



Study Abroad: Pathway to Proactive Planning

Planning Guide

An increasing number of deaf students are pursuing study abroad opportunities which can raise many questions for disability service professionals on how to plan for accommodations. Study abroad experiences provide opportunities for deaf students to learn essential social and professional skills to be marketable in today's workforce. Coordinating accommodations for deaf students participating in a study abroad experience requires a more individualized planning process. A successful study abroad experience requires a proactive planning approach that ideally allows at least 3 to 6 months of planning prior to the departure date. This planning guide is a tool to assist disability service professionals with the proactive planning process.

Before

Logistics

*** Remember to save all relevant information and documentation during the planning process. ***

Identify key individuals to be involved in planning process

- Deaf Student: _____
- Onsite Program Point of Contact:

- Study Abroad Office/Program Coordinator:

- Service Provider(s): _____
- Disability Services Office Point of Contact: _____



Purpose of Trip (e.g., required course for major, conference attendance, internship, research project, etc.): _____

Trip Details

Obtain a Schedule with times listed for each day with details of the activities planned

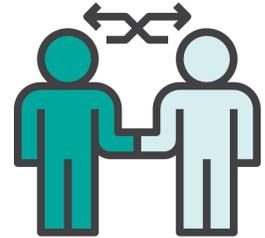
- Length of Trip: _____
- Location(s): _____

- Transportation (fly, drive, walk, climb): _____
- Lodging accommodations? (hotel, tent, boat, hut, house): _____
 - Host family? (alternatives available such as a deaf family?)

Expectations for Students to be Aware

Consider having a “Student Expectation Contract” to include:

- Communication protocol with disability services office and service provider (changes, emergencies, etc.)
- Service provider availability and expectations



Accommodations

- Effective Communication
- Technology access (internet, electricity, equipment, etc.)

Service Provider Options (in any combination):

- Staff
- Independent contractor
- Local/onsite/international agency or independent contractor
- Remote service provider
- Dual service provider (interpreter/speech-to-text professional)



Hiring Service Providers

- Qualifications
- Contract/Agreement; be sure to outline what is expected of service provider including:
 - Expectations for emergency or unplanned events such as student becoming ill and needs to go to the hospital
 - Availability and time expectations for trip including breaks

Expectations for Service Providers to be Aware

- Culture and language considerations:

- Types of activities and physical expectations:

- Paperwork considerations (passport, visa, etc.):

- Medical requirements (vaccinations, area with health alerts, etc.):

- Preparation material availability (textbooks, course or trip content, tour info, etc.)

Funding Considerations

- Budget for services and technology
- Possible collaborations with Abroad site program
- Establish contracts/agreements for service providers (e.g. flat fee/hourly/daily rates)

Plan for Emergencies

Establish point of contact for emergencies for the following scenarios:

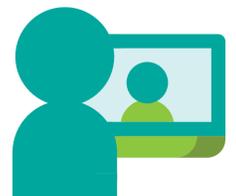
- Health (student / service provider): _____
- Safety (individual / group): _____
- Security (local / regional): _____



During

Check-In

- Communication for schedule changes and logistical concerns
- Address any issues or concerns (student, provider, site coordinator)
- Employ back-up plans for emergencies as needed



After

Program Summary

- Student Feedback: Were there any unexpected events? Any concerns with the study abroad staff, service providers, etc? Other feedback?
- Service Provider Feedback: Were there any unexpected events? Any concerns with the student, staff, etc.? Other feedback?



- ❑ Study Abroad Program Staff/Site Coordinator Feedback: How can the planning process be improved? Any issues or concerns with communication? Other feedback?
- ❑ Save all relevant information and documentation (including feedback) for future planning



Tips from the Field

“It is CRITICAL to work with the study abroad office and the point of contact person in the country the student is going to. It takes a great deal of educating, explanations, and patience to walk everyone through the process.”

“It is important to include the deaf student and service providers to establish the ‘length of day’ and expectations to ensure all understand what is planned. Service providers are potentially ‘on the clock’, 24/7, in the event the student gets sick, wants to participate in activities after hours with others on the trip, etc.”

“We sit down with the deaf student, service provider(s), and faculty/on site program coordinator to go over the itinerary and discuss each activity to make sure we have the appropriate communication access set-up for each, and address any potential cultural issues.”

