DARLENE MCLENNAN: Hi, everyone. Thank you for joining us today. My name is Darlene McLennan, and I'm the manager of the Australian Disability Clearinghouse on Education and Training or ADCET for short. This webinar is being live captioned and also Auslan interpreted. To activate the captions, you can click on the CC button in the toolbar that is located on the top or the bottom of your screen. We also have captions available via a browser. We'll put that into the chat now to access that link. I'm coming to you from Lutruwita, which is Tasmania. In spirit of reconciliation, I would like to respectfully acknowledge the Lutruwita nations and also recognise the Aboriginal history and culture of the land and pay my respects to elders past and present and to the many Aboriginal people that did not make elder status. I also acknowledge all the countries participating in this meeting and also acknowledge elders and ancestors and their legacy to us and any Aboriginal and Torres Strait Islander people participating today. Well, we've been overwhelmed with registrants for this session today. It's a hot topic. The title is Equity, Access, Inclusion and Success, Supporting Deaf and Hard of Hearing Staff and Students. It's going to showcase the fabulous work that Griffith University undertakes and also highlight best practice relating to students and staff who are deaf and hard of hearing. We're very fortunate to have two experts and very knowledgeable individuals present to us today. We have Cathy Easte, the manager of the Student Disability and Accessibility Services at Griffith University, and Dr Riona Tindal, a senior disability advisor and artist at Griffith University. Before we begin, just a few housekeeping details. This webinar, as I said, is being live captioned and Auslan interpreted. It will be recorded or it is being recorded, and the recording will be available on ADCET in the coming days. If you are having any problems or challenges with the technology, you can email us at admin@adcet.edu.au. The presentation will run for about 45 to 50 minutes, and at the end, we'll open up the floor for questions. If you have any questions, we'd ask you to put that into the Q and A area, not the chat. We encourage everybody to chat amongst themselves in the chat pod, but the Q and A is where we'll be taking the questions for our speakers today. We also will be playing along in the Twitter sphere, and the hashtag for that is NWDP, so that's #NWDP. Okay, I think that's it, so just remember to put your questions into the Q and A box, but also feel free to say hello to us on the chat box and just remember to choose all panellists and attendees so we can see that you are here. Okay, I'll hand over. I think Cathy's going to start first, so thank you once again for presenting to us and over to you, Cathy. Thank you.

CATHY EASTE: Thank you, Darlene. Thank you very much. Riona and I are really very appreciative of this opportunity to present and to share a little. Hopefully, we do share what you want to hear today. But yeah, as Darlene said, I'm manager of Student Disability and Accessibility at Griffith. I am also a person with a lived experience of deaf0ness. I have been deaf my entire life. It has changed all through my life from partial to full to yeah, whatever. Riona also is a deaf person. We both talk from lived experience. We also talk about our professional experience. I have worked with deaf people in the disability space and the deaf space for quite a lot of time. Riona has been here with Griffith for 18 months. She's worked in the disability deaf space and the art space as well and also brings a wealth of experience and background as well. We also want to acknowledge that we cannot speak for all deaf persons or all deaf students. Everybody's experiences and everybody's ability are all unique to themselves just like every other person, whether they're deaf or not. Everybody is unique and different, so we'll be talking about our experiences, et cetera, and not necessarily for everybody. There'll be a lot of correlations, but that's what we are talking about. So what are we not covering today? I want to be very clear. We're not going to talk about how you go about booking caption, how you go about booking an interpreter, what's the best technology to use. We may mention some technology. We may defer to some technology. We may talk about captioning when it's good and interpreting when it's good and how it's good, et cetera. But we're not going to specifically go through those nuts and bolts, right? We're not going to talk to you about how to manage your learning management systems, et cetera, and teaching and how to make that more accessible. You will gain information from this session, but what we are going to talk about is to talk about our experience as deaf people, deaf persons, and what works and what doesn't work. Okay? ADCET has some really great resources, guidelines on supporting deaf and hard of hearing people. There've been number of presentations in the past that look at more those nuts and bolts things. A lot of those nuts and bolts things change, but a lot of what Riona and I are going to talk about today is not necessarily changed. Okay? What we will cover is best practise in supporting deaf and hard of hearing students or staff along with the why. Why is this best practise? Why is it important to ensure deaf and hard of hearing persons have equitable access to information and feel like they are included and have a sense of belonging, so they can succeed on the same basis as others. In a nutshell, that's what we're covering. I'm going to introduce you to Dr Riona Tindal. She is a senior disability advisor here in the Deaf Student Support Programme at Griffith University. She's responsible for organising sign language interpreters for three different universities and quite a number of TAFE colleges here in Southeast Queensland, so she works in organising interpreters, finding interpreters, getting quite stressed in, and she does a fantastic job in sourcing interpreters, et cetera, across the southeast region. Riona is, as Darlene mentioned, an art person. She's quite a significant artist, and her PhD was a combination of science and arts. I'll introduce you to Riona, and Riona's going to take over from now.

RIONA TINDAL: Thank you very much indeed, Cathy, for that lovely introduction. My name is Riona. This is my sign name. The deaf community actually give deaf people their own unique sign name. That's a part of their identity. This is my sign name. You may ask why. It's because I'm actually the frog lady. This is the reason why. I'm absolutely mad about frogs, absolutely mad about them. I like to draw them and include them in my art. I'm going to be talking about making people feel valued, making people feel like they're important and that there's equity there, what best practise looks like, these types of things. I'm going to sign quite slowly so that our interpreter and I are able to work together effectively. All right. Obviously, you've heard I organise interpreters on staff for various students that we have around. A bit of a short story, I guess, about how I work out the best fit to ensure that the interpreter and student work well together. First of all, I look at the signing skills of the deaf student and then have a look at interpreters where I think the signing skills are going to match well. It's good for a deaf person to understand what a deaf student's like, and obviously, I've been a deaf student myself in the past. I've been a deaf student, gosh, for about nine different courses over the last 20 years. I love to study. It's an absolute passion. Love it. I guess what makes study worthwhile or valuable? Well, it needs to be easy to understand, doesn't it? Of course, when you're looking at study, how to do it, it's important to have trust. If you could just move through to the next PowerPoint, thank you, Cathy, that would be lovely. So trust is particularly important between the student and the interpreter. You need to have a level of trust. Make sure that the interpreter is the right interpreter. I've asked for a male interpreter to work with me today because I trust this interpreter to translate accurately what it is I'm talking about, to ensure that I don't look, I don't know, silly in this environment, that my language level or skills are up to par. Philip is able to voice for me in an appropriate fashion for this level of content. My first language is not Auslan. My first language is a visual language, looking at the world through the lens of art. It was only later, probably 12 or 13 years ago, that I actually started to engage with sign language. Quite a long story and probably that's actually a story for another time, but really, I started to learn Auslan. Now, Auslan is not my first language, remember? So I've got Auslan and I've got English partitions in my brain, and I switch between the two, Auslan and English every day. These two languages are what I use predominantly. You need to have a good interpreter. You need to make sure that the interpreter is translating and expressing yourself, the concepts, the ideas, the information that you are presenting, all these types of things about what's going on in my brain. These are the things that I need to be looking at and thinking through myself, so a good interpreter, I guess, or a poor interpreter can make you feel quite disempowered that you don't really have that capacity yourself. When I went to TAFE, at that time, there were a very limited interpreter numbers. This is 1991. Oh, sorry. No, not 1991, 1989. Apologies. Yeah, I'm a little bit older than you might expect. That was at TAFE, my first interpreted experience there. I didn't know Auslan at that stage, didn't really understand it, or have that language. Then, obviously, I had to think about how to access arts classes and things like that. That was particularly difficult, having to learn a language at the same time as learning a new subject matter. I guess, yes, I refused to learn it. At first, I was like, "No, I'm an English person." But I struggled my way through, did my best to look at lipreading patterns, and wasn't really conversant in Auslan as yet. That was particularly difficult. However, I really enjoyed the art course because of course, I'm a very visual person and had been for quite some time. My PhD, obviously that was important. At that time, in fact, I guess I could share a story of feeling valued through interpreting, what it was like without interpreters at that time. At that time, I mean finding interpreters was very difficult. I was studying frogs. I was looking for frogs, and I needed a hearing volunteer to work with me to be my companion. There was no interpreting there because there was no budget within the PhD itself. I had to work out these funds for myself, but I had a volunteer work with me. I understood then and learned the value of inclusivity, being able to engage effectively, and having a good attitude in relation to this. When I would go to conferences, usually there were no interpreters. This is before the National Disability Insurance Scheme, quite some time beforehand. But my supervisor really wanted me to be included, and I said, "Well, look. I can't come. There's no interpreters. There's no access." And he said, "Don't you worry about that. Tell me what to do and how I can assist." That really surprised me, and he actually paid for the interpreters out of his own budget. He was the head of the Frog Research Centre at Newcastle University, and he was particularly inclusive and had a wonderful attitude and that was a real value. I went to a conference. I presented, and I don't know, I just felt powerful and had a real sense of equity within that space. That was a big thing for me. I was also supervising the arts and asking for access there. Invited everybody to a conference. Didn't invite me though. I actually said, "Well, I am the same as everybody else. Is there a particular reason why I haven't been invited?" And they said, "Oh, don't worry. That's not important. Interpreters may not be available. Captioning may not be available, but that's not important. Don't you worry?" And the attitude was significantly different. They said, "We'll just provide some handouts and things like that if we have to." And I felt very unequal. I didn't feel that I was valued within that space, and there was such a huge difference between the science world with the frog research I'd been doing and then conversely the arts world with this other supervisor. I didn't feel particularly valued in that other area at all. It did make me feel quite frustrated. In fact, I developed a real fire in my belly, and I've been advocating quite strongly within the arts community for quite some time, working with the Australian Council of the Arts, with the leadership team, really strongly advocating for deaf people to be included within the arts space. Most people love art as a visual language obviously, so that's really how I started then to understand true lived experience, the various barriers that are out there. You know what the biggest barrier is? It's attitude. It doesn't matter what your skill sets are. Attitude is the big one. It really depends on how you are managing your attitude. Attempting to work out what you can do to make sure people are included, how, I guess, you can look at the problem in a different way. Remember the person isn't the problem. I'm not the problem in these scenarios. I never am. It's the people who are organising such events that really need to do some look internally, particularly at their attitude. They need to do some self-reflection. There is some creative problem solving skills I would suggest that can be used here and utilised. So there are many different ways that we can look at this particular scenario and the problems that we have to find solutions. We need to share access. We need to share the burden of access. I mean, I know personally what to do. You really need to do the organising. It's good for me to watch that, and if you approach me and ask, then I'm extremely open to engaging with you in talking about that. I'm always here to let people know the best way to work with me. I know that people make mistakes. These things happen. We can work it out. There are many different options that can be utilised across spaces, creative events, anywhere. You really need to think about access itself and the requirements that sit within most spaces. Please, please, please never assume, ever. Never just assume. Don't think that handouts are enough and that people will be able to follow along by looking at what's happening on stage or whatever else is there. This is not access. This is not accessible. This is in fact a barrier. I would like all of you please to think, okay, I'm going to ask somebody, but who do I ask? You need to ask the deaf person themselves. Captions, interpreting, these types of things are an option. You need to look at the budget. Sometimes National Disability Insurance Scheme funds are able to assist. Not for education, you need to organise that yourself, but outside of the education space, within the out space, I'm always happy to share my NDIS funds and make that a part of that process to secure interpreting. Always, always ask the individual. I can't state this enough. They might provide you with different options you hadn't thought of. They've had lived experience just like I have. If it's the first time you've given it a go, please don't be worried or concerned. The individual you're dealing with is going to be more than excited and happy that you've actually asked them. They're going to be feeling that they're of value within that space, and that's worth gold. Just to wrap up, I'll just finish with one more thing if I may. With captions, captions are great. You might think, "Well, guess what? Captions cover everything within that space." But imagine if you were reading captions, and you were looking at the captions on the screen, and someone asked me a question. What do I do within that particular moment? Do I stop the communication and the reading I'm doing to answer it? There's also the chat box. You could type into the chat box, but people are talking around, and you won't have access. They need to then look at the answer you provided within the chat box. That's not equity. That's not equal, and it makes person feel very, very unequal. So I prefer to have interpreters there and also the option of captions. I can read the English. I've then got the interpreter there to allow me to express myself, to be my voice within that space. I guess, really, if you think about going to India, for example, and travelling around, you've got a lot of Indian people who are perhaps within that space, and you're a part of that. You might hear an English word, or you haven't heard an English word for days and days and days, and then you see a white person off in the distance. You think, "Ooh, there's someone over there amongst the sea of Indian people." You go and you say, "Hi. Hello. How are you?" And you're able to speak with your natural language. That's how we feel or how I feel. It's an enormous relief to have that connection with another individual because you've missed that language, haven't you, within that space. I can often feel very much the same way I see of people talking around me, me not having access. We need obviously to have interpreters within those scenarios and situations. You could try and communicate with me if I've written notes, those types of things. It doesn't really what it is. Communication is the key. That gives you a brief understanding, I think, of how we feel, the absolute relief of being able to hear another English person speak, hear the language that you are able to attach with, and have some emotional kind of attachment with. I'll hand over back to Cathy to continue on with the story. I am a fully deaf person. Cathy will be talking. But yes, thank you very much indeed for your time. Is it me? Oh, guess what? I did forget. I've jumped ahead. I was very concerned about time. My bad. There is a cartoon, and I just wanted to describe it just for blind people just in case. So there's a cartoon and it's by That Deaf Guy, very popular. There are five different pictures in a row. There are two people in the first slide. It's a boy in an orange shirt, and he says in a bubble, "For my class report, Why I'm Unique, I'm going to show you instead of telling you. The woman is looking at his hand. She's in a purple shirt with long hair, and she's looking at him and saying, "Okay." And then, we've got a split screen, and one of the boys, his name is Eric, Cedric, sorry. He is signing really rapidly, really rapidly. And then the next picture, the third one, you've got the teacher originally in the purple shirt looking at Cedric and saying, "Oh, that's amazing. The students and I though, we don't know sign language." And then in the last picture, you've got Cedric saying, "Boy, well, here's my transcript. You can make copies." So I guess the point of this is that this is the opposite experience, isn't it? If you are talking, and I don't understand it, I can get a transcript. If I sign, you wouldn't have a clue, would you unless I provided you with a transcript. So there we go, we're both very much in the same boat. Now, I will hand back to Cathy. Sorry for jumping a little bit ahead there, Cathy. I look forward to handing back to you now. Thank you.

DARLENE: Sorry. Cathy, oh you're on mute.

CATHY: Okay. Yep. Unmute myself. I know I needed to do that. Getting there. Okay, so I'm managing Student Disability at Griffith. I'm also the president of ATEND. I want to talk to you more about my experiences as a hard of hearing person. I don't term myself as hard of hearing, but I think because I speak quite well, I'm looked at more as a hard of hearing person than deaf person. I want to talk to you about deaf fatigue, and this relates not just to someone who's hard of hearing, but also to deaf people who have to use Auslan or captioning or whatever. Sometimes it's referred to as listening fatigue or concentration fatigue. It's extreme tiredness from having to listen, to lipread, to fill in the blanks, to make sense of auto caption that are not correct. I can go home at the end of the day, and I'm absolutely exhausted because all day long, I've had to fill in blanks. If I've had a whole lot of back-to-back meetings and so forth, or even just had a couple of meetings that were really difficult where I'm trying to lipread and trying to listen with what I can hear and watch auto captions or watch through captions, either way, it is really, really difficult. Even if I have my preference of using Auslan interpreters, my preference is for Auslan interpretation, but I don't use it all the time because there is such a shortage. There's a lot of people have put in the chat different areas in Australia, and even in the main cities, there's a shortage of interpreters. So it doesn't matter if you use interpreters or you use captions, if you are deaf or hard of hearing, there's circumstances in your life where you are not going to have a full access, and you have to rely on some piecemeal-type access, or auto captions, or try and work out yourself. So I've put a sentence up there on the PowerPoint slide. It's actually a sentence and I ask you whether you can work it out. So the "en ou av lid tur o sh," can you work it out? That's what lipreading is like. In a whole sentence, that's what I might pick up, or if you're hard of hearing or have some hearing, you might hear only that. That's all you can hear. You pick out. You have to fill in the blank to work out what the rest of that sentence is. That is difficult. If you have to do that all day long, you do it with, "All right. What do I know about that person?" Your brain is working. What do I know about that person? Oh, that person always says such and such. That person always swears. That person always whatever. Your knowledge, your personal knowledge of that person, the topic, what do we hear? We're in a meeting. We're in a class. We're talking about frogs. What are we talking about that helps me to determine how to fill in the rest of this? Am I in a class? Am I in an exam? Am I in a staff meeting? I'm with the DVC. Am I with the academic registrar, and what is the academic registrar? Was there any papers? I'll read all the papers beforehand. Except what can I gauge before? And your brain is constantly trying to work on that, and then, they go off on a tangent. So everything you've done in preparation has gone out the window and hasn't helped you at all. Imagine doing this all day long, and you look quite confident or you have to look quite confident because you're the manager or you're a professional, and you have to look like you are the manager and you are a professional. It's exhausting. It's utterly exhausting. So the sentence... Oh, jeez. I have a problem with my mouse. There you go. "When you have finished, turn over the sheet," that's what the sentence said. I guarantee probably none of you got that. But in context, if you knew you were sitting in an exam room, I'd know that might be something that would be said. So if you've had experience with something, then that gives you a lot of clues to try and work out what is being said. So imagine your students. They're going into a new area, and they're learning new things. They don't have a context. They don't have the terminology. They don't have something that'll help them to try and work out, so they may fit there looking very blank, but their mind is going. It doesn't mean they don't have the knowledge or don't have the ability, but their mind is going a hundred miles an hour or more trying to fill in the blank. What are they saying? What are they talking about? That is difficult. Even sometimes with full access, your mind is still going because you're trying to work out, "Okay, I'm watching the caption, but who's saying that? Did Riona say that or did someone else say that? Okay." And your mind is still going and you're playing catch up the whole time. So it is very exhausting. Okay, so the ability to lipread or participate or understand that the hard hearing person is not dependent on how much your speech ability, your lip reading capacity, or your level of hearing loss. Whether you have access to captions, order captions or real-time captions, your ability to participate and feel you belong and fully included depends on everybody else and their understanding and their responding to all individuals to be inclusive. In a day, I'll have four or more meetings, and I have to glean sentences like that over six hours. My brain has to add in all the rest of those clues. It's exhausting. And I had two hours of meeting this morning with the academic registrar before this, so I'm already tired, but that's okay. Okay? We'll go on. But the most important thing is don't assume. Riona mentioned it. Don't assume. Don't assume anybody's needs, anybody's ability. Don't assume whether they're signing, whether they're going to talk. Yes, I do talk, and yes, I've developed over a long period of time to be comfortable with that, but there were times when I would not talk, and I'd only sign in a webinar because I can't actually hear myself very well. So it takes a lot of ability for me all day long, even for me to speak. I don't use words that I haven't ever heard. I don't use words that I don't know how they're pronounced, et cetera. A lot of other people will do this as well, especially when they're going into new subject areas. They're students, so this is being able to say if you are hard of hearing and you are an old hard of hearing person and being able to say the terminology becomes very important to how you learn that terminology. So don't assume people's backgrounds. Don't assume. Be very, very careful of labels. Don't call everybody hearing impaired or hard of hearing or deaf. Hard of hearing is probably the go-to. If you don't have a reference, then you have to make a label reference in discussion, or deaf would be the go-to if you know that they sign. But don't assume and be very careful of labels. We have some students here at Griffith University that prefer the word hearing impaired. I don't. I don't like it because it implies that I have a hearing ability, that there's something broken. There's something wrong with me in terms of impaired. But other people, they've grown up with it, and they like it. They're comfortable, so if they use it, that's fine. Don't judge somebody for the label they use in reference to themselves. Always ask about what their communication needs are. Don't assume and check what their background and experiences are, especially with students in relation to education. Ask them how they survived at school, what sort of supports they had, what works for them, what is working for them now. Ask them a month into their study. Are you understanding? Are you able to read everything? Not under the assumption that, "Oh, you're deaf or hard of hearing, you can't read." But that was the biggest impact for me. I've been hearing impaired all my life, and I lost all my hearing totally when I was 19. At that time, when I was 19, I was working full-time during the day, and I was studying for my senior certificate at night at TAFE in Queensland, I mean in New South Wales, Sydney TAFE. I missed a lot of night classes, and eventually I went back to the night classes. But when I went back to the night classes, I suddenly felt that not only did I lose my hearing, I must have lost the part of my brain as well because I can't seem to understand, especially in biology. I would sit in biology classes trying to lipread the teacher and not understand what the teacher was saying. Because if you know biology in scientific words, if you can't hear those scientific words, trying to lipread those scientific words, it's even more difficult. Then, I'd pick up the book to read because I'm a pretty good student. I was top of my class before I lost my hearing, so I thought I'm pretty smart at this. I pick up the book, and suddenly, I couldn't even read the book. And I'm like, "Why can't I read this anymore?" That's when I started to really doubt myself, and it came back to... The teacher sat with me after class once and she sat and we went through everything. She said, "Read this part of the book." So I opened the book, and I couldn't say the word. I couldn't say those scientific terms and that thing affected that thing, whatever. And then it clicked. She showed me and she would write out how to pronounce the term. Suddenly, I could read the words because that's how my brain read, so that made a difference for me. So backgrounds and experiences are important if you want to know how to support your students. Check expectations. Develop agency in students. Don't do everything for the student, but show them how to access and how to find everything. Here at university, we have a whole lot of mainstream support services, so rather than our office segregate the support services, provide the access to the mainstream services. Look at backup option. Interpreters will be late. There'll be an accident on the highway. The interpreter or the caption won't be able to make it. How is your student going to survive? This happens in work as well as in study. This is real life, so students need to know how to survive. Yes, you may look at other catch up for that missed lecture, et cetera, but what does a deaf student do? Just go, "Ugh, I'm not going to that meeting or that class or lecture." I can't turn around and say, "I'm not going to go to a meeting this morning with the academic registrar for two hours because there's no caption and that's just too hard on me." I have to look at other options, so I will use any sort of microphone device that I can. Some of those microphone devices might be a Phonak, like a FM-type device, so I can pick up the sound. It might be that I use MS Translator, which is an auto app that I'll use on my phone. I can take that wherever I go, and I'll have access to auto captions. Yes, they're auto captions, but they take the strain off. So I am not trying to hear and lipread as much, and it gives me some more clues. They're all things that you can go through with your students as well. Responsibilities. It's not all about dollars. Often with deaf and hard of hearing students, I guarantee you they're probably your most expensive students, but it's not about dollars, right? It's not about, yes, they are more expensive, but it's about giving them real life options and giving them the real support that they need. Normalising experiences. Okay. I'm going to hand to Riona now, and Riona's going to take you through this.

RIONA: So yeah, the idea of being fully inclusive and also within the university classes and lecturers, sometimes students do need to work within those smaller groups. There are assessments also that need to occur. Prep placement also needs to be looked at, too. You need to think about, I guess, accessibility and inclusion within that space. So that means not just providing interpreters, it needs to be more than that. You need to have a conversation, an inclusive conversation about how to provide what best practise is. Remember your attitude. Remember we're looking at positive experience and values, and we're looking at skills and ideas about problem solving here, too. We've also got tools for the future, many tools, and how to adapt those tools. If there's something that pops up that happened with an interpreter or with captions, we need to be able to adapt on the fly. We need to be able to kind of embed those skills because we're not always going to have a perfect situation in the future. Sometimes we need to be resilient and think about different ideas, and we need to also be capable and adaptable. So we need to provide those tools, unpack them, and then let them move on. Mainstream universities have good libraries with short courses on assignment writing, setting up all sorts of different technical elements and things, some great resources. You could provide interpreters within those spaces to have a chat with the students to make sure that there's equity within that space. We need to make sure that we remove the barriers, and supporting deaf people by removing barriers is an excellent way of doing that. Students may want to head overseas, for example, to do work within the other university programmes on exchange. I actually wanted to go to South America to do some study with frogs, but I was told, "No, it's too expensive. The interpreting costs are too much." And I really missed out. Future students though, try and give them an opportunity. Think outside the box. That's my suggestion to you. Think about your deaf students within university. I think there might be seven, eight, or nine. Give them a deaf space. Ask someone to organise a room if it's available to provide a deaf space, so they can head in there and have a chat in their natural language because trust me, it is exhausting trying to understand English and lipread. That's a very tiring thing, so a deaf space might be a nice idea. I'll now hand back the cap and hand over to Cathy again. Thank you.

CATHY: Thanks, Riona. Just quickly about overseas experience. Those opportunities come up at university quite often. Griffith has sent a student over to Cambodia for an overseas non-compulsory exercise. So we had to think out of the box. How can we do this and still have the student feel supported? There was interpreter that was retired that wanted to travel. She's someone who travels quite a lot, and she wanted to travel, so we covered her travel and all of that sort of thing, but we didn't have to pay her wage. She had the trade off of having time off to go and do her own little travel and was there to support the students. So there are ways. You just have to think sometimes outside the box, but we've done it, and it can be done. Okay, in terms of supporting staff, EAF, job access. EAF is there. If you have more than one deaf staff member, then you can sometimes pull for joint meeting. But $6,000 a year, [inaudible 00:40:41] of access that exists are very limited. If I or Riona used it, we'd exhaust all our money in the first few months of the year and have nothing. It's not full access. As a professional deaf person, you have to rely on all of these other ways to try and maintain access if you have to attend meetings. EAF is not going to cover it, which is why Riona will use her NDIS in some of the more social components of work, our areas, and so will I, so we have more EAF funds for other areas. Remember the fatigue I've talked about? Share the burdens. Don't put the creating access on everybody else. It's not the deaf person's responsibility, sorry, to create access. It's everybody else's responsibility to create access. Don't make it, "Oh, you want an interpreter, you book interpreter. You want a captioner? You book the captioner." As a person with a disability, you have to do more already, and now you have to do more to create access as well as do your normal job. It becomes quite a lot. Make sure you use microphones in meetings. Have an additional microphone even if it's a cheaper little clip-on microphone. Make sure you use a microphone because it does help the auto captions be more correct because the sound is beaming to the microphone better. Remember there's social aspects; it's not just work. You don't feel you belong if you cannot access the social components of work. You're just going to work and going home. You want to be a member of the team, a member of the organisation. Don't complain about having to spend extras on support. Phillip has frozen, so sorry. Yep. David's taking over. Thank you, David. So don't complain about having to spend extras on support. We always spend extras on food but not necessarily on support. Dylan Alcott said at the federal government employment summit recently that people with disabilities want more than a job. Yes, they want a job, but they want more than a job. They want a career. That's the same as all deaf people, all professional deaf people. They want a career. They want to be able to go up the leadership ladder. They want to be able to do more, but that means they have to have that access. I'm very conscious of the time, et cetera. I'm handing back to Riona, so we'll go quickly. We only have a few more slides and time for question.

RIONA: Okay. So planning for access, that could be for events, sporting events, social events, whatever it might be, please do keep in mind that you need to have an access plan. Whether or not that person is going to be there, it's better to be safe than sorry. It can be cancelled closer to the date. You can always announce that you have access available. It's important to make sure people know. And then, once people are registered, if there's nobody that is requiring those services, there's no harm in cancelling them within the appropriate timeframe. There are no cancellation fee, so always have that budget there. Make sure you have perhaps a percentage of your budget to be able to afford for interpreters. It can be seven to 15,000 a year for events, so thereabouts that's just a rough guide. Then, it can be 600 to 1,000 per night depending on the event. I mean that's just a bit of a guess. That's worthwhile asking agencies for more specific numbers there. Having the registration form there, you can always have an area where you are asking if somebody is requiring Auslan interpreting or captioning. There's no need for them to provide proof, but if you have that listed on the registration, then that's easiest for people. Also, remember to book in advance. You need to make sure you book in advance. Last night, for example, I had an organisation contact me and say that they were going to provide a social art event and they were saying come along to myself. I said, "Is there an interpreter?" And they said to me they actually had forgotten about it. They actually had a entire year to plan for this particular event, so we were able to find one of the morning, but it was quite a challenge. So please do prepare in advance. Minimum of three weeks is best, but the longer lead time you have available, the better. Please also remember that access isn't it a choice, it's a requirement. I mean, it'd be great if everything in the world was 100% acceptable, but of course, if you're in doubt, please do ask. We are more than happy to help. All right. I'll hand back over to Cathy now. Thanks. Oh, sorry. The next bit here is to be creative, so try different ways of engaging as well. You can be meeting with the person for a coffee. If you are not sure how to communicate with one another, you can always write things down. I mean, it can be frustrating at the time, but you will get there. Just think outside the box. People are always happy to advise us to what the best options are, so please don't hesitate to ask. Having those conversations with deaf or hard of hearing people, regardless of where that is, it's important that the person is well lit, so you're able to see their face, see their signs. For example, I remember going to study frogs and people were just shouting at me, and that's actually not helpful at all. I thought that that was this person and that's just how this lecturer actually communicated. I said to somebody one time, "Why are they shouting all the time?" I hadn't heard that for two years, but this teacher was just shouting this whole time and was quite embarrassed to realise that they didn't need to shout. So anyway, it's just keeping it simple. It doesn't have to be complex. And I'll hand back to Cathy. Thanks.

CATHY: Okay, thank you. Thank you. We have come to the end. We can talk for hours more, et cetera, but we know you don't have hours in your schedule. Do you want me to go through the questions, Darlene?

DARLENE: Thanks, Cathy. That's absolutely fabulous. There's some really good tips and tricks there, especially at the end, but it was also lovely to hear both of your personal experience and be reminded of some of the challenges that exist. So yeah, we've had three questions, but people please feel free to write some more questions in the Q and A box. I'm also just going to put a link in the chat box of a resource that Cathy and Riona are involved and supported us to develop. So yeah. So that's there for you. So one of the questions was, you mentioned a app at the beginning, and so the person was asking was that the DeafNav or was that another app, Cathy?

CATHY: Yeah, I've typed that into the chat-

DARLENE: Great.

CATHY: ... but it's MS Translator or it's an auto caption app. That's what I use quite often. For those people who use MS Teams and have looked at order captions in MS Teams, MS Translator, it's the same app that is used in MS Teams for order captions, but then it's a separate app. I can send through to Jane and that some instructions I do, life instructions I developed for a couple of disability advisors in Australia a week or so ago. That might help you in using that app as well. But there's Google Chrome. There's AutoAI. There's a few auto caption apps that are available, and deaf people may know about them and know which one to use, et cetera. But yeah.

DARLENE: Thank you. We put the presentation up on the website and we'll put that information up there on that page as well. Someone asked about a deaf space for students and wondered if Griffith has set up a space for students who are deaf or if you know of any that exist around Australia. You're happy to answer that, Riona?

RIONA: Riona speaking. I'm happy to answer that. So in the past, we had a deaf space here and then it got a bit quiet, but we are seeing more deaf people come to the university. So it's something that I would be happy to set up for next year. So yeah, very keen to explore that, find out which room, which area would be the best, and happy to have a conversation about that. If you're planning to come to Griffith next year, then let's have a conversation. The more, the better. Yeah, we certainly will set up a deaf space. Maybe it's in the library or a room that we can book, really can be anywhere, somewhere that's comfortable, central, easy for deaf people to get to. It could be a corner of a cafe even. People can gather and have a chat. We're quite flexible as to what that looks like and really happy to support where we can.

CATHY: Just to give a shout out to another university. It might be worthwhile talking to QUT. QUT has a number of deaf students and have set up a deaf space this year. We have a few isolated students here at Griffith, so the deaf space is not working this year. Next year, we will have the deaf space again.

DARLENE: It's Darlene here. As usual, I always like to look for new things to present on or to write on for ADCET, so we might reach out and get some guidance or things to look for when we're actually setting up those kind of spaces for people. The final question we've got now is what is your recommendation for a student who used Signed English instead of Auslan? Are there interpreting services for this and how do we go about navigating those? Thank you.

RIONA: Riona speaking. That's a great question. Thanks, Lizzie. So some students themselves have learned Signed English through their education and really that's for the purposes of speech and understanding English. That's the language, so it is a bit different. It's a bit difficult, so there are very few interpreters that do provide Signed English interpreting, but the students do need to be a bit flexible as well to use different interpreters. There are Auslan interpreters who perhaps have some British Sign Language as well or Signed English, so you kind of have a mixture there. It really depends on the student themselves. If you're not sure, then I'm happy to have a conversation with them and kind of work out their communication needs and have a bit of a meeting to see what sort of communication they would require and see if they do require Signed English. So Signed English, for those who don't know, it is following the English word order and takes a bit longer than Auslan as a language, but I'm not an expert on that. For me, Signed English is good for speech therapy or for writing English. It can be helpful there, but at a university or TAFE level, then it can be quite a challenge to keep up because there are so many more signs that are required, and certainly, it can be a challenge for the students to keep up with that additional grammar and the language itself. I mean Auslan is more visual, and it requires them a lot of context. I think the most important thing would be to meet the student myself, and yeah, happy to have that conversation as well. But also the student does need to be a bit flexible, depends on interpreter availability. Even in the broader sense, interpreters are somewhat scarce, so it really does depend. There are the commitments that interpreters have and there are very few of them. So yeah, happy to meet the student myself and then I can explain and advise them as to what the best pathway would be.

CATHY: I'd just like to add onto that in an educational setting, there'll be a lot of students who want the interpreters to finger spell words, terms, et cetera, from more time to time and stay closer to an English format, so it helps them with their study. That's where it comes back to the disability advisor to make sure they check in with the student and check that the interpreter is working for them in terms of how they're studying and they're getting the terminology. So you may need to at times be a bridge to make sure, especially if you are using external agency. This is what we do at Griffith. We will check in with the student. Check everything's working. We'll check back with the interpreter. We'll check back with the teachers at times and what is needed because it's the educational setting. It's not like other community interpreting. Even though you are using other agencies, et cetera, it is very, very different in an educational setting, so check back in with your students.

DARLENE: That's brilliant. Thank you so much, Cathy. I'm going to finish it now because I'm aware that David's doing all this on his own, so we haven't been able to get the other interpreter back. Thank you both for your presentation. It was absolutely brilliant.

DAVID: I believe his internet has dropped out. Yes, Darlene.

DARLENE: It's absolutely brilliant to hear your personal stories and to provide us with an opportunity to stop and reflect on the work we do and make sure that we are really inclusive in everything that we do. Just a quick shout out that we have another webinar coming up very soon, which is called Falling Between the Cracks, which is experiences of university students with mental health challenges. We'll put a link in the chat now if people want to register for that. We've also put a link in the chat for a survey. We really encourage you to complete that survey. We're always looking for feedback to improve what we do, but also to continue our great service with our funding body, proving our worth to them. So please take the time to fill in the survey. So once again, thank you Cathy and Riona for your great presentation. You can see from the wonderful feedback we're getting in the chat that it was… really hit the mark for people and they found it very valuable. And thank you to David and to Michelle for captioning, and we look forward to seeing you all on our next webinar.

RIONA: Thanks for listening.

DARLENE: Take care, and have a good day.

CATHY: Thank you. Thank you.