



University of New Hampshire
Student Accessibility Services (SAS)

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**Suggestions for Working Effectively with
FM Systems/ASL Interpreters/CART**

FM System	Suggestions for ASL/CART
<p>Wireless assistive listening device consisting of a receiver and transmitter. Uses radio waves to deliver speech signals directly from the speaker to the listener’s ear. Instructor wears a microphone (supplied by the student) clipped on a lapel or worn as a lanyard. Student is responsible for collecting the mic after class.</p> <p>Student wears the receiver, which amplifies the speaker’s voice and is unaffected by their location. Remove/turn off the microphone when conversation is not intended for the student, e.g. when conferencing or speaking to individual students.</p> <p>American Sign Language (ASL) Interpreters The interpreter’s primary responsibility is to facilitate communication and provide access for students who are Deaf or Hard of Hearing (HoH). The interpreter is also responsible for interpreting messages accurately, conveying the feelings of the speaker, and maintaining impartiality and confidentiality.</p> <p>CART – Communication Access Real Time Translation Students who are Deaf or Hard of Hearing (HoH) may not use ASL, instead using CART services. CART is the instantaneous verbatim translation of the spoken word into English text.</p> <p>The CART reporter is in the classroom, transcribing all that is spoken by the instructor and students. The information is displayed on a device for the student to read. CART may be provided through a remote service.</p> <p>The CART reporter requires 5-10 minutes to set up their equipment. They will arrive to class early to set up. Please allow the reporter this time, to ensure the student has access to the entire class.</p>	<p>It is not necessary to announce to the class or draw attention to the student or interpreter/CART reporter.</p> <p>The interpreter/CART reporter should not be asked questions for or about the student. Speak directly to the student.</p> <p>Enunciate while speaking at your natural pace, without exaggerating your speech.</p> <p>Face the front of the room while speaking, avoid facing the board or standing in front of a window. Back lighting makes it difficult for the student to see your face.</p> <p>In normal movements around the room, avoid walking between the interpreter and the student. When moving to another part of the room, allow time for the interpreter to follow so that the student’s attention is not split.</p> <p>The student will be watching the interpreter and glancing back and forth at you. Provide time for student to process information and interpreter to catch up.</p> <p>Signaling before speaking helps the interpreter and student follow the class conversation.</p> <p>Encourage students to take turns during conversations, with one person speaking at a time. This may be different than what you or the class are accustomed to. Facilitate this process.</p> <p>Semicircles or circular seating arrangements are best for the discussion formats.</p> <p>During the lecture, allow extra time for the student and interpreter to scan visual aids before continuing.</p>