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CONSUMER: NICOLE SMITH

JFK CENTER

MAKING THEATRE CLASS ACCESSIBLE TO DEAF AND HARD OF HEARING
STUDENTS

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>> Hello, everyone, thank you for joining us for making theater class accessible to deaf and hard of hearing students.

Today's presentation is an arts and special education webinar of the webinar series which comes to you from the John F. Kennedy Center for the performing arts and addresses topics related to the arts, accessibility, education, and disability. I am Kristin M., assistant manager of special education here at the center. And I will be your webinar moderator. Before we get going I would like to take a brief moment to introduce you to the Zoom webinar platform. Broadcast messages for the webinar team such as links for webinar survey appear in the chatbox which you can select from the control panel along the bottom of your window. If you need to leave the webinar early you leave by clicking the leave webinar button on the bottom corner. A recording will be available afterwards so you can catch up on any parts you missed. The built in audio output is your computer's internal speakers. You may also use your phone to call in if you get disconnected or have trouble hearing the presenter please make sure you click the join audio button. Please mute your audio speakers if you called in. You can submit comments, questions or answers to questions using the Q and A option which you can select from the bottom panel. Please note that this is different than the chatbox and allows moderators to view your questions. I will monitor this screen throughout the webinar today's presentation will be conducted over a screen share. You may adjust your view by selecting view options. From the top panel. You may also expand your view to a full screen. At the end of today's presentation, there will be an opportunity to ask questions of the presenter. During this open-ended question and answer time, please type your questions into the Q and A box. Within the week we will send out a follow up e-mail with a recording of today's presentation and a copy of the webinar transcript. This means you can go back to watch the recording and review supplemental materials anything in addition to any notes you take during the webinar itself. The next VSA International network webinar is lighting the fire, focus on identity, race and equity. The first installment of which will take place Wednesday, February 12th at 3 p.m. eastern standard time. Pretty the next installment of which will take place Wednesday February 19th. If you are active on social media, I invite you to connect with us using hashtag VSA webinar on Facebook we are VSA International. And on twitter, we are VSA INTL. We would love to engage with you. And with that I will hand it over to the webinar presenter.

>> Just a moment, I need to adjust the screen here. Thank you, Kristin. And thank you, so much for your support and to the Kennedy Center of performing arts for giving me this opportunity to disseminate this important information to teachers out there looking for it. So my name is Brian and this is my sign name like this and I teach high school theater. At the Texas School for the Deaf in Austin Texas.

I am also the performing arts coordinator here at the school for the deaf so I work with all of students for the after school theater activities. I graduated from Gallaudet University with a BA in English literature. And a minor in theater. Also my master's is in deaf studies and deaf education from Lamar University and I am currently working on my Ph.D. also in deaf studies. On the side, I work as the artistic director for Deaf Austin Theatre which has -- we established approximately three years ago we just completed our first large production Next to Normal where I was the codirector.

I've been teaching for seven years now and I've been involved in theater for over 20 years. I've run a nonprofit theater company. I've been involved in all the different aspects of theater. And now I've been working to teach -- to take my passion of theater and teaching it to deaf schools here at the Texas School for the Deaf. So thank you, all, for joining this webinar today and I hope you find this information beneficial. In how to make your theater classrooms more accessible for any deaf and hard of hearing students you have. The reason why I did this webinar is because there are many schools that contact me and they say, oh my goodness, we were just told that I'm having a deaf student in the fall. And they're going to be in my theater class. I'm not sure what I can do to make my class accessible to them I want to make sure they feel welcomed and feel they can be a part of the class. So I give feedback, advice, and tips to them on what they can do. VSA contacted me last year, and asked me to present at the conference. And I thought, you know, there are so many people that contact me for assistance and with everything from the VA intersections conference and the Kennedy Center I feel this would be a great opportunity to share this information with everybody so that's what I'm doing today. At the end we'll have an opportunity to ask questions. Thank you. So I will talk a little bit about some of these topics. We'll talk about accommodations. How you can work with an interpreter. Deaf culture. Audism. Theater classes, theater activities and then question opportunities. So the big question that everybody always asks is what do deaf and hard of hearing students need? What type of accommodations are necessary? How do we make sure that they feel welcomed? How do they make sure that they feel involved and passionate and wanting to stay within the theater class? There are several things you can do. If the student is a signing student get an ASL interpreter or sign language interpreter and not all deaf kids will use sign language or American Sign Language. They -- there's a gamut of these deaf and hard of hearing students. Some sign ASL, some sign in more English word order. Some SimComm meaning they sign and speak simultaneous and some students who don't use sign at all. It depends on how they were raised so not all of these accommodations are going to fit for all of the students you might have. So if you have a sign language interpreter as one option make sure all of the videos that you use and any media, any YouTube videos, anything you are presenting has captions. Some people are like, oh, wow, don't worry, we got an interpreter here, the interpreter can interpret the movie or video. No, they can't. Interpreting is hard work. Basically, the interpreter has to look like a duck. Look like a duck on the water. You know, they're looking very calm, they're looking very mild mannered and then, but yet their feet underneath it are just panicking and running as fast as they can because they're hearing the sound, they're having to take it in in English, translate into American Sign Language, and then produce that on their hands. All while this processing is happening and more sound input is coming. A video is typically very fast, you have multiple people talking over one another. It's really challenging for an interpreter to have to stand next to a video and interpret a video. Especially if it's a two hour movie. So it would be best to ensure that all videos and all movies that are shown in any media has captions on it. Third. Visual cues. Theater of course, can be very audio based. You have audio cues for somebody to go. You have an activity in your class. That it tends to be sound based so you need to replace those to have more visual based cues. While I was interning I observed different theater classes throughout the Austin area and I remember one class I went into, the teacher had done an activity and did the typical clap, one, two, and the student has to add the same as what they heard and then add one more so as a student could

hear, clap clap, they knew they could add clap clap clap and they knew that meant get the attention. You can't do that with a deaf student. Even if you have one hearing -- a whole class of hearing students and one deaf student, you want to change whatever your methods are to a visual cue. You could flash the lights, you could do a sign like this, if you do this, all the students deaf or hearing, would know they could then copy and that would allow everybody to know that you're ready to get their attention and that's a visual cue. You also might need a little more time. Some deaf kids, English is not their first language. They don't read on the same level as some of their peers so they might need a little more time with a printed script or a printed text. So make sure they have a little bit of that time to do some text analysis to change it. They're going to need to memorize the script in a different manner than a hearing student so give them a little more time. The next one is pre-teaching vocabulary words. Maybe you have a PowerPoint you do before a lesson so that a student is ready for the presentation that they're going to have and therefore, your teaching becomes more smooth. If you pre-teach some of those vocabulary words, especially if these are words that are going to come up all the time, for example, maybe you're teaching about blocking on the stage. And you teach them what does blocking mean? What does that word -- blocking? And it gives them an opportunity to understand.

Just as it does your hearing students. Also, the thing that is most important is your students need your support and your encouragement. They're nervous, especially if they're the only deaf student in that hearing classroom. And to join the theater program on top of that as the only deaf student in it. That's a lot. And so you need to encourage other students to engage with them, show support and guide them. The best thing you can do is for them to gain your trust so they're more willing to participate in the class. So this is kind of what your classroom might look like if you have a deaf student in it. I know many classrooms nowadays in the public school system myou have 20-30-40 students in a class and you set them up in rows and columns.

That's the traditional manner of setting up students. That doesn't work for a deaf student. Deaf people are very visual. They have to be able to see the instructor as well as the interpreter and see each other, see the other -- their classmates. So typically if you ask somebody a question students will raise their hand and then make their statement so then they are -- they need to know who is raising their hand, the interpreter has to see them so the interpreter can then see who's asking the question, point to that student, the student can then look, identify who is talking and then look back at the interpreter. So it's best to have your classroom desks or chairs set up in a C shape or a U shape. Therefore, students are able to use the peripheral to see all of the students in the classroom as well as the teacher and the interpreter if you're using one. Having that visibility is very clear and necessary for a deaf student. And while you're instructing, keep in the back of your mind and make sure that you are aware of where the interpreter is standing. So the interpreter is over here and you tend to be a wanderer while you're teaching and instructing, make sure that you don't stand and stop right at the front of the interpreter. If you walk in front of the interpreter you're creating a barrier and a blockage of where the student can no longer see the interpreter. So if you are a wanderer just make sure you're aware where the interpreter is and avoid that time and space. I'll explain more on how to work with interpreters. There are many people who have never worked with an interpreter, never seen an interpreter, don't though the process of working with an interpreter so I want to take this opportunity to

briefly explain so you understand in the future if you were to have an interpreter in your classroom, what it's like. So a sign language interpreter, this is their job and their role is to facilitate communication between the signing student and the language being presented. That is their role and only role. Interpreters are not representative of the deaf community. Nor are they a source of information pertaining to everything related to a deaf person. Their job is not to answer all of your burning questions about the deaf community or deaf people. If you have those questions, ask a deaf person, deaf people can answer those questions for themselves so it's better to reach out to somebody from the community than the interpreter. An interpreter is not an assistant teacher. Often you'll see the interpreter is there in the classroom and the teacher is oh, they're great, they can be my assistant or they're my co-teacher. The interpreter is not teaching that deaf student.

The interpreter is not teaching anyone. The interpreter's job is merely to facilitate communication between two languages. What is spoken and what is voiced. The interpreter will sign. And vice versa. It is not the interpreter's job to make sure the deaf kid is paying attention, is focused on the material. If the deaf kid does not want to pay attention, or falls asleep during class or has bad behavior, it is your job as the instructor to handle that not the interpreter's job. The interpreter's job is just to signed what is voiced as the instruction and what you say and what the student says back to you. So the interpreter is not there because a person is deaf. The interpreter is there is because you don't know how to sign. When you use an interpreter and you're talking to a deaf person it's very important to look at the deaf person. Don't actually look at the interpreter or don't be like, hey, interpreter, can you tell them that they need to write a five page essay? That's not the correct use of the interpreter. All of your instruction and all of your direction should be first person directly to the student. Hey, Billy, make sure that you're writing that five page essay that's necessary. It's due tomorrow. You look at Billy and talk to them. The student of course is going to be looking at the interpreter but you must look at the student. When the student is signing back to you, don't look at the interpreter where the sound is coming from, continue to look at the student, make that eye contact and make a connection with the student. Just as if you were talking to a hearing student. The interpreter is there to provide access to both you and the student. Most importantly, just be yourself. Speak like you would speak to any other student in the class. Make sure that you're clear, make sure that you're loud, make sure -- you don't need to be too loud but make sure you're speaking at an appropriate speed. You don't need to be overexaggerate words or speak really, really loud. That's not necessary. Especially if an interpreter is there. Just speak as you regularly would, speak clearly, the interpreter can hear you. Often if you speak too quickly the interpreter will stop you and say, hang on just a minute. Let me catch up with what you said. It's a good as you're talking you can keep an eye on the peripheral of the interpreter. You know, basically your want to make sure the interpreter's hands are not on fire, signing as quick as you might be speaking. Just speak at a normal pace and I think you'd be fine with using the interpreter. I want to warn you something. The interpreter will interpret everything you say. So if you make a comment to another teacher and the hearing students in the class can hear that comment, the interpreter will interpret that comment to the deaf student as well. Because therefore if the hearing students can hear it, the deaf student should be able to see it. If you swear, the interpreter is going to swear as well. If you're talking to another student and you kick them out of the room for cussing and you get angry because of the attitude with you, the interpreter will interpret that as well and will interpret

appropriate persona that you are having. So whatever attitude a student or you is portraying the interpreter will have that same attitude, that same persona so the deaf student has the same access that all the other students in the classroom have. During class avoid distracting the interpreter. Don't ask them personal questions, oh, how long have you been interpreter, or what made you decide to be an interpreter. That's not the appropriate time to ask those questions. When class is done, and the student -- and the interpreter's no longer working, then you can ask those questions and see the the interpreter's willing to answer. As I already mentioned be aware of where the interpreter is standing and be sure not to block them from the deaf person's view in your classroom you need to establish rules. Often hearing students tend to have a discussion and blurt things out. Maybe they have a disagreement. They talk over one another. When you have a deaf student in your class you can't do that any longer. You have one interpreter. They need to interpret everything that is said is a but they can't interpret simultaneous conversations. So you need to establish the rules of hand raising. Then the interpreter can interpret the message that's being spoken. If that procedure fails, and the students forget to do the turn taking, then you as the teacher need to stop the class, remind them about the rules, and continue with that type of classroom management. Often it's a good idea do preconference with the interpreters, talking about the games you're going to be doing during the class if you're going to change setting up the classroom setting if you're going to use a certain text or script.

Let the interpreter know ahead of time it will let them prepare. Often interpreters in a classroom might not know your content. Maybe they don't know anything about theater but they are a certified and appropriate interpreter but maybe they're just not understanding. They don't know what blocking is in a theater sense or maybe they don't know the term improv. Because they don't know what that means because they don't have that theater background but if you meet with them ahead of time they can understand what the signs are and have a better idea of the content that you are instructing. From English into ASL. Because those are completely different languages. They're not signing word for word as you're speaking. Often one phrase or one word might need a little more expansion and have multiple signs to convey the same message for the student to understand. So the preconference really helps the interpreter to make sure that that communication is fluent. We're going to watch a short video. I'm needing to check the sound to make sure that it's working so that you can hear the video. Let me try now. I just connected the sound. Let me see if that works. Apparently when I connected to Zoom the audio disconnected. You can watch it with the captioning. It's very helpful. It will give you a firsthand experience of how a deaf student would watch a video that you may be watching so we'll go ahead and watch it just with the captions. I'm like, yes, I've done that before. So this video I like because it shows a little bit of variety of the different types of deaf people in the world. There's not just one type of deaf person. Everybody's a little bit different. Some people value and love the fact that they're deaf. Some people wish that maybe they could become hearing. So there is a variety of people within the community. In this video, some people SimComm, some people speak, some people only sign. So there's lots of varieties in this video. Just as all the students -- just as all hearing people, not everybody, every hearing person is the same. Everybody has a little bit of differences. But the one thing about deaf people is is the culture. And I want to talk a little bit about deaf culture and let you know and just things that you can keep in mind. There are two perspectives to deafness. A cultural perspective for those of us who value our language, ASL, we're

fine. The famous, you know, first deaf president of Gallaudet University's famous quote is deaf people can do anything except for hear. Deaf people can become doctors, there are deaf CEOs, deaf people can do everything we just can't hear. It's a medical perspective. It's where deaf people feel like they need to be fixed. They need to have a cochlear implant. They need to be fixed to make you hearing so you can be normal. Our cultural perspective is different. We have shared experiences. As deaf people we have different kinds of perception that we dealt with and we cherish our language of ASL. Most deaf people tend to use signed names. If they don't use sign language they don't have a signed name but anyone who does use sign language they have a signed name. If you have a certain gesture or characteristic about you that tends to be your name instead of finger spelling everyone's name. So this is my name signed like this it's the hand of the bee going over my head. Instead of everyone spelling Brian they do this and know they're talking about me. Deaf people are very tactile. We love to hug, we love to touch. Tapping is very appropriate. If you want to tap a deaf student, that would be very appropriate. The personal space is not the same for a deaf person as it is for hearing people. We are visual, we are tactile. That's very important for us. If two people are signing, and you need to, for some reason, walk between the two of them, because you're not able to go around, that's fine. Just walk right between the two of them. Don't stand and wait for the conversation to finish. Don't try to get their attention. Don't duck down and try to scooch under them. Just walk. Our eyes are very well-trained to continue with our conversation if somebody walks through. No big deal. We're used to it. To get a deaf person's attention you do it visually. Often you flash a light. You can wave your hand vigorously in front of someone. If people are sitting at a table you can put your hand and stomp on a table or stomp your feet on the ground depending on what the flooring is because you can feel the vibration and that's a great way to get people's attention. It's all tactile or visual. We don't use things in an audio manner. Deaf people often don't use their voices. Sometimes if they know you're hearing they might try to voice as well. Many people have just gone away from using speech. Not everybody can speak. I can speak. But if I'm with a deaf person, I turn my voice off and I just sign like right now I'm signing only and not speaking. If I'm with a hearing person I will speak, my mother, my mother doesn't sign so I speak with my mother. If I'm with a person who is hearing but can sign, it depends on how I feel, I might SimComm, I might speak, I might sign. I might sign and speak at the same time. We wave, we tap, we throw a piece of paper to get someone's attention.

We might even yell. It's kind of a deaf call. In deaf culture, while you're eating, we will be fine. We can continue to sign while we're eating. Hearing culture of course you can't do that because you've been raised, do not speak with food in your mouth. Chew, swallow and then speak and in the deaf culture it's not a big deal. We chew and continue signing. We continue our conversation. We are visual. Our eyes are important. Our eyes become our ears basically. If we look at someone and are staring, that's an important aspect of communication for us. It's not considered an inappropriate to stare or to make eye contact. In hearing culture, it's considered to be rude to stare. You go to the airport, often, I will look, I will sit and I will stare and watch. The people at the ticket counter. Who are going through the gate. And I will watch. Because I want to try and catch as much as I can from lipreading from them to know what's going on with my flight. Our culture is a hearing culture, it's not appropriate. But for us, that's access in a deaf community. So here's some stereotypes about deaf people and I will go quickly through this for the sake of

time. Note all deaf people can sign. If you have a hearing aid that helps you hear normally that's not true as well. A majority of deaf people can't speak. That's not true. A cochlear implant cures hearing loss. That is not true. Deaf people can't drive. That's not true. Actually, deaf people have been proven to be better drivers than hearing people because we're not distracted by the sounds and we see everything and we're more attuned to the visual. And our peripheral, we're so used to using that peripheral we have a wider peripheral side to side, up and down so we see more than people hearing do. All deaf people can lip-read. No, they cannot. If you shout really loud, a deaf person will hear you. No that is not true either. And deaf people are not as intelligent as hearing people. That's not true either. All deaf people are completely and totally deaf. No, that's not true. There's a variety. There's a spectrum of what people can hear. All deaf people understand and participate within deaf culture. That's not true either. Deaf people can read braille. No. I can't tell you how many times I get on an airplane and I tell them I'm deaf and they bring me the safety instructions in braille. And I am looking at it going, um, I don't know what this is. I can't read it. No thank you. Deaf people can't have children. That's not true either. And deaf people only have lowly medial jobs and that's not the case either. I don't want to delve too deep into it but I want to talk about what audism is. Audism was established back in 1977 by a man named Dr. Tom Humphreys and it's a mindset. That includes the concept that if you can hear you are therefore better. And deaf people should be pitied because they cannot. That they need to be made normal to be like hearing people there are lots of things that happen that are examples of audism. Things that maybe you might not realize that that's what it is. Sitting in a classroom, or during a rehearsal, and a student makes a joke. And everybody's laughing. And you're trying to get everybody on task and the deaf person says what did they say? Why is everybody laughing? You say it's not important. That's audism. It's oppressive. You're not providing them all the same access all the other students have or if you say, oh, it's okay, I'll tell you later. That's audism. It's oppressive. Always make sure that your student has 100% access to everything that's happening in the classroom as those hearing students have. So here's a really short video. The -- actually I'm going to hold off on this video because there is no captioning on this particular video and I will allow you all to watch it later. You should be getting copies of these PowerPoints so you should have access to it later. We'll skip that video. So this is the best cartoon strip. It's written by a deaf man. Matt Daigle and his wife is an interpreter and he has a son who -- and his son is a CODA which is a child of deaf adults and he writes lots of comics talking about the deaf experience and awareness of deafness. I will give you a moment so the first slide has a kid saying, one poi says, oh, it's cool that you can sign is sign language the same as English? And Matt's son says no, not really the next caption says let me show you the difference between English. This is the word for dragon. And the word dragon is written on the comic strip. Now let me show you, this is the sign language for dragon is the next thing and he make this is big elaborate dragon out of clay and the hearing kid is like oh wow that's the difference between the written word and an image of a dragon.

That's the way to show the difference between ASL and English. It's a very visual language so if I was signing about a dragon you might say the word drag develop but if I was using that word in a story and you say is the word dragon and the person listening is envisioning what a dragon looks like.

However in ASL I would not just spell the word dragon. I would be like, you know, this is something that can happen, a dragon came and he had these

spikes going all the way down from his face and his nose was coming out and he had these big teeth. And he had these long paws with his claws that were coming out. And there were stripes on him and he has this long tail with points on it. And he's fire breathing. And that's how I would explain a dragon to make it more visual it's three-dimensional. That's ASL. I want to explain activities. I want to show you what it would look like. (Video). This activity is a common activity used in theater classes. I grew up going to a mainstream public school that this game was used in public school class but you can't use that with deaf kids because obviously they can't hear. They can't hear the I, the O, the A in zip, zap. So instead you need to make it visual so in my class we do it a little bit differently. We do it with gestures. The gesture of zip it's a hand clap over the head. Zap is outstretched and zop is hand claps down below you so you got up, middle, down is where the hand claps are and you have to go in that order.

Up, middle, down, up, middle, down. And that's a good way to make the game visual so now your deaf students can participate. You still have the ability to mess up just like you would auditorily because you forget what you're doing. And it's a great way to make a game that is very common more accessible for other students. Another game that's common and I won't show this video for sake of time but it's heads up heads down is another game. Basically you stand in a circle. And everybody looks down at the floor and then you say the word go and everybody has to look up. And you pick somebody else to look at if it happens that that person is also looking at you, then they are eliminated. The object is to look at someone and not have that person be the one looking at you and you're safe if you make no eye contact with anybody else in the circle so the cue to look up is auditory. You say the word go so instead you could use a light flashing and that would help. I join the game myself as an instructor. I count off one, two, three, and then everybody look their -- looks their heads up once I take one foot forward in the circle that one foot forward is the gesture to tell everybody to look up. That's a good way to make a game that's more auditory. Make it more visual. Have more access. Really most theater games can be accommodated to be used. If you're not sure, ask the deaf student. We're going to play games and I would love your help and feedback on how to make this game more accessible to you participating. Don't think you have to know everything yourself. Ask the kid. These deaf students need to advocate for themselves. They need to speak up what their needs are and really they're the best resource that you've got and they're there in your classroom. Take advantage of it. Tech guide you, they can advise you.

They can tell you what works best for them. All of my feedback, advice, tips don't apply to everybody. If they see you're willing to engage them, to incorporate them to make an effort with them, you've just gained a student that trusts you.

So now I'd like to open this up. We've got about ten minutes left. I'd like to open this up for anybody that has any questions.

>> This is Kristin from the Kennedy Center, giving folks a moment to write in if they have any questions in the Q and A box. We do already have a couple of questions.

>> Sorry about that. I am talking to you from my classroom so I was trying to make a better background. Please, Kristin, what are the questions.

>> Someone has asked can you please elaborate on an interpreter's embodiment of an attitude?

>> I'm going to use a real world example. Interpreters have to match the voice of the speaker. If they are signing what a hearing person is saying, and let's say this

hearing person is angry and screaming then the interpreter will look the same as the hearing person will and have that attitude portrayed -- auditorily will be portrayed visually. Sign faster because someone is talking faster. Sign bigger, have more facial expressions, have more gestures to match the tone from the spoken person. Your inflection that you use when you're speaking shows your emotion there is no tone or inflection in ASL. Instead you have facial expressions and you have gestures and all of that is shown with body movements and with facial movements and with different mannerisms in order to identify the emotion that's being expressed auditorily. I'll use myself as an example. If I go to the phone company or maybe the electric company, and I'm like, oh my goodness, \$300 and you make a phone call and I'm using the video phone to have the interpreter to make the phone call and I am upset, what is with this bill and I'm bawling out them. Obviously I don't do that. I'm a nice person but I'm using this as an example. If I am so upset about this, the interpreter is going to scream at the person -- at the electric company and use that inflection to match the anger that's being shown in my signs. It goes both ways whether it's sign to English or English to ASL. The interpreter becomes an actor and has to embody the speaker's emotions when they interpret whether it's from ASL to English or English to ASL. If they don't they're taking that person's voice. I have fired interpreters for not matching my tone and mood. If I am upset, if I am pissed off that interpreter better match my affect because that person's voice is what I'm using for someone to understand me. Does that answer the question?

>> Very well. Yes. Thank you. Another question, in a classroom where all but one student is hearing, how might the teacher explain to hearing students that it is okay to tap or give visual signals like waving near someone's face in order to get attention since this is not a norm for many hearing students. How do we ensure that everyone is getting what they need by being respectful in the process?

>> Really the best thing you can do is to teach your class, the hearing students, and help them to become prepared for having the deaf students explain a little bit about what we talked about. You can even ask the deaf student in the class student in the class to say, hey, can you help me in this class? I want to make it more accessible to you. I want to give that clarity of how you communicate with them. The norms or maybe before they arrive. You educate the students a little bit about having a deaf student. And what the expectations are for them.

>> Thank you. We have time for one more question. The question was asked, is there -- do I have any insight on conveying nonwestern cultural nuances through sign language?

>> So sign language varies. There is not a universal sign. There's American Sign Language, there's British Sign Language, which is BSL, there's Japanese sign language, there's Mexican sign language, every country has their own sign language. And they each have their own languages spoken and signed. Just as here in America, have different accents, dialects that we have here in the United States. You have that also in ASL. So, for example, I'm from Ohio. And I lived in Washington, D.C. I lived in Louisiana and knew I live in Texas. The word strawberry has many different signs depending on where you're from. In Ohio, the sign is strawberry where you put your thumb and your index finger up to your mouth and then take your flat palm hand to your lips. In Washington, D.C. and many other states, the sign for strawberry is you have the same finger of thumb and index finger up towards your lips but instead of putting it there and a handshake it goes here in a downward motion as you rotate your palm in a downward motion. Here though in Texas, Texas loves strange signs, I must say. Anyway the sign for strawberry is

taking your thumb and index finger off your nose and putting your finger on the top and bottom of your nose and going outward. So that is how different accents work in the United States. As far as nonwestern cultural nuances it may not match or apply but every culture has their own things. Hearing culture has their own tendencies just as deaf culture does as do other people from other countries. In that situation, it would be best to incorporate the student if you have a student from another country and allow the student to become the teacher in that moment.

>> Thank you, Brian. So that concludes today's webinar I'd like to ask you, our webinar participants to keep your window open following the webinar where the survey will generate on this screen. Your feedback is always appreciated. Thank you for joining us. For questions or comments e-mail Nicole Smith at NMSmith@Kennedy-center.org. Or reach her by phone at 202-416-8873 that information can be seen on the following slide. Have a nice day. Thank you, everyone. And thank you, again, Brian.