

Behind the Screen: Coordinating Effective Remote Services for Deaf Students

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*Providence, RI
July 20-24, 2026*



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We ask you to join us in creating a
culture that reflects...

Access and Inclusion

And

Civility and Respect

... this week and in all aspects of our
organization.

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Land Acknowledgement

The Omni Providence Hotel operates on the traditional and ancestral homelands of the Narragansett Indian Tribe.

We recognize the centuries of historical dispossession that Indigenous communities have faced, and we honor the Narragansett people's enduring connection to this land.



“Still Here”: 32 Custom House Street

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Welcome & Goals

UNDERSTAND:

- Remote services delivery options
- Why service gaps happen



APPLY:

- Student-centered framework for remote services decision-making



TAKE ACTION:

- Implementation strategies for effective remote services



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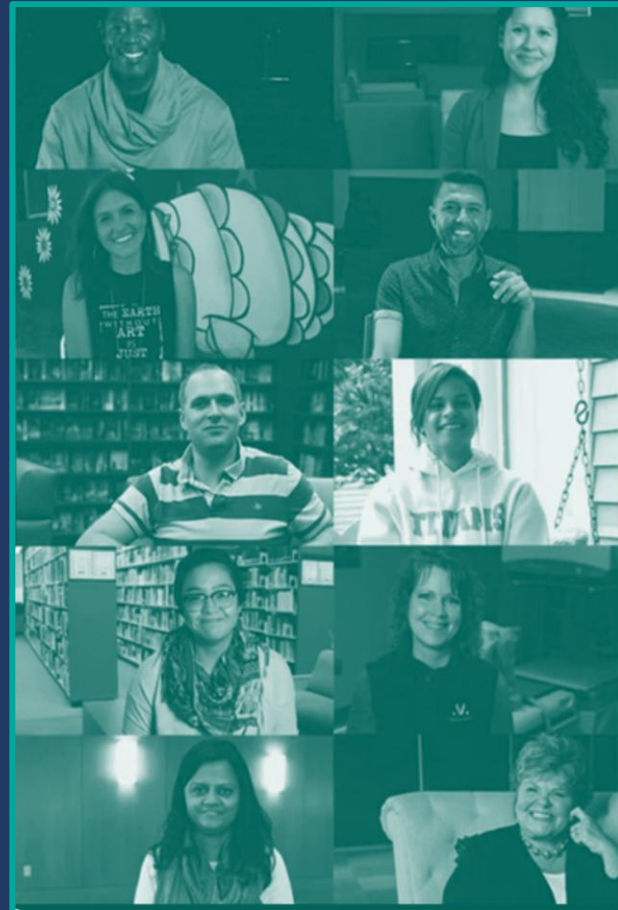


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Our mission is to share information,
networks, and strategies to improve
continuing education and training for
deaf people.

Learn.
Connect.
Transform.



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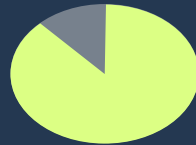
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The Landscape of Remote Services

Institutions are going remote:

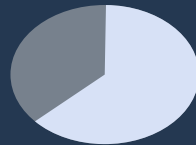
Remote interpreting services

87.5%



Remote speech-to-text services

59%



The quality and effectiveness of services hasn't kept pace with the adoption.

Read the report!
(Palmer et al., 2024)

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“

I'm the only deaf person in my online class/program. It gets lonely sometimes. Also, sometimes the interpreters or CART writers have technical difficulty and either the class starts off without access, or my services cut out in the middle of a session and I feel awkward that everyone has to wait on me or that I slow everyone down. ”

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Are Deaf Students Receiving Effective Services?

- Many Disability Service offices believe they provide effective services - but few systematically ask or gather feedback from students.
- Common challenges: technical failures, services inconsistencies, lack of feedback loops.

Read the report!
(Palmer et al., 2024)

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What's your biggest challenge with remote services right now?

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The Basics of Remote Services

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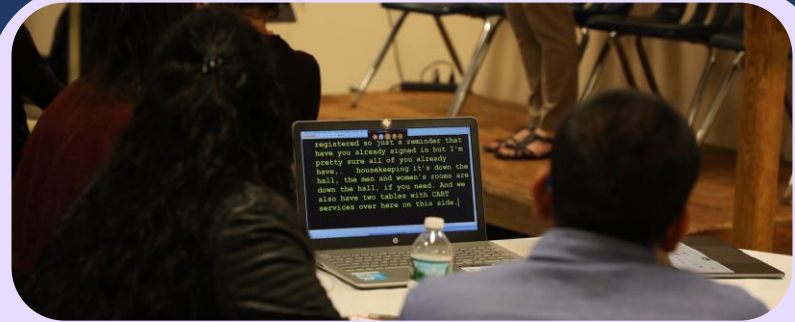


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Remote Interpreting vs Remote STTS



Video Remote Interpreting (VRI)
connects deaf students to the
classroom or campus environment
through realtime video.



Remote Speech-to-Text (CART, C-print, TypeWell) connect via
audio to stream realtime text to
the deaf student's display device.

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The Tech That Makes It Work

CONNECTIVITY

- High-speed internet
- High- or dedicated bandwidth
- High-quality, consistent audio & video streaming

HARDWARE & EQUIPMENT

- Cameras
- Microphones
- Students' display devices

PLATFORMS & SOFTWARES

- Videoconference tools
- Captioning platforms

Remote Service Providers

- Offers flexibility & wider access to qualified service providers
- May support both in-person, online, and hybrid classes
- Potential for 'on-demand' services for drop-in settings
- Some students prefer remote services in certain contexts

Note: There are many potential advantages to remote services; however many factors influence the actual benefits and outcomes.

Remote Vendors

- Many vendors now provide remote services, locally and nationally
 - Some vendors will provide training for students, staff, and faculty
 - Check to make sure your state's licensure laws allow for remote services
 - Exercise caution with automated or AI-based interpreting or speech-to-text services
- Check out our remote services
vendor questions.*

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Remote services is easy-
we just have to set up a
laptop, some mics,
and we are good to go!

Well, not so fast...

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I do get accommodations but those rely on the internet and sometimes the internet doesn't work so I am essentially on my own for class and professors move so fast through their lectures.

It almost feels impossible to listen, write, and comprehend what was said because before I realize it they have moved on to the next thing.

It's very easy to get lost and swallowed in those lecture halls.



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When the professor would speak, I couldn't see anything like with an interpreter, and that was quite frustrating. I asked how I could at least see the professor, and they told me that it was an **audio-based system**.

I made a complaint to the DSS office, and they provided me with two platforms: Zoom and the blackboard platform.

It was still difficult because I had to split my attention between the screens showing both platforms.



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When Remote Works - And When It Doesn't



WHEN IT CAN WORK WELL

- Single-speaker classes
- Online courses
- Teaming with on-site interpreters



CAUTION FLAGS

- Interactive, group discussions
- Lab or studio settings
- Student prefers in-person services

The People & Process Needed for Success

INFRASTRUCTURE

- Campus IT support
- Facilities coordination
- Rapid response plan
- Dedicated support staff

PREPARATION

- Equipment testing
- Faculty briefing
- Service provider & student orientation
- Communication protocols

FEEDBACK LOOPS

- Student evaluations
- Documentation of issues
- Follow-up & improvement plans

Remote Services Implementation & Strategies

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NDC's Remote Services Decision Tool

- A student-centered framework that guides when and how to provide remote services.
- Useful for both interpreting and speech-to-text services decisions.



*Check out our remote
services tool guide*

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NDC's Student Evaluation Template

WHAT IT CAPTURES

- Technical issues & consistency concerns
- Whether the set-up actually worked for them

HOW TO USE IT

- Gather feedback during & after the semester
- Use results to identify gaps & quickly adjust

WHY IT MATTERS

- Offices can't improve what they don't measure
- Builds trust & shows students their input matters

Check it out!

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Can We Default to Using VRI?

The goal is **effective communication**.

- Continue to look for in-person interpreting services.
- Gather student input and feedback.

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What About Using Captioning or Sign Language Glasses?

- Test the device in the actual environment - classroom lighting, seating position, and set-up all impact performance.
- Coordinate with the Campus IT and the vendor on connectivity and compatibility.
- Ask the student - their feedback matters!

Real Scenarios: Let's Work Through Them

SCENARIO 1 **Large Lecture - regular interpreter called in sick.**
VRI is available. Student hasn't used it before. Class starts in 30 minutes. What do you do?

SCENARIO 2 **Online synchronous seminar - small group, lots of discussion.**
Remote CART is scheduled. What's your plan?

SCENARIO 3 **Student says VRI isn't working- but hasn't said why.**
You suspect it's a tech issue. Could also be interpreter fit. How do you find out?

Key Takeaways

- Remote services are widespread - but it may not be effective.
- Use the NDC Decision Tool before implementing services.
- Student feedback is important. The Evaluation Template makes it easy.
- Preparation, clear protocols, and careful coordination matter more than the tech.

NDC offers free, individualized consultations!
Connect with us at the booth or book a consultation.

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THANK YOU!

Come visit us at our booth!

Website: www.nationaldeafcenter.org

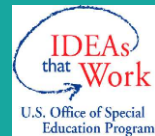
Email: help@nationaldeafcenter.org

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AHEAD Session Evaluation

tiny.cc/8zu1101

Thank you for attending!

Your feedback helps shape future programming.



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