

# Effectively Serving Families with Members who are Deaf or Hard of Hearing in the DCBS System

Jennifer Thornhill, MSSW, DCBS Division of Protection and Permanency, Private Child Caring and Private Child Placing Facility Liaison **and Division Point Person for DHHS**

Becky Bush, Parent of Child in DCBS and CMHC systems, ASL Interpreter, and Advisory Committee Member

Virginia Moore, Executive Director, KY Commission on the Deaf and Hard of Hearing

Erin Schilling, LCSW, Deaf and Hard of Hearing Services Coordinator, Seven Counties Services / Centerstone

Karen O'Hicks, Associate Professor, Eastern KY University American Sign Language Interpreter Education Program

Michelle Niehaus, LCSW, Program Administrator, Deaf and Hard of Hearing Services, KY Dept for Behavioral Health, Developmental, and Intellectual Disabilities

# Learning Objectives

- Participants will learn the Standards of Practice and resources for DCBS workers serving families with Deaf members.
- Participants will learn how to use the KCDHH Access Center and how to work with interpreters effectively.
- Participants will begin to learn about the impact of language and culture as well as resources.



The background of the slide is a solid light purple color, decorated with numerous white butterfly silhouettes of various sizes and orientations scattered across the surface. The text is centered in the middle of the slide.

Why are you interested in this  
topic? What do you hope to  
learn today?

Audience Questions

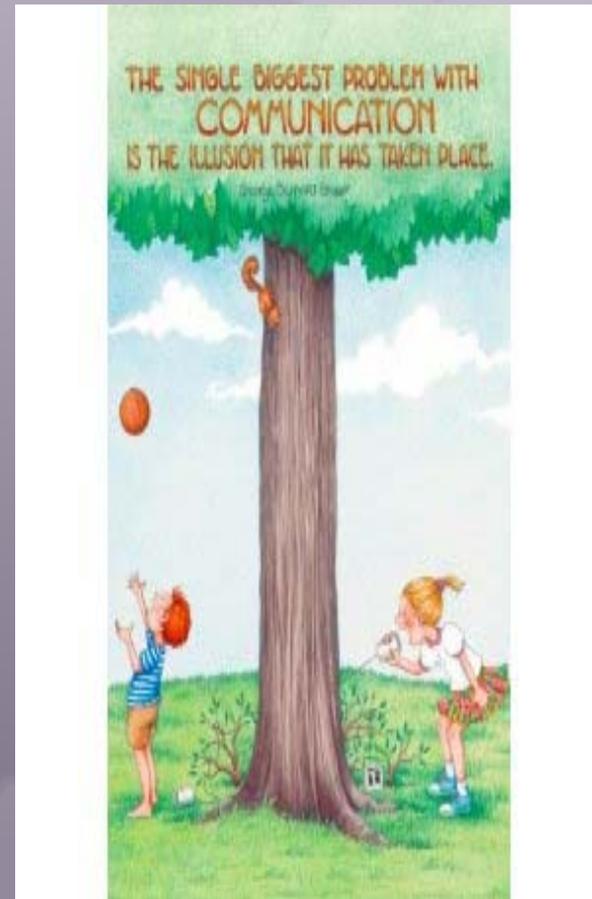
# The Impact of DCBS on Families' Lives



- Becky Bush tells the story of her daughter and how her family has been impacted
- Karen tells the story of what services could look like for a child who is Deaf or Hard of Hearing in the DCBS System

# Foundational Skills Needed to Serve Individuals who are Deaf or Hard of Hearing

- **Effective** communication needs to be provided at all times during interaction and work with families. This will require additional time and coordination.
- There are multiple ways that this can be provided to individuals and families depending on their needs.
- Providing effective and professional communication access will promote effective outcomes on numerous levels for both the families and the service providers!



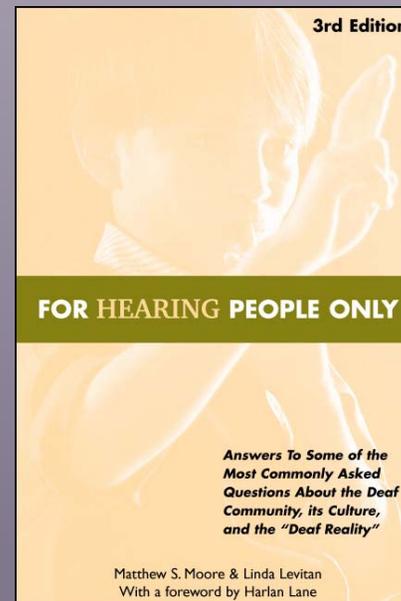
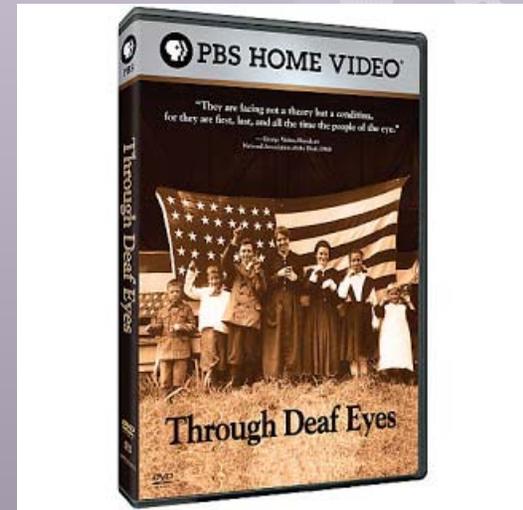
# Unique Considerations



- Cultural dynamics
- Language (varies)
- Accessibility
- Isolation
- Incidental learning

# Deaf Culture

- American Sign Language
- Universities (Gallaudet NTID/RIT) and State Deaf Schools
- Deaf Pride
- Storytelling, Sharing
- Deaf Clubs
- Deafness is **NOT** seen as a disability.



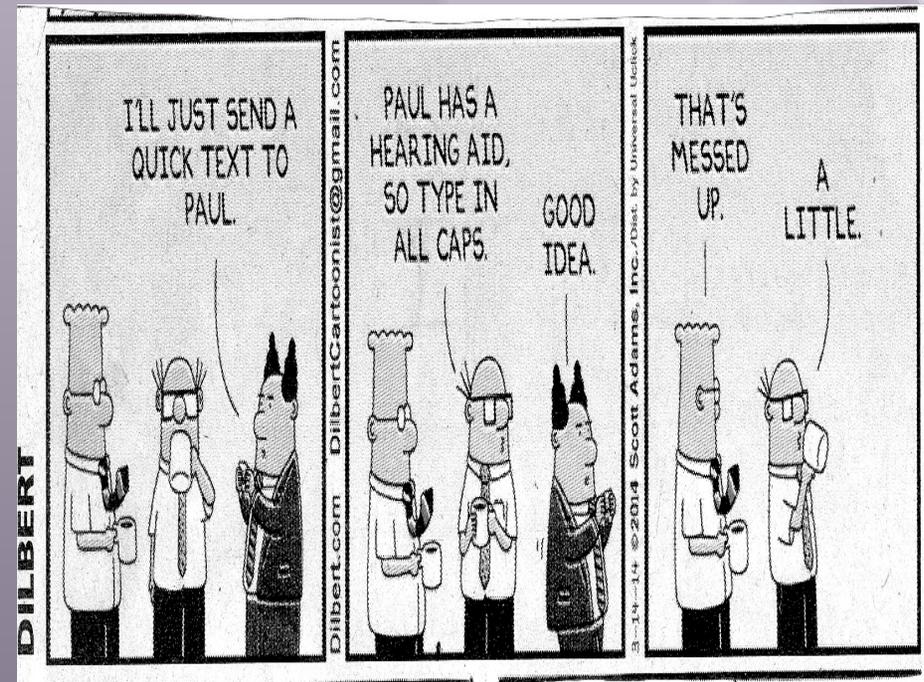
# Language needs

Deaf and Hard of Hearing persons using sign language – American Sign Language, Signing Exact English (SEE), “Home signs”, mixture of both.

Hard of Hearing persons using spoken language (English based), depend on lip-reading, assistive listening devices, verbal cues

Language dysfluencies – individuals with IDDD, may not have had access to language as a child.

Means of communications – Videophone, Text, Relay, Pagers, Email, TTY (typically older deaf adults), Voice Carry Over (persons with hearing loss that can voice for themselves)



# Other considerations

Deaf/HH children and adults experience a range of difficulties like many others. Loss of a family member, struggling in school, peer pressure, raising their own families.

Deaf children can be isolated at school. Sometimes they are the only deaf, communication is thru an adult interpreter. Difficult to interact and "hang out" with their peers. After school participation is limited.

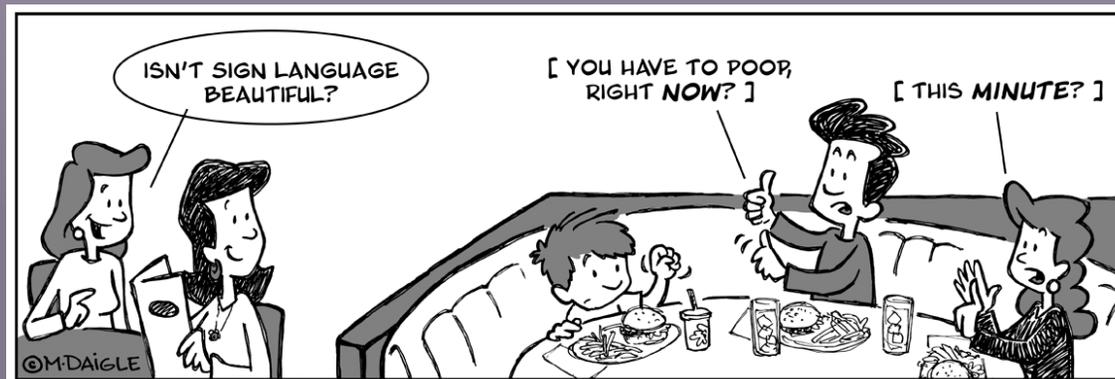
Often come from families who have not established effective communication, support system. This is true for many deaf adults as well

Incidental learning.

There are families who want to provide support, but there is a lack of resources for the parents as well. (No sign classes for parents to become fluent, receive one perspective (doctors)).

# Communication Needs

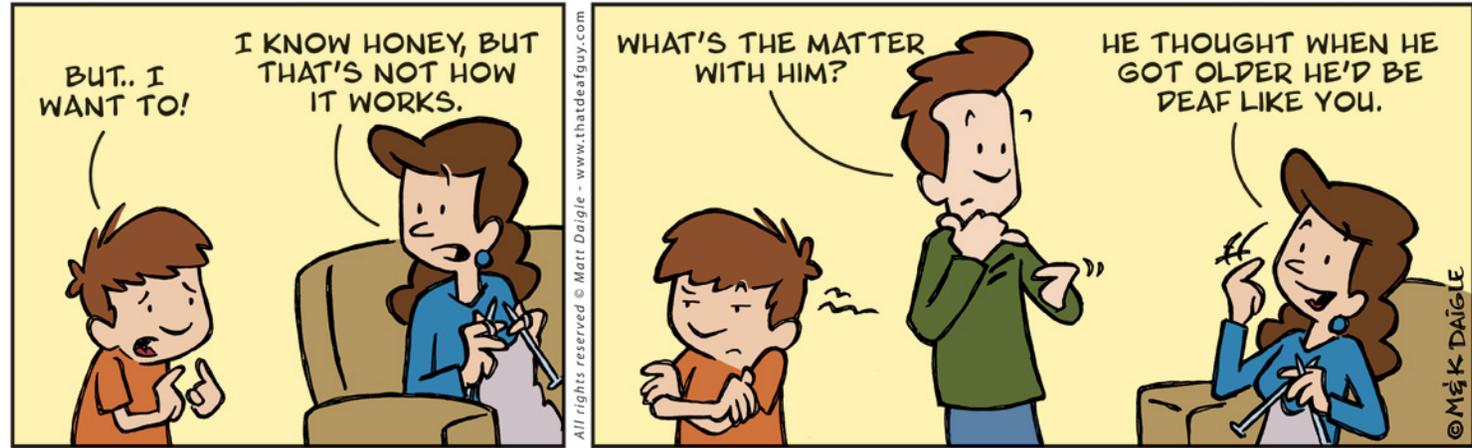
- Ask the deaf or hard of hearing person what their communication needs are, do not assume or decide for them. Everyone is different.
- Reach out to community partners (DHHS Specialists, Interpreters, Teachers) if it's unclear on how to proceed or if communication needs are complex. They are all motivated to provide help and consults even if they don't become a permanent part of the service provision. 😊
- **Collaboration** is vital when working with Deaf and HH families as the regular "process" may not always be feasible or accessible. (Example – anger management classes)



# Considerations when the Parents are Deaf

THAT DEAF GUY

BY MATT & KAY DAIGLE



## CODA/KODA

Children of Deaf Adults/Kids of Deaf Adults

- Grow up in Bi-lingual, bi-cultural homes.
- Many CODAS are very proud, embrace the Deaf Culture and Language.
- Some stigma due to having deaf parents.
- Often may be asked to interpret for Mom and Dad and/or take upon the “adult” role.

# DBHDID, DCBS and KCDHH Partnership

**KENTUCKY**  
**CABINET FOR HEALTH AND FAMILY SERVICES**  

---

**DEPARTMENT FOR COMMUNITY BASED SERVICES**



**Kentucky Commission on the Deaf and Hard of Hearing**

**KENTUCKY**  
**CABINET FOR HEALTH AND FAMILY SERVICES**  

---

**DEPARTMENT FOR BEHAVIORAL HEALTH,  
DEVELOPMENTAL AND INTELLECTUAL DISABILITIES**

# DBHDID, DCBS and KCDHH Partnership

- His out of state placement had been extended significantly due to a lack of willingness of providers in KY to accept him and provide needed accommodations.
- This partnership, along with the partnership of Children's Home of Northern Kentucky, residential facility, resulted in success treatment and successful transition home for this child.



# DBHDID, DCBS and KCDHH Partnership

- Successful treatment came out of this collaboration by identifying effective language access and assessing for cultural needs
  - A Point Person within DCBS to address field complaints about access or service provision and, more importantly, to proactively address concerns
  - Interpreter access 24/7 (except when sleeping!) – Coordinated by KCDHH
    - Consistent team over residential stay
    - Interpreters consulted with one another over schedules and issues
  - DBHDID paid for an environmental assessment and DCBS paid for the installation of equipment:
    - Doorbell with flashing light
    - Smoke detectors with strobes were in place
    - Instruction on VideoPhone and text access was provided
  - Mentoring provided weekly by a therapist that is also deaf
  - Deaf Culture Class provided weekly for the child's peers
    - Education for peers on assistance devices, vocabulary lessons, etc.

# DBHDID, DCBS and KCDHH Partnership



- Many needs were identified through the partnership for one child
- Need for clearer Standards of Practice (SOP) for the division for accessing interpreters, the mandatory use of interpreters and the need for cultural sensitivity and best practice guidance in working with individuals that are deaf or hard of hearing
- Training for frontline social service workers and supervisors
- Recruitment of foster parents that are deaf or hard of hearing, along with disseminating a listing of these parents to Regional Placement Coordinators for the most relevant placements

# DCBS Expectations and Proposed Standards of Practice (SOP)

- The Division of Protection & Permanency (DPP) expects:
  - That communication with individuals with disabilities and those who are Deaf be as effective as communication with others (Federally mandated Americans with Disabilities Act – ADA)
  - That an individual's communication needs be assessed and documented then followed.
  - That those who use American Sign Language (ASL) interpretive services have access to qualified interpreters **at all points of contact** with the DCBS system. These services must be provided **at no charge to the individual.**
  - DPP clients who are deaf or Hard of Hearing and do not sign must also have access to other accommodations including but not limited to assistive listening devices, notetakers, or CART (Computer Assisted Real Time Captioning).

The **only** exception is in an emergency situation where an interpreter cannot be obtained and a child or adult's safety is at risk. In those cases, effective communication must be established as soon as possible.

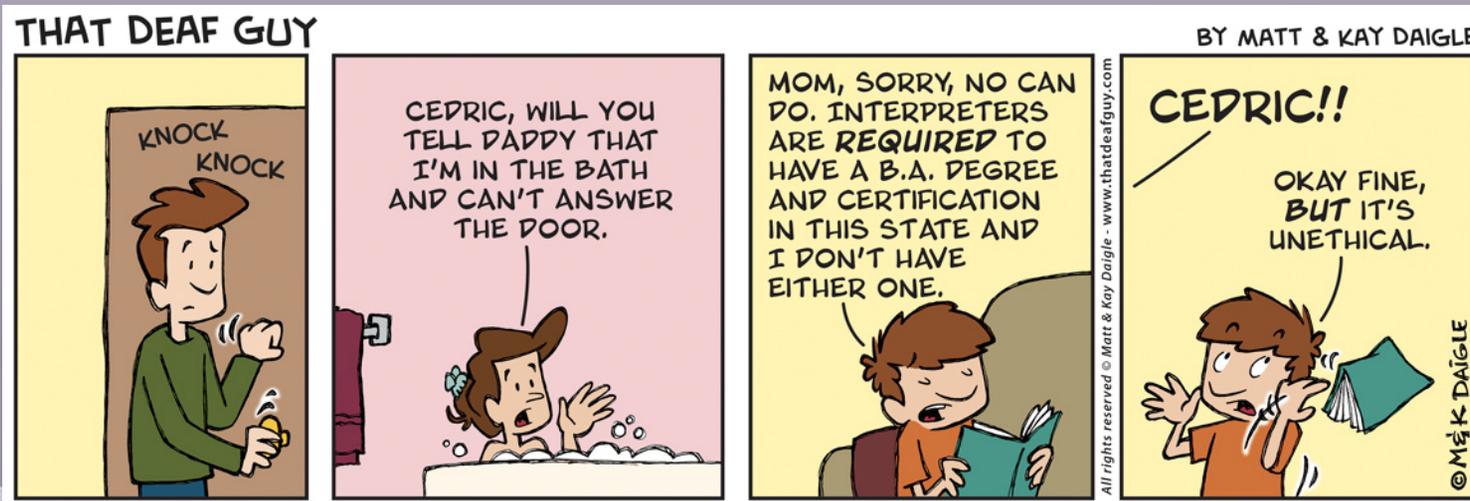


# DCBS Expectations and Proposed Standards of Practice (SOP)

- A qualified interpreter must be used if an individual who uses American Sign Language (ASL) is involved.
  - This person must be licensed in Kentucky and should be nationally certified if at all possible.
  - Licensure status can be checked at [www.kbi.ky.gov](http://www.kbi.ky.gov).
  - A relative or friend should not be used to avoid conflicts of interest and ensure accuracy and impartiality of interpreting provided.
  - Similarly, a child's school ASL interpreter should only be used in an emergency situation or linguistically relevant situation due to the risk of an unethical and dual relationship
  - If a child is referred to a Child Advocacy Center, the CAC is responsible for providing a qualified interpreter.



# Importance of Qualified Language Access Providers!



# The KY Commission on the Deaf and Hard of Hearing Access Center

- Access Center was established in 1998 in order to streamline State Agencies' Sign Language Interpreting needs.
- There are approximately 280 Certified+Licensed Interpreters in Kentucky.
- Access Center knows who is certified and maintains contact information and schedules of Licensed Interpreters for Kentucky.
- This information allows us to streamline services:
  - Freeing your staff from searching for interpreters
  - Coordinating interpreters by region, to save portal to portal cost, and those who freelance vs working with agencies.

# Tips for Effectively Working with An ASL Interpreter

- Speak at your natural pace.
- Look at and speak directly to the deaf person. Do not say “tell him” or “tell her”. The deaf person will be watching the interpreter and glancing back and forth at you.
- Remember that when the interpreter speaks, he/she is voicing the words of the deaf individual.
- The interpreter is not a participant in this interaction. Respond directly to the deaf person.
- It is usually best to position the interpreter next to the hearing person.
- Interpreters and hearing speakers should avoid standing with their backs to windows, bright lights or busy colorful designs.
- Two interpreters may be assigned to a job over one hour in length.

# Other Issues Addressed in the Proposed DCBS Standards of Practice (SOP)

- Procedures for obtaining and getting payment authorization for interpreters through the KCDHH Access Center.
- Information about the KY Board of Interpreters
- Policy information regarding communicating with individuals who are Deaf or Hard of Hearing via Video Relay Services, email, or text.
- Links to a copy of the universal Interpreter and Assistive Listening Devices signs for posting in the local offices.
- Emphasis that ASL does not have a written format. For individuals who need to sign forms, informed consent must be provided by providing access to an in-person interpreter to interpret the documents for them.



# DCBS Draft SOP Tip Sheets for Best Practice

- Additional time should be allowed for investigations, home visits, meetings, and other points of contact.
- However, the life of a case should not be extended due to access issues.
- When making referrals for services, DPP staff should inform the source of accommodation needs.
- Flexibility and creativity should be employed when choosing and using treatment providers
  - Expertise in ASL, Deaf Culture, and the effects of hearing loss are important in informing assessment and treatment.



# Our Vision for the Future

- Mentoring program for children in foster care to be matched with deaf adults
- Training for interpreters on working with CPS and APS cases
- Examples of Other States

## Deaf Loving Hands Foster Home

Home About Us Get Involved Donations Newsletter Resources Contact Us

Loving Hands Deaf Foster Home Loving Hands

2009 ENVISION AWARD  
MICHELE KASSA

michele kassa  
DEAF FOSTER CARE

**Get Involved**  
Your time, talent and treasure can all be used to make a difference in the life of a child. Whether its items from your home that help create a teen room, financial sponsorship of Deaf camps and classes, getting your hands dirty in the garden or becoming a prayer warrior interceding on behalf of the children, **YOU can donate!**

**Donations**  
Everything makes an impact. You can provide for ongoing needs such as household items, health and beauty products and Costco and Wal-Mart gift cards. Or even sponsor a child's growth and development. [Learn How!](#)

**Newsletter**  
Join the journey as we come along side helping Deaf children realize their goals and dreams. See the impacts you have made and sign up for the newsletter and be up-to-date on all the exciting things happening. [Sign Up!](#)

<http://www.deaflovinghands.org/>

The background of the slide is a solid light purple color. It is decorated with numerous white butterfly silhouettes of various sizes and orientations, scattered across the entire surface. The butterflies are semi-transparent, allowing the purple background to show through them.

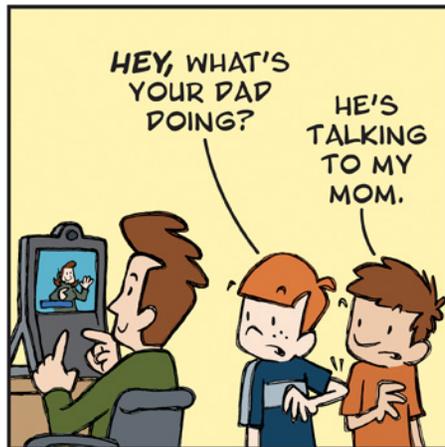
# How can YOU help us move forward? Goals and Shared Vision

Discussion

# Consultation and Collaboration

## THAT DEAF GUY

BY MATT & KAY DAIGLE



All rights reserved © Matt & Kay Daigle - www.thatdeafguy.com



© M&K DAIGLE

The background of the slide is a solid light purple color. It is decorated with numerous white butterfly silhouettes of various sizes and orientations, scattered across the page. The butterflies are most concentrated along the left and right edges, with a few also appearing in the central area.

## Additional Resources

# Behavioral Health Providers Specialized in Deaf Services

- Seven Counties Services / Centerstone (Louisville)
  - Erin Schilling, LCSW – [erin.schilling@sevencounties.org](mailto:erin.schilling@sevencounties.org)
  - Julie Dalbom, LPCC – [jdalbom2@sevencounties.org](mailto:jdalbom2@sevencounties.org)
- Bluegrass.org (Lexington)
  - Lindsey Horner Williams, LPCC – [lhwilliams@bluegrass.org](mailto:lhwilliams@bluegrass.org)
  - Laura Burg, LCSW – [ljburch@bluegrass.org](mailto:ljburch@bluegrass.org)
- Independent Practitioners – Assessment (Danville)
  - Robin Santa Teresa, PsyD. - [rsantateresa@gmail.com](mailto:rsantateresa@gmail.com)
- Independent Practitioner – Ongoing Treatment (Bowling Green)
  - Holly Bean, LPCC - [holly.bean407@topper.wku.edu](mailto:holly.bean407@topper.wku.edu)

# CMHC Point People Able to Arrange Accommodations

Four Rivers	David Hedrich	<a href="mailto:dhedrich@4rbh.org">dhedrich@4rbh.org</a>	270-442-7121
Pennyroyal	Kelly Robertson	<a href="mailto:krobertson@pennyroyalcenter.org">krobertson@pennyroyalcenter.org</a>	270-886-2205
River Valley	Mary Kay Lamb	<a href="mailto:marykaylamb@rvbh.com">marykaylamb@rvbh.com</a>	270-689-6698
Lifeskills	Renee Hudson	<a href="mailto:rvalenti@lifeskills.com">rvalenti@lifeskills.com</a>	270-901-5000 Ext. 1326 270-769-1304,
Communicare	Calvin Jackson	<a href="mailto:cjackson@communicare.org">cjackson@communicare.org</a>	1110
Seven Counties	Erin Schilling	<a href="mailto:eschilling@sevencounties.org">eschilling@sevencounties.org</a>	502-435-4121
NorthKey	Ruth Verst	<a href="mailto:rverst@northkey.org">rverst@northkey.org</a>	859-578-2879
Comprehend	Steve Lowder	<a href="mailto:slowder@comprehendinc.org">slowder@comprehendinc.org</a>	606-564-2727
Pathways	Elizabeth Fitzer	<a href="mailto:Elizabeth.Fitzer@pathways-ky.org">Elizabeth.Fitzer@pathways-ky.org</a>	606-473-7333
Mountain	Darrell Riffe	<a href="mailto:darrell.riffe@mtcomp.org">darrell.riffe@mtcomp.org</a>	606-886-4372 606-436-5761
Kentucky River	Vonda Watts	<a href="mailto:vonda.watts@krccnet.com">vonda.watts@krccnet.com</a>	x7225
CRCC	Greta Baker	<a href="mailto:Greta.Baker@crccc.org">Greta.Baker@crccc.org</a>	606-528-7010 x 2064
Adanta	Kathrina Riley	<a href="mailto:kriley@adanta.org">kriley@adanta.org</a>	
Bluegrass	Williams and Burg	<a href="mailto:lhwiliams@bluegrass.org">lhwiliams@bluegrass.org</a> <a href="mailto:ljburg@bluegrass.org">ljburg@bluegrass.org</a>	859-797-7437

# KCDHH

## Office of Information Services

---



Information / Advocacy



Directory of Services



Deaf Resource Library



Kentucky DeaFestival



Deaf Access Stations

## Office of Equitable Access



### **Access Center**

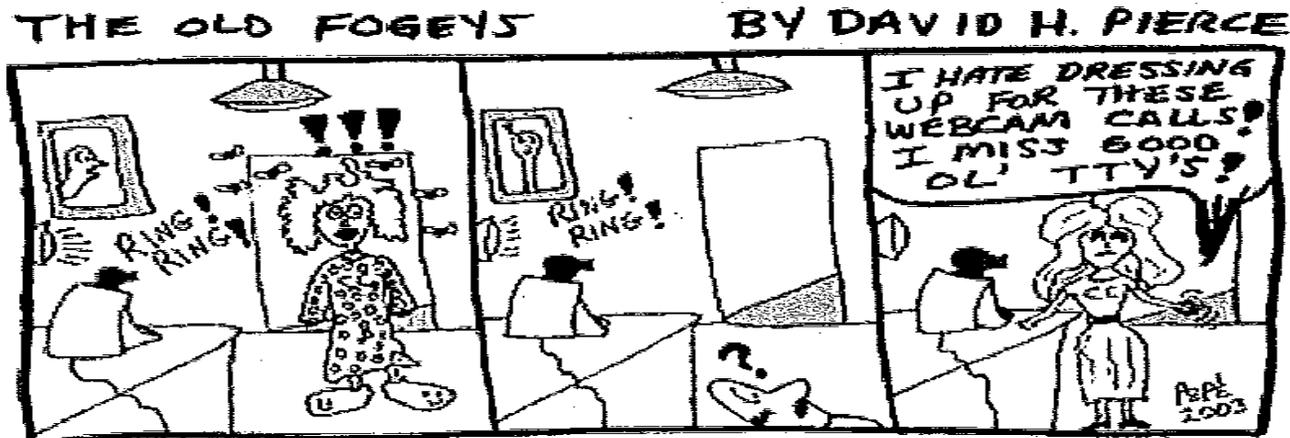
- Interpreter/Captioner Referral Services
- Interpreter Evaluations
- National Testing Opportunities



### **TDD Distribution Program**

- Amplified Phones
- Wireless Devices
- Visual Alert Signalers

# VideoPhone and VRS Providers



## ● Videophones and Video Relay

- [www.sorensonvrs.com](http://www.sorensonvrs.com)
- [www.sprintvrs.com](http://www.sprintvrs.com)
- [www.hovrs.com](http://www.hovrs.com)
- [www.purple.us](http://www.purple.us)

# What is Remote Interpreting?

Recipient Site



Internet Connection

Provider Site



# What is Remote Captioning?

Provider Site



Internet Connection



This is captioning  
on the local  
screen.

Recipient Site

Deaf



Hearing

Captioner

How many of these auxiliary aids to ensure effective communication are you familiar with?



Hearing Aid with Integrated FM System



Vibrating Alarm Clock



Traditional FM System with Neck Loop



Pocket Talker



Amplifier with Two Microphones

# KCDHH TAP Cabinets

Location	Address
Kentucky Commission on the Deaf and Hard of Hearing (2 cabinets)	632 Versailles Road Frankfort, KY 40601
Northern KY Services for the Deaf	19 West Pike Street Covington, KY 41011
Heuser Hearing Language and Speech Center	117 East Kentucky Street Louisville, KY 40203
Western Kentucky Assistive Technology / Wendell Foster Campus	815 Triplett Street Owensboro, KY 42303
Bluegrass Assistive Technology Center	409 Southland Drive Lexington, KY 40503

The background is a solid light purple color with a pattern of white butterfly silhouettes scattered across it. The butterflies are of various sizes and orientations, some appearing as simple outlines and others with more detail.

Thank You for Coming!

Please keep in touch!