

Idaho Effective Communication Guide

State and Local Government

May 2018

What is Effective Communication?

Simply put, effective communication means that whatever is written or spoken must be as clear and understandable to people with disabilities as it is for people who do not have disabilities.

According to the Americans with Disabilities Act (ADA) State and local government (Title II) must ensure effective communication for individuals with disabilities by providing auxiliary aids and services, which are key to the use of effective communication for people who are Deaf, hard of hearing, blind or visually impaired and those who have speech-related impairments.

The key phrase in the provision of communication is **"as effective as it is with others."**

A public entity shall furnish appropriate auxiliary aids and services when requested to afford a person with a disability an equal opportunity to participate in, and enjoy the benefits of a service, program or activity conducted by a public entity.

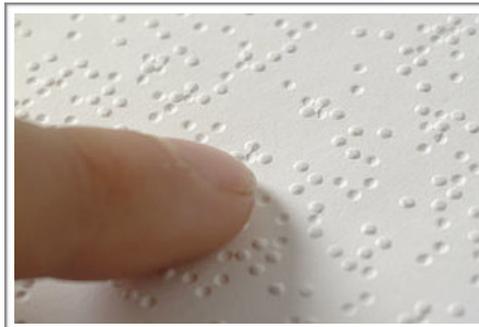
(continued on page 2)



Picture of a man who is deaf talking on phone using Video Relay Service. (VRS)



Picture of communication board.



Picture of person reading Braille.



Two people looking at a life size poster that says large print. Woman asks man, "Don't you have anything larger?"



Woman who is nonverbal communicating with a man using a speech board.



Two individuals communicating by sign language.

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Why is Effective Communication Important?

People with disabilities cannot participate in government-sponsored programs, services or activities if they cannot understand what is being communicated.

What good would it do for a person who is deaf to attend a city council meeting to hear the debate on a proposed law if a qualified sign language interpreter or real-time computer-aided transcription services was not available?

The same result occurs when a patron who is blind attempts to access the internet on a computer at a county's public library when the computer is not equipped with screen reader or text enlargement software.

Providing effective communication means offering auxiliary aids and services to enable someone with a disability to participate in the program, service or activity that is offered.

Example: A person who became deaf late in life is not fluent in sign language. To participate in her

defense of criminal charges, **she requests** real time computer-aided transcription service. Instead, the court provides a qualified sign language interpreter.

Is this effective? No. Providing a sign language interpreter to someone who does not use sign language is not effective communication.

Public Television, Videos, Websites and Web Training

- If your local government produces public service programs, videos or web training, they must be accessible. A common way of making them accessible to people who are unable to hear the audio portion of these productions is closed captioning.
- For persons who are blind or have low vision, detailed audio description may be added to describe important visual images.
- Websites must also be accessible.

Who Chooses the Auxiliary Aid or Service?

When an auxiliary aid or service is requested by someone with a disability,

- the individual must have the opportunity to request the auxiliary aids and services of their choice, and
- primary consideration must be given to the individual's choice.

“Primary consideration” means that the public entity must honor the choice of the individual with a disability, with certain exceptions.

The individual with a disability is in the best position to determine what type of aid or service will be effective.

The requirement for consultation and primary consideration of the individual's choice applies to aurally communicated

information (i.e., information intended to be heard) as well as information provided in visual formats.

The requesting person's choice does not have to be followed if:

- the public entity can demonstrate that another equally effective means of communication is available;
- use of the means chosen would result in a fundamental alteration in the service, program, or activity;
- the chosen auxiliary aid or service would result in an undue financial and administrative burden.

(Revised ADA Requirements: Effective Communication <https://www.ada.gov/effective-comm.htm>)

Communication Occurs in Different Ways

Speaking, listening, reading and writing are all common ways of communicating.

When these forms of communication involve an individual with a disability, an auxiliary aid or service may be required for communication to be effective.

The type of aid or service necessary depends on the length and complexity of the communication as well as the format.

(continued on page 3)

Examples Complex and Simple Communication

Face-to-Face Communication

Brief or simple face-to-face exchanges, very basic aids are usually appropriate.

For example, exchanging written notes may be effective when a deaf person asks for a copy of a simple form at the library.

Legal documents are not simple forms.

Complex or lengthy exchanges, require more advanced aids and services.

- consider how important the communication is,
- how many people are involved,
- the length of the communication anticipated, and
- the context.

Examples of instances where more advanced aids and services are necessary

- meetings
- hearings
- interviews
- medical appointments
- training
- counseling sessions
- court proceedings

In these types of situations where someone involved has a disability that affects communication, providing auxiliary aids and services may be required such as:

- qualified interpreters
- computer-aided real-time transcription (CART)
- open and closed captioning
- video remote interpreting (VRI)

- assistive listening devices
- computer terminals
- written transcripts also may be appropriate in pre-scripted situations such as speeches
- If sign language is their primary language, communicating by texting or written notes may not be effective. **Always ask!**

Computer-Aided Real-Time Transcription (CART)

Many people who are deaf or hard of hearing are not trained in either sign language or lipreading.

CART is a service in which an operator types what is said into a computer that displays the typed words on a screen.

Written Communication

Accessing written communication may be difficult for people who are blind, have low vision, individuals who are deaf, individuals with learning disabilities and individuals who have intellectual disabilities. Do not assume the person can understand written information.

Always Ask!

Examples of Alternative Formats

- braille
- large print text
- e-mail
- compact discs (CDs) with the information in accessible formats
- audio recordings

In instances where information is provided in written form, ensure effective communication for people

who cannot read the text. **Consider the context,**

- **the importance of the information,**
- **the length, and complexity of the materials.**

Always plan ahead if you are printing and producing documents for a meeting or other event. It is easy to print or order copies in alternative formats, such as large print, Braille, audio recordings and documents stored electronically in accessible formats on CDs.

Examples of events when documents are produced in advance

- training sessions
- informational sessions
- meetings
- hearings
- press conferences

In many instances, a request for an alternative format from a person with a disability will occur before the event.

If written information is involved and there is little time or need to have it produced in an alternative format, reading the information aloud may be effective.

For example, if there are brief written instructions on how to get to an office in a public building, it is often effective to read the directions aloud to the person.

Alternatively, an agency employee may be able to accompany the person and provide assistance in locating the office.

Examples

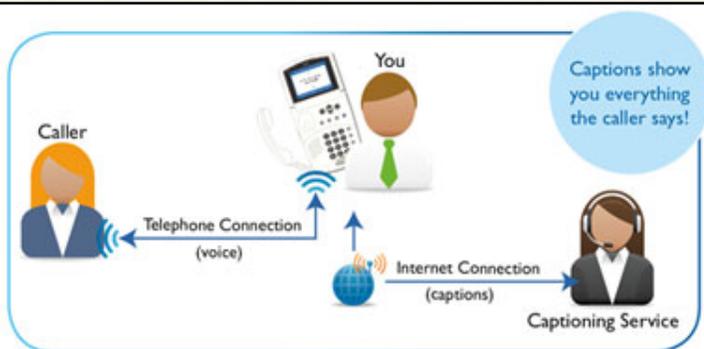
Auxiliary Aids and Services

The following are examples of different auxiliary aids and services that may be used to provide effective communication for people with disabilities.

Keep in mind, not all aids or services work for all people with disabilities. **Always ask the individual to determine what is effective for him or her.**

- video remote interpreting service (page 6 for definition)
- qualified interpreters
- notetakers
- screen readers
- written materials
- telephone handset amplifiers
- assistive listening systems
- hearing aid-compatible telephones
- computer terminals

- speech synthesizers
- communication boards
- video relay service (see picture below and definition on page 6)
- text telephones (TTYs)
- open or closed captioning
- closed caption decoders
- video text displays
- description of visually presented materials
- exchange of written notes
- CapTel Service (see diagram below)
- e-mail
- text messaging
- instant messaging
- qualified readers
- assistance filling out forms
- taped texts
- audio recordings
- materials in Braille



The picture above describes CapTel Service.

The picture below illustrates Video Relay Service (VRS). VRS is a free service, see page 6 for more information.



Idaho Relay Service

Emilie Banasiak ID/MT Regional Relay Outreach Coordinator Hamilton Relay Service.

Email: emilie.banasiak@hamiltonrelay.com
Website: http://www.hamiltonrelay.com/state_711_relay/

To use Hamilton Relay in Idaho, simply dial 7-1-1.

Or call one of the toll free numbers:

TTY/ASCII [1.800.377.3529](tel:18003773529)

Voice: [1.800.377.1363](tel:18003771363)

Speech-to-Speech: [1.888.791.3004](tel:18887913004)

Spanish-to-Spanish: [1.866.252.0684](tel:18662520684)

Accessible Websites and Assistive Technology

Amoureux AT Consulting LLC
Laine Amoureux M.S. ATHS Owner
www.axesskeysconsulting.com
laine@axesskeysconsulting.com
208-297-3341 (call/text)

Communication with Everyone!

Who are “Qualified Interpreters?”

A qualified interpreter is an on-site interpreter or a video remote interpreting (VRI) service.

Sign language interpreters, oral transliterators and cued language transliterators are qualified interpreters who have the following skills:

- able to interpret effectively,
- accurately,
- and impartially,
- both receptively and expressively,
- using any necessary specialized vocabulary.

Who are Qualified Readers?

A qualified reader is defined as a person who is able to read effectively, accurately, and impartially, using any necessary specialized vocabulary.

Can State & Local Entities Require an Individual to Bring their own Interpreter?

- No, a person shall not be required to bring their own interpreters.
- Adults accompanying the individual can't be required to interpret except in rare circumstances.

Only in emergency situations involving imminent threat to the safety or welfare of the individual or public, and

- interpreters are not available, or
- in specific situations where the person with a disability makes the request and the accompanying adult agrees, and

Title II entities must also communicate effectively with companions who have disabilities, as appropriate.

Who are Companions?

Companions are defined as a “family member, friend or associate of an individual seeking access to a service, program or activity of a public entity. Anyone who accompanies the individual is an appropriate person with whom the public should communicate.”

The ADA requires communication with everyone, not just the “primary” communicator.

Examples may include:

- In Medical Settings: a spouse who is deaf with a hearing patient.
- In Court Settings: not just parties; also jurors and spectators.

- reliance on that person is appropriate under the circumstances.

Can Public Entities Require Children to be used as Interpreters?

Only permissible in an emergency involving imminent threat to the safety or welfare of an individual or the public where an interpreter is not available.

Can Public Entities Charge the Individual for Interpreter Services?

No. A covered entity may not charge an individual with a disability or a particular group of individuals with disabilities to cover the cost of providing auxiliary aids and services.

The Key to Good Customer Service is to Plan Ahead!

Remember before someone requests an auxiliary aid or service make sure an effective communication policy is in place. **Plan ahead** to accommodate the communication needs of persons with disabilities. Always **be prepared** for the time an individual who has a disability will request a qualified interpreter or other auxiliary aids and services.

What is the Difference between VRS and VRI?

Overview Video Interpreting-Based Services

Video Relay Service (VRS): A telecommunications relay service that is free and allows people with hearing or speech disabilities who use sign language to communicate with voice telephone users through video equipment.

The video link allows the Interpreter (also known as a Communication Assistant (CA) or Video Interpreter (VI) to view and interpret the party's signed conversation and relay the conversation back and forth with a voice caller.

The VRS is an Internet-based service that connects the Deaf consumer to an interpreter via a web cam or videophone. However, the hearing person does not see either the Deaf consumer or the interpreter and needs no special equipment other than a regular telephone.

Video Remote Interpreting (VRI): A video interpreting service that charges a fee for service. VRI is provided between two parties who may or may not be located in the same room or location. VRI is another delivery model for traditional interpreting services covered by the ADA. High speed internet connection is required.

What are the Major Forms of Sign Language in United States?

There are three major forms of Sign Language currently used in the United States: American Sign (ASL), Pidgin Signed English (PSE), and Signed Exact English (SEE). Sign languages vary from country to country in exactly the same way that spoken languages vary from country to country.

American Sign Language (ASL)

ASL is a visual language, and speech-reading or listening skills are not needed to learn ASL fluently. Because of its visual nature, ASL is very graphic, and understanding of concepts can be promoted more easily. It has developed over time through usage by Deaf individuals and is a free-flowing, natural language. ASL is a language complete in itself. ASL uses hand shapes, positions, movements, facial expressions, and body movements to convey meaning. ASL uses an alphabet (finger spelling), sign representing ideas, and gestures. ASL is an independent language that has its own grammar and syntax; it is not simply a manual version of English. There is no equivalent for many specific words and the syntax is completely different. ASL usually follows the TIME + TOPIC + COMMENT structure.

Pidgin Signed English (PSE) or Signed English

PSE is also a widely used communication mode in the United States among Deaf and hearing persons who work with them. Many teachers use PSE or Signed English. The vocabulary is drawn from ASL but follows English word order. Words that do not carry information (e.g. to, the, am, etc.) are often dropped, as are the word endings of English (e.g. -ed, -s, -ment, etc.). This

means that the signer can easily speak while signing, since it is possible to keep pace with spoken English. PSE is most frequently used by people whose primary language is spoken English.

Signed Exact English

Signed Exact English (SEE) was developed in 1972 by Gerilee Gustason. It is not a language; it is a manually coded form of English that uses ASL signs supplemented with special signs or inflections that allow English to be signed exactly as it is spoken. The supplemental items added to SEE, which are handled differently in ASL, include things like pronouns, plurals, possession, and the verb "to be". For example, pronouns are handled via spatial reference in ASL, but would be signed as a specific sign representing (for example, the word "he" or "she") the pronoun in SEE.

Also, SEE includes special signs for "is", "are", "was" and other forms of the verb "to be", which are just not used in ASL. SEE is most often used in an educational setting, where the focus is on English as a first language. Proponents of SEE believe that it helps with learning English, since it manually reproduces English word-for-word in the same order as English. There is controversy over whether someone who needs a manual language would be better off with SEE or with ASL. Advocates of ASL point to the fact that it's possible to become skilled in both English and ASL, without signing in SEE.

Contact Idaho Council for the Deaf and Hard of Hearing at: Phone: (208) 334-0879 Video Phone: 208-473-2122

Disability Etiquette

Treat All People with Respect

| Individuals who are Blind or Visually Impaired | Individuals with Speech Impairments |
|---|---|
| Speak to the individual when you approach him or her. | If you do not understand the individual, do not pretend you do. Ask the individual to repeat their statement and repeat back to the person their message. |
| State clearly who you are; speak in a normal tone of voice. | Be patient. Take as much time as necessary. |
| When conversing in a group, remember to identify yourself and the person to whom you are speaking. | Ask questions requiring only short answers or a nod of the head. |
| Never touch or distract a service dog without asking. | Concentrate on what the individual is saying. |
| Tell the individual when you are leaving. | Do not speak for the individual or attempt to finish his or her sentences. |
| Do not attempt to lead the individual without first asking; allow the person to hold your arm and control her or his own movements. | If you are having difficulty understanding, writing alternative means of communicating may be necessary. Always ask the individual. |
| Be descriptive when giving directions; verbally give the person information that is visually obvious to individuals who can see. | Always ask the individual! |
| Individuals who are Deaf | Individuals who are Hard of Hearing |
| Most individuals who are deaf or hard of hearing do not lip read. | May say, "yes" when the individual may not understand. |
| ASL is not English. If ASL is primary language, written English may be difficult to understand. | May not disclose that they are hard of hearing or recognize that their hearing limitation is a disability. |
| Face-to-face communications is valuable. | Get the person's attention before speaking. |
| Individuals who are deaf may create noise to get your attention. | Avoid noisy backgrounds. |
| In communication, it is ok to use gesture, body language and facial expression. | Avoid standing in bright windows that may reflect or glare. |
| When using an interpreter speak directly to the individual who is deaf and make eye contact. | Speak clearly at a normal pace, don't shout. |
| Frustration may look like anger. | Just because a person wears a hearing aid or implant does not mean they always understand you. |
| Only one person should speak at a time in a group setting. | Keep your hands away from your mouth when speaking. |

Example Communication Assessment

Date of request: _____ Staff person conducting assessment _____

1. Contact information of person requesting auxiliary aids or services:

Name: _____ Phone: _____ Email: _____

2. Describe the program, service or activity you plan to attend _____

3. Date of activity _____ Time of activity _____ Location of activity _____

4. What is the nature of your disability that requires auxiliary aids or services?

- Deaf
- Hard of Hearing
- Disability
- Blind
- Visually Impaired
- Other _____

5. Relationship:

- Self
- Family Member
- Friend / Companion
- Other _____

6. Please check one of the boxes below next to your choice of Interpreter Services. If your preferred service is not listed, please identify and describe.

- American Sign Language (ASL) Interpreter
- Pidgin Signed English (PSE) Interpreter
- Signed Exact English Interpreter (SEE)
- Video Interpreting Services (VIS)
- Oral Translators
- Qualified Reader
- Cued Language Translators
- Other. Describe: _____

7. Please check one or more of the boxes below if you are requesting any of the following auxiliary aids or services for effective communication. If your preferred aid or service is not listed, please identify and explain.

- TTY/TDD (text telephone)
- Video Relay Services (VRS)
- Assistive listening device (sound amplifier)
- Qualified note-takers
- Writing back and forth
- CART: Computer-assisted Real Time Transcription Service
- Other. Describe: _____

We are requesting your information so you can participate in our programs, services or activities. All communication aids and services are provided **FREE OF CHARGE**. If you need further assistance, please contact _____. If you have any questions please call our office _____ (voice), _____ (TTY), _____ email or visit us during business hours. _____ of _____ and its office staff are committed to providing equal access to individuals with disabilities, family members, and companions with disabilities. To ensure effective communication, the _____ provides qualified sign language and oral interpreters, computer assisted real time transcription services (CART), and other auxiliary aids and services free of charge for individuals with disabilities including, family members, and companions who are deaf, are hard of hearing, or have speech disabilities. To request auxiliary aids or services, please speak to _____. If an auxiliary aid or service is denied, you can request a reconsideration by providing this office with a written statement explaining why you need the aid or service that was denied. If needed, office staff can help write down your request for reconsideration. If you have any problems, please speak to _____ directly.

Effective Communication Checklist

1. Does each department of your state or local government have policies and procedures in place to deal with requests for sign language, oral, and cued speech interpreters?

Yes No

2. If policies and procedures are in place, do they:

a. Specify that sign language, oral, and cued speech interpreters can be obtained within a short period of time when necessary? (In emergency situations, reasonable usually means within an hour of a request. In non-emergency situations, a public entity can require reasonable advance notice for interpreter requests.)

Yes No

b. Make clear that it is generally inappropriate to request family members and companions of deaf persons to serve as sign language interpreters?

Yes No

c. Specify that deaf persons requesting interpreters should not be charged for the cost of the interpreter?

Yes No

d. Specify that the public entity's decision to deny an interpreter based on undue financial and administrative burden must be made after considering all resources available for use in funding the operation of the program and must be accompanied by a written statement of the reasons for reaching the conclusion?

Yes No

e. Specify that, in any instance where the provision of an interpreter would result in an undue financial and administrative burden, the entity will take any other action that would not result in an undue financial and administrative burden but would nevertheless ensure that the individual with a disability receives the benefits or services provided?

Yes No

3. Does your state or local government have employees on staff who are qualified interpreters or have arrangements with one or more vendors to provide interpreting services when needed?

Yes No

4. Have the employees who interact with the public been trained on the correct procedures to follow when a person requests an interpreter?

Yes No

5. Review documentation and speak with personnel responsible for responding to requests for interpreter services. When requests for interpreters have been made in the past, were they granted:

a. For events such as meetings, interviews, hearings, court proceedings, and training and counseling sessions?

Yes No

b. Without the state or local government asking the individual to pay for the interpreter services?

Yes No

Important Points to Remember

If you checked no to any of the questions on this page, these are red flags indicating that your government entity may not be complying with the effective communication requirement under Title II of the ADA.

If your entity does not have policies and procedures, on the provision of interpreters they need to be established.

If your entity has policy and procedures make sure they comply with the following:

- Sign language, oral and cued speech interpreters can be obtained within a short time period when necessary 3 to 5 days.
- In emergency situations, sign language interpreters will be available either in person or by using video relay systems within a reasonable period, 24 hours a day, 7 days a week – **usually, within an hour of receiving the request.**
- In non-emergency situations, sign language interpreters will be available when reasonable advance notice is provided.
- Family members and companions of deaf persons will not be asked to serve as sign language interpreters.
- Deaf persons requesting interpreters will not be charged or asked to pay for the cost of an interpreter.
- Arrange with vendors and keep an updated interpreter registry to locate interpreters when needed.

(continued on page 10.)

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Effective Communication Checklist

6. Are policies and procedures in place to deal with requests from the general public for documents in Braille, large print, audio recording, and accessible electronic format (that is, an email or compact disc containing the document in plain text, word processing format, HTML or some other format) that can be accessed with screen reader software?

Yes No

7. Are policies and procedures in place to deal with requests from the general public for notetakers, computer-assisted real-time transcription services, and other auxiliary aids and services for providing effective communication?

Yes No

8. Does your entity have the equipment or arrangements with vendors so it can provide written materials in alternative formats (e.g., Braille, large print, audio format, electronic format)?

Yes No

9. Does your entity provide written materials in alternative formats when asked to do so?

Yes No

10. Does your entity give primary consideration to the requests of the person with a disability when determining what type of auxiliary aid or service to provide?

Yes No

11. Does your entity ensure that all videos and television programs it produces including on your website are available with captioning and audio description?

Yes No

12. Where telephones are available to the public for making outgoing calls, are TTYs available for people with hearing and speech disabilities?

Yes No

13. Does your entity handle calls placed using a Telecommunications Relay Service or a Video Relay Service in the same way as other telephone calls?

Yes No

Important Points To Remember

- Ensure policies and procedures are in place to provide auxiliary aids and services needed to ensure effective communication. Policies and procedures should address common requests, such as:
 - 1) Making documents available upon request in Braille, large print, audio recording, and an accessible electronic format, and
 - 2) Providing notetakers, computer-aided real-time transcription, assistance in reading and completing forms, and other common auxiliary aids and services.
- Ensure that policies and procedures require decision makers to give primary consideration to the auxiliary aid or service requested.
- Purchase equipment or make arrangements with vendors so that documents can be provided in alternative formats when requested.
- Make all videos and television programs that your entity produces, distributes, or makes available to the public accessible to people with hearing and vision disabilities by providing captioning and audio description of important visual images.
- Train staff who interact with the public so they know what to do when they receive a request for an auxiliary aid or service.
- Publish the effective communication policy on your website in an accessible format so people with disabilities know about any reasonable advance notice requirements that your entity adopts.
- Provide access to a TTY or video relay phone wherever telephones are available for making outgoing calls.
- Provide written policies and training to employees who answer the telephone to ensure that incoming calls made through a relay service are handled as quickly and effectively as other calls.
- Meet with people with disabilities living in the community to discuss new technology to improve communication by phone and in person.

Demonstration and Loan Centers: Deaf & Hard of Hearing

The Idaho Council for the Deaf and Hard of Hearing through the University of Idaho Assistive Technology Project provides demonstration and loan centers throughout the state.

At the centers, persons who are deaf or hard of hearing can borrow equipment such as alerting devices, amplified telephones, TTY telephones, and personal assistive listening devices free of charge.

The purpose of the loan program is to allow a person to determine if the equipment borrowed is the right equipment needed before buying. The centers provide catalogs where the equipment can be purchased from different merchants. Contact the Idaho Council for the Deaf and Hard of Hearing at: Phone: (208) 334-0879 Video Phone: 208-473-2122

Loan Centers

Coeur D' Alene

Idaho Assistive Technology Resource Center (ATRC)

1031 N. Academic Way #130 D
Coeur D'Alene, Idaho 83814
Phone (208) 292-1406

Moscow

Disability Action Center (DAC)

505 N. Main
Moscow, ID 83843
(208) 883-0523 (Voice/TTY)
(208) 883-0524 (Fax)

Twin Falls

Living Independence Network Corporation (LINC)

1182 Eastland Dr. Suite C
Twin Falls, ID 83301
Phone (208) 733-1712

Pocatello

Idaho State University

Department of Speech Pathology and Audiology
650 Memorial, Building 68
Pocatello, ID 83209
Phone (208) 282-3495

Idaho Falls

Living Independently for Everyone (LIFE)

250 S. Skyline #1
Idaho Falls, ID 83402
(208) 529-8610 (V/TTY)



208-841-9422

Contact the Northwest ADA Center-Idaho for information on the Americans with Disabilities Act. We provide training, technical assistance, on-site accessibility reviews and non-legal guidance on the ADA. We do not enforce the ADA.

Contact Dana Gover, MPA, ADAC

ADA Training & Technical Assistance Specialist:

Email: dananwadacenteridaho@gmail.com

ADA TA Hotline: voice and text 208-841-9422

Website: <http://www.nwadacenter.org/idaho>

Disability Action Center NW (DAC) is the main contractor for our project. Our partners include Access Concepts & Training, Inc; the three Centers for Independent Living in Idaho and the Idaho State Independent Living Council.

- Disability Action Center NW (DAC) <http://dacnw.org/>,
- Living Independence Network Corporation (LINC) <http://www.lincidaho.org/>,
- Living Independently For Everyone (LIFE) <http://www.idlife.org/>, and
- Idaho State Independent Living Council (SILC) <https://silc.idaho.gov/>.

Grant funding comes from the Northwest ADA Center at the University of Washington <http://nwadacenter.org>.

Locating Auxiliary Aids & Services in Idaho

The Idaho Assistive Technology Project (IATP) is a federally funded program administered by the Center on Disabilities and Human Development at the University of Idaho.

Their goal is to increase the availability of assistive technology devices and services for older persons and Idahoans with disabilities.

The Assistive Technology (AT) Resource Centers are located across the state of Idaho. Each center provides AT demonstration and device loans for computer access, to support persons with sensory impairments, cognitive impairments, and physical disabilities, which include aids for recreational activities, daily living, educational, vocational and personal care aids.

All Resource Centers are prepared to take questions about assistive technology needs. Learn more about the Resource Centers by contacting the IATP's main office.

Idaho Assistive Technology Project

Idaho Assistive Technology Project - Moscow (Main Office)
1187 Alturas Drive
Moscow, ID 83843
Phone: 800-432-8324 / 208-885-6097
E-Mail: idaho@uidaho.edu
Website: <http://www.idahoat.org>

The Council for the Deaf and Hard of Hearing (CDHH) was approved by the legislature in 1991. In 2010, the Council was moved from the umbrella of Health and Welfare to under the umbrella of Vocational Rehabilitation. With the move, the Council will continue with its mission, additionally supporting the mission of Vocational Rehabilitation in providing support for individuals with hearing loss to obtain and keep employment. The Council has established a number of successful programs through the years to assist individuals with hearing loss. The Council will be useful for

government entities to locate resources, auxiliary aids and services by contacting them directly and visiting their website.

To obtain the Idaho Directory of Sign Language and Oral Interpreter Resource Directory go to the Council's website <https://cdhh.idaho.gov/interpreter-directory/>

Idaho Council for the Deaf and Hard of Hearing

1720 Westgate Drive
Boise, Idaho 83704
Phone: (208) 334-0879
Video Phone: 208-473-2122
Fax: (208) 334-0952
<https://cdhh.idaho.gov/>

Idaho Commission for the Blind and Visually Impaired (ICBVI) A state agency serving Idahoans since 1967. The agency assists blind and visually impaired persons to achieve independence by providing education, developing work skills, increasing self-confidence and helping them remain employed or prepare for employment.

There are ICBVI stores located in Boise and in the regional offices, which stock many items, including magnifiers and talking, large print and Braille devices.

ICBVI consults with businesses and individuals needing materials transcribed into Braille.

Idaho Commission for the Blind & Visually Impaired (ICBVI)

341 W Washington St.
PO Box 83720
Boise, ID 83720-0012
Phone: (208) 334-3220
1-800-542-8688 within Idaho
Fax: (208) 334-2963
webpage: <http://www.icbvi.state.id.us/>