT PROCESS	15
TIMESHEETS	16
MINIMUM HOUR AGREEMENTS	16
ASSIGNMENT CANCELLATIONS	17
CONFIDENTIALITY.....	17

Appendix A:	Speech-to-Text Provider Position Description	18
Appendix B:	Suggested Phrases to Maintain Confidentiality	19
Appendix C:	Glossary of Terms	20
Appendix D:	Speech-to-Text Provider Peer Evaluation Form	23
Appendix E:	Speech-to-Text Provider Evaluation Form (student)	24
Appendix F:	Analyzing a Transcript	27

INTRODUCTION

The OFFICE, at INSTITUTION is committed to providing services that facilitate the academic and personal goals of the students it serves. Students with documented disabilities enrolled at INSTITUTION are entitled to reasonable and appropriate academic accommodations in accordance with Federal laws including Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act. INSTITUTION is committed to equal opportunity in the recruitment of, admission to, participation in, treatment in or employment in the programs and activities operated and sponsored by INSTITUTION.

This handbook is designed to provide an overview of how OFFICE expects speech-to-text services to be provided at INSTITUTION. This handbook includes the qualifications that a speech-to-text provider must possess to provide services for INSTITUTION, standards for academic speech-to-text providers, responsibilities/duties, compensation, ethics, and other practical information for speech-to-text providers.

For more information about the services provided at INSTITUTION, please contact:

Supervisor:

Email:

Phone:

Text:

Office location:

Mailing address:

DISABILITY LAWS IN POSTSECONDARY EDUCATION

Individuals with disabilities are entitled by law to equal access to postsecondary programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended) and the 1990 Americans with Disabilities Act (Pub. L. No. 1001-336). According to the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA, 1990), a student with a disability is someone who has a physical or mental impairment, has a history of impairment, or is believed to have a disability that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for oneself, or performing manual tasks.

The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of the Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds. Section 504 states (as amended):

No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504. Individuals working in this office have the ongoing responsibility of assuring that the institution/agency/ organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At INSTITUTION, the established office is OFFICE.

The Americans with Disability Act (ADA)

The Americans with Disabilities Act (ADA) is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four main sections of the law: employment, government, public accommodations, and telecommunications. The ADA provides additional protection for persons with disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Postsecondary institutions are covered in many ways under the ADA. Employment is addressed by Title I, and Title II addresses accessibility provided by public entities. Accessibility provided by private entities is addressed in Title III, and Title IV addresses telecommunications. Miscellaneous items are included in Title V.

Amendments to the ADA, which took effect January 1, 2009, clarify who is covered by the law's protection. The ADA Amendments Act (ADAAA) revises the definition of "disability" to more broadly include impairments that substantially limit a major life activity. The amendment also states that mitigating measures, including

assistive devices, auxiliary aids, accommodations, medical therapies, and supplies have no bearing in determining whether a disability qualifies under the law.

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as INSTITUTION) are covered under Section 504. The ADA does not supplant Section 504 but the ADA standards apply in those situations where the ADA provides greater protection. Therefore, postsecondary institutions must adhere to both the Rehabilitation Act and the Americans with Disabilities Act

Documentation of Disability

INSTITUTION requests that students notify OFFICE of any special accommodation needs. This notification will help ensure the quality and availability of services needed. Students are responsible for supplying the appropriate documentation to OFFICE prior to arrangements for special accommodations. A letter, written report, or medical record from a professional (such as a physician or an audiologist) stating the student's disability and recommended accommodations is acceptable. This information is confidential. All accommodations are discussed with OFFICE disability specialist and the student. Prior to the start of the term, faculty members are notified that access services will be provided in a specific class to a student with a disability.

QUALIFICATION CRITERIA FOR SPEECH-TO-TEXT PROVIDERS

In order to provide services at INSTITUTION, academic speech-to-text providers must meet or exceed the following qualification criteria:

1. Must be at least 18 years of age,
2. Possess a high school diploma/GED, and
3. Must successfully complete an approved training program.

In addition, speech-to-text providers must:

1. Abide by state laws, rules and regulations,
2. Adhere to the Confidentiality Guidelines, and
3. Agree to abide by the conditions outlined in this Handbook.

SPEECH-TO-TEXT PROVIDER REQUIREMENTS

- Excellent English and listening skills.
- Excellent general typing speed and accuracy.
- Ability to understand and summarize information while typing.
- Ability to handle pressure of using the applicable software system in classroom setting.
- Computer and word processing knowledge.
- Have excellent organization skills and the ability to follow a schedule consistently.
- Be respectful of teammates and other service providers.
- Be able to fulfill their professional role to provide accurate communication access, even if they disagree with the speaker's message.
- Maintain confidentiality.
- Follow the confidentiality guidelines and ethical responsibilities outlined by their program.
- Sign language communication skills preferred or willingness to learn.

SPEECH-TO-TEXT PROVIDER PROCEDURES

Prior to the Semester Beginning

1. Speech-to-text providers may request the textbooks for their courses on loan by requesting specific textbooks in writing to SUPERVISOR.
2. At the end of each semester, it is the speech-to-text provider's responsibility to return all textbooks to SUPERVISOR promptly. In the event a textbook is lost during the course of the semester, the speech-to-text provider will be responsible to pay for the textbook.
3. Speech-to-text providers will be provided with a copy of their tentative schedules for the upcoming semester, as soon as they are available, with the understanding that all schedules are subject to change.

PRIMARY SPEECH-TO-TEXT PROVIDERS

Primary speech-to-text providers are the individuals who are utilized for the majority of assignments during the course of each semester. The number of primary speech-to-text providers required each semester might fluctuate depending on the amount of speech-to-text service hours that are needed. Designation of primary speech-to-text providers at the beginning of each semester is up to the discretion of OFFICE and is subject to change based on skill level, past job performance, evaluations, availability, willingness to work, dependability, and promptness along with other factors.

Primary speech-to-text providers are given first consideration in scheduling at the beginning of the semester. The primary individuals usually are able to carry more hours per week than other speech-to-text providers. In addition, substitute assignments or extra assignments that arise during the course of a semester are usually first offered to the primary speech-to-text providers. Primary speech-to-text providers will be given first consideration for all assignments, but scheduling will be made at the discretion of OFFICE.

Primary speech-to-text providers should be aware of their responsibilities. They are expected to be role models for other speech-to-text providers by being dependable, willing to accept last minute assignments when available, being on time for classes, and staying in their professional role at all times. Primary speech-to-text providers cannot have excessive absences and should have favorable student evaluations at the end of the semester. Primary speech-to-text providers still have the option to work outside of INSTITUTION as long as it does not interfere with their regular schedule, unless specifically arranged.

PROFESSIONAL DEVELOPMENT

The OFFICE at INSTITUTION promotes higher learning opportunities not only for their students, but for their speech-to-text providers as well. All speech-to-text providers are encouraged to pursue professional development. OFFICE will maintain and make available training information and professional development workshops to every speech-to-text providers as often as it becomes available. The OFFICE will attempt to schedule a minimum of one Professional Development workshop each semester.

PERFORMING THE ASSIGNMENT

1. The speech-to-text provider will notify SUPERVISOR when any problems arise during the semester. These might include difficulty understanding the instructor, or problems with the working relationship between the speech-to-text provider and the student, etc.
2. Speech-to-text providers are expected to wait a minimum of 10 minutes after class has begun for the student to arrive. When a student does not attend a scheduled class, the speech-to-text provider shall contact the OFFICE for a reassignment.
3. The speech-to-text provider should obtain a copy of the syllabus from the teacher to note any scheduled class cancellations for the semester. In addition, the final exam time and location should be noted at the beginning of the semester from the course syllabus.
4. The speech-to-text provider should make the proper introduction of oneself to make the assignment proceed smoothly. For example, one can say:

"Hello, I am _____. I will be the speech-to-text provider this semester/today. When you talk, I will type everything you say, and when (student/client) types comments, I will say everything he/she types. You can speak directly to him/her in your usual way, and if I have any problems keeping up or understanding you, I'll let you know. I'd like to sit here where (student/client) can see me easily, and you and I can hear each other."

5. Prior to the first day of each semester, the OFFICE at INSTITUTION will notify all instructors that a deaf student will be enrolled in their courses. The OFFICE will outline the procedures for communication and accommodations. In addition, the speech-to-text provider should communicate with the instructor regarding any additional accommodations that would make communication more effective in the classroom.
6. Guidelines for Teaming:
 - a. Assignments of one and one-half (1.5) hours or more in duration may require two or more speech-to-text providers.
 - b. OFFICE may not be able to ascertain whether teamed speech-to-text services are needed prior to an assignment. When this situation arises, the speech-to-text provider should discuss the assignment with SUPERVISOR. The speech-to-text provider may elect

to work the assignment alone before a decision is made whether or not teamed speech-to-text services are required.

- c. Teamed speech-to-text providers should not leave the classroom during the assignment time if it will cause a distraction to the instructor or students.
 - d. Usually, only one speech-to-text provider is needed during regularly scheduled tests. Therefore, teamed speech-to-text providers must follow the syllabus and decide who will work on which test dates.
 - e. It is recommended that speech-to-text providers working on teamed assignments meet prior to the assignment to decide how to structure the responsibility. To prevent Cumulative Trauma Disorder, it is recommended that speech-to-text providers alternate every 20-25 minutes. However, the speech-to-text providers working on teamed assignments may mutually agree on another time frame.
 - f. Some teamed assignments may also be a designated mentoring assignment. All speech-to-text providers, however, are encouraged to use all teamed assignments as an opportunity to learn through peer mentoring. Mentoring/peer mentoring forms will be provided to each speech-to-text provider.
7. To provide the best possible services for students the following should be considered:
- a. Communication preference of the student.
 - b. Effective seating arrangements.
 - c. Effective viewing of blackboard and visual aids.
 - d. Placement away from windows and/or glare.
 - e. Avoidance of contrasting or split backgrounds
 - f. Appropriate dress.
8. When a speech-to-text provider substitutes for another person and the substitute is not familiar with the student, please speak with the instructor to ensure that it is the correct classroom and also to determine where the student is seated.

SPEECH-TO-TEXT PROVIDER RESPONSIBILITIES

The speech-to-text provider(s) will:

1. Provide an in-class text display for appropriate support service students. In addition, transcripts (generated from the text display) will be made available to supported students who attended class.
2. Make every effort to type spoken information word-for-word and/or meaning-for-meaning and will communicate the information in the manner in which it is intended. During rapid speech, the speech-to-text provider may need to summarize information, but she/he will type all of the main points and as many of the minor points as possible.
3. Assist by voicing comments or questions typed by student(s) on the laptop provided, or in a way mutually agreed upon.
4. Begin typing upon the arrival of the student(s). Any announcements made by the teacher before the student(s) arrive will not be typed. After 10 minutes, if none of the supported student(s) are in attendance, the speech-to-text providers(s) will leave.
5. Indicate different speakers in the text by using "professor," "female student," and "male student."
6. Be responsible for facilitation of communication between the supported student(s) and others (i.e., the professor and other students). This includes asking for clarification from the professor or other students when necessary and sitting in an area accessible and convenient to the student(s).
7. Be responsible for trying to resolve any problems stemming from student or professor relating to concerns about the speech-to-text services.
8. Arrive at least 15 minutes before class to allow time for equipment set-up.
9. Be familiar with the scheduled lecture by preparing for class through reviewing the textbook and related materials.
10. Provide on-the-spot trouble shooting for equipment breakdown with minimum disruption to the class. If no solution is found, the speech-to-text provider(s) will make every effort to accommodate the supported student (s) to the best of her/his ability (e.g., take-handwritten notes). Technical breakdowns are unforeseen and most often require a diagnosis outside of the classroom environment.
11. Remind the student(s) to request a speech-to-text provider or other accommodation for special circumstances during class time, such as an oral presentation by the supported student(s).
12. At times, both the speech-to-text provider and the student will need to sit near an outlet as both laptops may have low battery power and will need to be plugged in.

13. When using a serial cable connection, the speech-to-text provider should sit close enough to the student to accommodate the cord connecting the two laptops (between 12 and 20 feet). The cord should not block an aisle or be in the way of other students in the class.
14. The speech-to-text provider should be seated where she/he can hear the teacher and any other speakers in the room. It is helpful for a speech-to-text provider to sit facing the class for the students' comments to be heard clearly.
15. The speech-to-text provider and the student should sit where there is not a glare on the laptop screens. It is helpful if the student(s) has a desk large enough for the laptop and for the student's own notebook and/or texts.
16. The speech-to-text provider should sit where she/he does not disturb other students with the sound of typing on the keyboard.
17. Through a demonstration, the student should be made aware of the lag time between words being spoken and appearing on the screen. Also, the appropriate size and type of font should be decided upon between the speech-to-text provider and the student.
18. The length and content of class or classes should be discussed to determine the best time for breaks and switching team mates between the speech-to-text provider(s).
19. Transcripts from classroom lectures will be copied on to the student disk or sent electronically to the student.

STANDARDS FOR SPEECH-TO-TEXT PROVIDERS

1. Speech-to-text providers at INSTITUTION are expected to recognize the students as adults. Speech-to-text providers must be sensitive to the students' needs, including the students' need for independence.
2. When the service provider is being treated by a physician, the INSTITUTION does not encourage speech-to-text providers to go against a physician's orders. INSTITUTION is not responsible for a speech-to-text provider who makes an independent decision to continue to providing services. INSTITUTION will not knowingly hire someone to provide services for students/clients who has been otherwise ordered by a physician. It is the speech-to-text provider's responsibility to consider the duration and difficulty of the assignments offered by INSTITUTION.
3. Speech-to-text providers are expected to dress appropriately for scheduled assignments and maintain a low profile.

GENERAL INFORMATION

1. For courses where speech-to-text service is the only assigned support service, interpreting and note taking services will not be provided.
2. Speech-to-text transcripts are intended to be used by supported student(s) registered in the course and should not be copied or provided to other students.
3. Speech-to-text transcripts are not a substitute for attending class.
4. Speech-to-text transcripts are not guaranteed to have 100% correct grammar or spelling for technical terminology and subject matter.

EQUAL ACCESS

The speech-to-text provider should be facilitating equal access of information in the classroom. All deaf students have the right to equal access of information that is presented to them. Equal access also includes the student's right to not pay attention in class, forget assignments, forget test dates, fail courses, and miss classes. Deaf students should not have any advantages given to them that hearing students in the classroom do not have.

PLAN OF WORK

Application Forms

All speech-to-text providers should complete an application form, which documents any certificates of proficiency, formal speech-to-text training and/or education, and years of experience.

Hiring Procedure

Provide information related to hiring procedure at your institution.

Handbook

All speech-to-text providers will be expected to adhere to the guidelines set forth in this handbook.

STUDENT WAIVER OF SERVICES

Any time a student decides to waive their right to the use of speech-to-text services, they must complete and sign a Student Waiver of Services form. The speech-to-text provider is not permitted to leave any assignment when a student waives his/her right to services for a class, lab, and mid-term or final exam unless they have completed a Student Waiver of Services form. Waivers forms should be attached to the time sheet information as verification of the waiver. It is imperative that speech-to-text providers keep blank forms with them at all times because they cannot leave the assignment without the waiver form being first signed.

RANDOM OBSERVATIONS

Random observations of each speech-to-text provider will take place at various times throughout the course of the semester. Observations may or may not be announced in advance. The purpose of these observations is to document the speech-to-text provider's attendance, promptness, and professionalism, and to note whether the speech-to-text provider is staying in his/her role while in the classroom setting.

PAYMENT PROCESS

For assignments, the speech-to-text provider must record legibly on a timesheet the dates and hours worked. The timesheet must be signed by the speech-to-text provider and verified by SUPERVISOR. The timesheet for each class must be submitted to the SUPERVISOR by the date due. A sample timesheet is in the Appendix.

Any questions, concerns, comments or problems regarding payment for services should be directed to SUPERVISOR.

TIMESHEETS

Each speech-to-text provider assigned a regular schedule will receive a supply of timesheets and/or the form in electronic format at the beginning of each semester. Timesheets must be signed by the speech-to-text provider and verified by SUPERVISOR at the end of each pay period. If the student fails to show up for a class, the speech-to-text provider must write "NO SHOW" in the space reserved for the student's initials on the timesheet.

Speech-to-text providers who accept extra hours should include those hours on the regular timesheet. For example: Jane Doe (speech-to-text provider) has an assignment to work on Tuesday and Thursdays from 10:30 to 12:00 for John Smith. John Smith has a meeting with his teacher on one particular Friday and Jane Doe has accepted the assignment. Jane Doe will fill in the additional time worked Friday on her regular timesheet and submit it, as usual, at the end of the two-week time period.

MINIMUM HOUR AGREEMENTS

Services provided that are not consecutive will receive either:

- Option A which is one and one-half (1.5); or
- Option B. is two hour (2.0) minimum consideration for payment.

Time served beyond the (1.5 or 2.0) - hour minimum will be billed at intervals of one quarter of the hour.

Hours that are non-consecutive (*Example*: one hour on, one hour off, one hour on again, etc.) will receive a (1.5 or 2.0) - hour minimum consideration for payment. Services immediately following a one-hour assignment including meeting with the instructor, tutoring, etc. that extends up to 30 minutes is considered included in the minimum. Time served after the (1.5 or 2.0) hours is considered for payment at intervals of quarters of the hour.

Additional assignments that are non-consecutive but are within the (1.5 or 2.0) - hour minimum will receive consideration for payment at the minimum allowed. (*Example*: 9:00 to 9:30 tutoring; 10:00 to 10:30 review; these two non-consecutive assignments are between the hours of 9:00 and 10:30, equaling 1.5 hours).

Assignments that are requesting services for more than (1.5 or 2.0) hours are to be billed for the requested time and any extensions that may occur. (*Example*: If a speech-to-text provider is scheduled for a 3-hour class they will be paid for the full three hours. If a speech-to-text provider is scheduled for a 3-hour class and the student does not show up for the class, the speech-to-text provider will still be paid for the full three hours. If a speech-to-text provider is scheduled for a three hour class and the student wants to talk to his professor after class for fifteen minutes, the speech-to-text provider will be paid for 3.25 hours.)

ASSIGNMENT CANCELLATIONS

SUPERVISOR will make every effort to notify speech-to-text providers at least 24 hours in advance of the cancellation of an assignment. Speech-to-text providers will be contacted at the numbers and/or email addresses listed in their file. If 24 hours notification is not possible, the speech-to-text provider will be paid for the cancelled assignment. However, if a documented, good faith effort to contact the speech-to-text provider at least 24 hours in advance is made (i.e., message on the answering machine, e-mail, text, etc.), the speech-to-text provider will not be paid for the cancelled assignment.

If the student or instructor notifies the speech-to-text provider 24 hours in advance that their services will not be needed, this is also considered sufficient notice. (*Example: A student may have a doctor's appointment. If the student lets the speech-to-text provider know at least 24 hours in advance then sufficient notice has been given*).

CONFIDENTIALITY

Any information that is obtained through communication facilitation should never be disclosed. Telling a friend that student, John Doe, is failing his classes is an example of breaking confidentiality. In addition, anything that occurs while on the job should NEVER be disclosed to another student or professor, even if the students are friends or know each other. The following are examples that are acceptable means of discussing issues, problems, or concerning that occurs on assignments. These may arise during the course of a semester and do not violate confidentiality.

- If you are in the mentorship program, discussing situations that occur with your mentor/mentee is NOT breaking confidentiality. All mentors/mentees are encouraged to discuss situations thoroughly. In addition, mentees can bring any problems or situations to SUPERVISOR.
- Speech-to-text providers should bring problems or concerns to SUPERVISOR and avoid discussing issues among themselves. Discussing these issues within the proper channels is not breaking confidentiality.
- In addition, all speech-to-text assignments are kept on one master schedule. All information on the master schedule is strictly confidential. The information on the schedule cannot be given to anyone who is not a speech-to-text provider at INSTITUTION.

APPENDIX A

Speech-to-Text Provider Position Description

The speech-to-text provider's primary responsibilities are the provision of direct real-time speech-to-text services in classroom and the rapid provision of the hard copy or electronic text to students. The speech-to-text provider reports to the SUPERVISOR.

SPECIFIC RESPONSIBILITIES

- Provide direct service
 - Provide real-time speech-to-text communication services in classroom.
 - Edit transcripts and maintain dictionaries.
 - Prepare for class by reviewing notes and syllabi, previewing texts, meeting with presenters, faculty, tutor, or students.
 - Preparing equipment prior to class session.
 - Use consumer feedback, assess effectiveness of services provided, and adjust accordingly.
 - Assist with culture-specific information and adapt communication to facilitate understanding between hearing and deaf individuals.

- Communicate with others in support of term goals and the provision of services.
 - Develop rapport with consumers and facilitate resolution of support service concerns.
 - Provide information to faculty, staff, and students regarding the real-time speech-to-text service, communication between deaf and hearing people, and support services resources.
 - Represent daily the mission of INSTITUTION to members of the (INSTITUTION community through work in the mainstream setting.
 - Attend staff meeting, document service provided weekly, and network with other staff members to maintain the flow of information critical to quality service.

- Demonstrate professional growth. Areas of growth can include:
 - Upgrading or maintenance of speech-to-text and general typing skills.
 - Development of sign language skills.
 - Enhancement of interpersonal communication skills.

- Participate in projects, including committee work and mentoring, as deemed appropriate by SUPERVISOR.

APPENDIX B

Suggested Phrases to Maintain Confidentiality at Institution

- I am not at liberty to say.
- I am sorry, that information is confidential.
- I am not sure.
- I don't know.
- I only see the student in class.
- I don't know the student personally.
- I am not able to disclose that information.
- I can't answer that question, but I would be happy to facilitate communication if you would like to ask the student directly.
- The student could probably answer that better than I could.
- The OFFICE could probably answer that question for you.
- If you have a concern you would like to address regarding the speech-to-text service provider in your class, you might want to talk to the OFFICE.

Appendix C

Glossary of Terms

Academic Accommodation	Changes in the delivery of course material and/or in the assessment of knowledge that assist students in meeting the standards of the course. Students are eligible for the accommodations based on the documentation of their disability. A few examples of accommodations include note takers, speech-to-text providers, sign language interpreter, recorded textbooks, extended test time, and the use of assistive technology during class and exams.
Age of Onset	The age at which a person starts to lose hearing.
Assistive listening Device (ALD)	Devices that use a microphone positioned close to the speaker's mouth to transmit speech to the receiver worn by the student, either via a loop, headphones, or an ear bud. ALDs help overcome the problems of distance and surrounding noise. Also known as Hearing Assistive Technology.
Amplification	The use of hearing aids or any other technology used by a person with a hearing loss to amplify sound.
Amplified Phone	A telephone equipped with volume controls on the handset.
American Sign Language (ASL)	A natural visual-gestural language with syntax, structure, and grammar rules different from English.
Audiogram	A graph used to record the results of a hearing evaluation.
Closed Captioning	Displaying the audio portion of a television program, video, or movie as text on the screen. The captions are "closed" until the viewer activates them through a decoder.
Communication Access Realtime Translation (CART)	A speech-to-text service that uses specialized computer software to provide a verbatim transcript of the lecture and class discussion.
Cued Speech	A visual mode of communication that uses handshapes and placements in combination with the mouth movements of speech to make the phonemes of a spoken language look different from each other.
Cumulative Trauma Disorder	A painful physical condition, such as Carpal Tunnel Syndrome or Repetitive Motion Injury, which is caused by overuse and repetitive motion without sufficient breaks for resting.

Degree of Hearing Loss	The extent of an individual's hearing loss that is usually categorized as "slight," "mild," "moderate," "severe," or "profound."
Documentation	A written assessment from a professional with expertise in that particular field of disability. This documentation is required in order to determine the student's eligibility for services and the specific services that are needed. Since there are some variations among colleges regarding the documentation required to receive services, students are encouraged to inquire at all colleges of interest.
Equal Access	Providing to students with disabilities who are "otherwise qualified" the same educational opportunities and full participation in programs and activities as provided to all other students.
Interpreter / Transliterators	A trained professional who is bound by a code of professional conduct to facilitate communication between deaf and hearing persons. Interpreters and transliterators may be fluent in American Sign Language; or they may provide Cued Speech transliteration; or they may be oral interpreters who mouth words without voice so deaf individuals can speechread the information presented.
Note Taker	A person, typically a student in the class, who takes notes and provides them to the student with a disability. Notes include lecture information, diagrams, and comments from class discussions.
Open Captioning	Text from a television program, video, or movie that appears automatically on the screen to convey the spoken information. No special decoder is needed.
Otherwise Qualified	As a student with a disability, you are "otherwise qualified" when you meet the same academic requirements and standards as non-disabled students. These requirements and standards must be considered necessary to maintain the integrity of a course, program or college policy. For example, a student with a disability is required to meet the instructor's expectations for all students in regards to class participation, work standards, attendance, and ability to demonstrate acquired knowledge.
Residual Hearing	Any usable hearing that a person may have.
Registry of Interpreters for the Deaf (RID)	A national professional organization that is responsible for testing and certifying interpreters, and maintaining the Code of Professional Conduct.
Speech-to-Text Service	A service provided to facilitate communication by using technology to provide a text format for auditory information. The service provider uses

special software and a display device, and types all of the spoken information so the student is able to read the lecture or class discussion.

Speechreading (also known as lipreading)

The process of watching a person's mouth movements and facial expressions to ascertain what is being said. Speechreading ability varies from person to person and can be influenced by factors such as the amount of useable hearing a person has and their knowledge of spoken English, the lighting and ambient noise in the room, and speaker differences such as accents, lip movements, and facial hair.

Telecommunications Relay Service (TRS)

Services that facilitate two-way telephone communication between a person who uses a TTY or a computer and a person who does not use such a device.

TTY

A telecommunication device used by deaf persons who cannot communicate on the telephone. A typewriter-like unit prints the conversation on a screen or paper so that it can be read, and enables the user to type responses back on the keyboard. A TTY must connect with another TTY or a computer. Previously referred to as a TDD.

Video Relay Service (VRS)

A free online service which provides on-screen interpreters to facilitate phone calls between hearing and deaf persons.

APPENDIX D
Speech-to-Text Provider Peer Evaluation Form

Evaluation of _____ Date _____

<u>Professionalism</u>	Low		High	
1. Arrives to assignments on time (or as scheduled)	1	2	3	4
2. Acts in a professional manner	1	2	3	4
3. Maintains confidentiality	1	2	3	4
4. Appropriately functions in team assignments (if applicable)	1	2	3	4
5. Is overall a team player	1	2	3	4
6. Maintains appropriate ethical boundaries and role	1	2	3	4
7. Knowledge of speech-to-text fundamentals	1	2	3	4
8. Is able to keep up with the pace of the class	1	2	3	4
9. Information relayed is accurate	1	2	3	4
10. Skill level is appropriate for class	1	2	3	4

Overall

Overall performance rating 1 2 3 4

Other Comments:

Appendix E
Speech-to-Text Provider Evaluation Forms (by Student)

Evaluation of _____ Date _____

Professionalism

	Low		High	
1. Arrives to assignments on time (or as scheduled)	1	2	3	4
2. Acts in a professional manner	1	2	3	4
3. Consistently wears name tag to assignments	1	2	3	4
4. Maintains confidentiality	1	2	3	4
5. Appropriately functions in team assignments	1	2	3	4
6. Maintains appropriate ethical boundaries and role	1	2	3	4

Competency & Skill

1. Knowledge of software system	1	2	3	4
2. General computer knowledge & skill	1	2	3	4
3. Accuracy of information captured	1	2	3	4
4. Overall typing	1	2	3	4

Overall

Overall performance rating	1	2	3	4
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Other Comments:

Speech-to-Text Service Provider Evaluation Form (from students)

Speech-to-Text Provider's Name _____ Date _____

My preferred communication mode is

Circle one: Spoken English ASL Signed English Other _____

The speech-to-text service provider is sensitive to my communication needs:

Circle one: Always Sometimes Never

Please circle one number after each statement. Use the following rating scale with 1 being the highest rating and 5 the lowest.

1 Always 2 Usually 3 Sometimes 4 Rarely 5 Never

Speech-to-Text Service Provider Skills

The real-time display and transcripts are clear and easy to follow.

1 2 3 4 5

The speech-to-text provider keeps up with the classroom lecture/discussion.

1 2 3 4 5

The speech-to-text provider provides me the transcripts within 24 hours.

1 2 3 4 5

Professional Behavior

The speech-to-text provider is on time.

1 2 3 4 5

The speech-to-text provider has a good attitude.

1 2 3 4 5

The speech-to-text provider keeps information confidential and does not share the transcripts inappropriately.

1 2 3 4 5

The speech-to-text provider keeps opinions to himself/herself.

1 2 3 4 5

The speech-to-text provider is respectful of others.

1 2 3 4 5

The speech-to-text provider works cooperatively as part of the educational team.

1 2 3 4 5

Would you want to work with this speech-to-text provider again?

YES NO MAYBE

Your responses are confidential. If you wish you may sign your name.

Your name _____

Please feel free to write additional comments below.

Appendix F
Analyzing a Transcript

Information	
Is all the information accurate?	
Are all sentences clearly worded? <i>(consider grammar, word choice)</i>	
Are all of the sentences finished? <i>(e.g., No . . .)</i>	
What percentage of pertinent information was captured? <i>(compare to original output)</i>	
Grammar	
Is 1 st person ("I") used? <i>(not 3rd person "he" or "they")</i>	
Are all words intelligible?	
Are all sentences complete? <i>(i.e., subj + verb; No fragments . . .)</i>	
Are transcriber comments in [] ?	
Are all needed periods present and black?	
Are all needed question marks used?	
Formatting	
Is there appropriate white space? <i>(not too much/too little; between idea units)</i>	

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