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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Teaching Deaf Students to Own Their Disability Rights

A Thesis submitted in partial satisfaction of the requirements for the degree Master of
Arts

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Andrew Stephens Phillips

Committee in charge:

Professor Gabrielle Jones, Chair
Professor Bobbie M. Allen
Professor Cheryl Forbes

2017

The Thesis of Andrew Stephens Phillips is approved and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego

2017

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ABSTRACT OF THE THESIS

Teaching Deaf Students to Own Their Disability Rights

by

Andrew Stephens Phillips

Master of Arts in Teaching and Learning: Bilingual Education (ASL-English)

University of California, San Diego, 2017

Professor Gabrielle Jones, Chair

Many Deaf people are unfamiliar with their disability rights and the purpose of this thesis is to teach Deaf students about their disability rights. This curriculum consists of three units and eight lessons. The first unit introduces students to the history of disability rights. The second unit teaches students about key disability rights affecting Deaf people. The third unit orients students on finding key disability rights information and resources.

This curriculum has three overarching goals.

1. Understand historical timelines for disability rights related to Deaf people and make connections between historical struggles for equality as it relates to everyday experiences of Deaf youth and their current rights of today
2. Demonstrate a deep appreciation for the equality that has been achieved and for their disability rights
3. Empower Deaf youth with knowledge of their disability legal rights and utilize information and resources that will support efforts to seek redress for infringement.

Based on the evidence from student presentations, timelines, journals, worksheets, skits and summative assessments, all three curriculum goals were met.

Introduction

A high number of Deaf people are unfamiliar with their disability rights and are often unsure of what to do when faced with disability-related discrimination. This curriculum focuses on changing the status quo through teaching Deaf students the history of their disability rights, key disability rights, and resources available to push back against discrimination. Hopefully, armed with this knowledge, Deaf youth will be able to better advocate for themselves and other Deaf people in an often-oppressive world. This curriculum is likely the first of its kind for Deaf youth in the United States.

This curriculum is an ASL-English bilingual curriculum where ASL-English bilingual teaching strategies are utilized and both languages are valued equally. True to bilingual practices, students will learn and produce work in both ASL and English. Moreover, the curriculum draws on student's funds of knowledge, encourages language transfer between ASL and English, and provides practical authentic instruction.

There are three key goals in this curriculum are:

1. Understand historical timelines for disability rights related to Deaf people and make connections between historical struggles for equality as it relates to everyday experiences of Deaf youth and their current rights of today
2. Demonstrate a deep appreciation for the equality that has been achieved and for their disability rights
3. Empower Deaf youth with knowledge of their disability legal rights and utilize information and resources that will support efforts to seek redress for infringement.

Each goal is reflected in the three individual units and there are a total of eight lessons.

Through this curriculum students will interview older Deaf adults about life before key disability rights; make timelines of disability rights; propose future improvements to current disability rights; learn about what rights are, their rights to access video programming, and key anti-discrimination parts of the Americans with Disabilities Act; and finally learn how to respond to discrimination by finding resources, information, and filing complaints. This curriculum will address the following themes 1) History of Disability Rights, 2) Access to Media, and 3) Access to Public Entities/Places of Public Accommodations:

1. The History of Their Disability Rights: Students will learn about the history and movement of important disability rights. and the disability rights movement. Disability rights are modeled after many civil rights laws and some of these protections required historic efforts to achieve legal recognition. These history lessons will be heavily supported by scenario-based lessons where students will learn about “life before” these laws such as community showings of captioned films, no relay service, no interpreters in colleges and universities, and more. Students will do presentations on different scenarios and write reflective papers about life for Deaf people before certain disability laws. Their reflections will show a deep appreciation for the equality that has been achieved and for those who broke down barriers.

2. Access to Media: Students will learn about closed captioning laws for television and online video programming (Telecom Act of 1996, Television Decoder Circuitry Act of 1990, the Twenty-First Century Communications and Video Accessibility Act of 2010). They also will learn how to file complaints against television and online video programming distributors when their rights are being violated.

3. Access to Public Entities / Places of Public Accommodations: Students will read and discuss a) about Title II of the Americans with Disabilities Act (ADA), which prohibits discrimination based on disability by public entities, such as requiring hospitals, law enforcement, and courts to provide interpreters when needed and b) Title III, which prohibits discrimination on the basis of disability by places of public accommodation, such as requiring hotels to provide accessible rooms with flashing lights and captioned televisions or banks even prohibiting banks from refusing to accept relay calls. They will discriminate between “places” that fall either under Title II category such as courts, hospitals, law enforcement and/or under Title III category such as restaurants, movie theaters and banks. They will learn about defenses available such as undue burden, and the kinds of accommodations they can expect based on legal precedent. They will learn how to file ADA complaints with the U.S. Department of Justice as well as reach out to different disability rights organizations such as the National Association of the Deaf (NAD), Disability Rights and Education Defense Fund (DREDF), Disability Rights Advocates (DRA), and state Protection & Advocacy Organizations for legal assistance.

In order to maintain a narrow scope for this project, I will not cover the Individuals with Disabilities Education Act, the Air Carrier Access Act, the Education of the Deaf Act, and most likely not Title IV of the ADA which focuses on relay services. If there's room for extra content in the curriculum, I'll include Title IV which created the national relay program. I will not cover advocacy since it would be course of its own. Moreover, I want to my students to have a foundational understanding of their own disability rights as well as how they were achieved before they learn about advocating for more rights.

California's History-Social Science Content Standards do not include Deaf history, disability rights, or the disability rights movement. However, there are several 9th – 12th Historical and Social Sciences Analysis Skills related to areas of focus in this project:

1. Chronological Thinking “Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned” (CA History-Social Science Content Standards: 9th – 12th grades).
2. Historical Interpretation: “Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments” (CA History-Social Science Content Standards: 9th – 12th grades).
3. 11th Grade History-Social Science Content Standards: California's 11th grade content standards include the history of 20th century federal civil rights which formed the basis for disability rights at the end of the 20th century. (CA History-Social Science Content Standards: 11.10)

California's Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects includes anchor standards for reading and writing among 6th – 12th grade students that relate to my project:

1. Reading – Key Ideas and Details: “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”

2. Writing – Production and Distribution of Writing: “Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.”
3. Writing – “Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.”

Through learning about the history of their disability rights, students will apply the two historical and social sciences analysis skills as well as the 11th grade content standards above. Students will be given different scenarios to problem solve and seek redress. They will also make connections between historical struggles for equality with their everyday lives and the rights they have. Moreover, through class activities and assignments, they will use ELA anchor standards for reading and writing in history/social sciences. Students will interact with secondary legal sources both in ASL and English and they will respond to prompts and reflect in both languages too. Given this project’s bilingual approach, students will be able to explain their legal rights and what to do in different discriminatory situations in both ASL and English. Ideally, at the end of this project, students will be able to explain to others different disability rights which apply to Deaf people in certain situations and avenues for redress. Further, these students will show a deep appreciation for the rights they have and they will share this appreciation as well as new knowledge with others in the community.

Bilingual Approach to This Project

This project utilizes an ASL-English bilingual approach to teaching Deaf students their disability rights. These students will receive instruction, respond to instruction, and produce work in both ASL and English. ASL and English will be valued during classroom learning and in assignments. They will read secondary legal sources in English, write reflections and summaries in English, and discuss and share information in ASL. Through both languages, students will be expected to demonstrate critical thinking skills and show understanding of the topic at hand.

There is a wealth of research showing the benefits of bilingual education. In the 1960s, Peal and Lambert (1962) studied English-French bilingual elementary students in Montreal and compared them to their monolingual peers. Contrary to prevailing beliefs of the time, the authors found that bilinguals performed better on both verbal and non-verbal tests, most likely due to greater mental flexibility and concept formation abilities from mastering two separate languages (Hamers, 1998). This study was the first of many documenting cognitive advantages among bilinguals throughout the world. More directly related understanding legal rights, bilinguals have also been found to show better understandings of semantic relations between words (Ianco-Worrall, 1972; Cummins, 1978) as well as more skilled with concept formation tasks (Liedtke & Nelson, 1968).

More specific to ASL-English bilingual children, research has shown that ASL proficiency in Deaf children supports English literacy (Humphries, 2013; Hoffmeister, de Villiers, Engen, & Topol, 1998; Padden & Ramsey, 1998; Prinz & Strong, 1998; Singleton, Supalla, Litchfield, & Schley, 1998). Early research showed that Deaf children

of Deaf adults were usually more successful readers and writers as well as socially and culturally knowledgeable than Deaf children of hearing parents (Corson, 1973; Meadow, 1968; Stuckless & Birch, 1966). In the 1970s, the famous linguist Jim Cummins put forth his interdependence hypothesis, where sufficient proficiency in one's first language supports development of proficiency in a second language (Cummins, 1979). Other research found that the interdependence hypothesis works in both directions where improving proficiency in one language supports proficiency in another language (Holmstrand, 1979). Cummins later reviewed research on English literacy among Deaf ASL-English bilingual children and concluded that ASL supports English literacy (Cummins, 2006). In short, improving competence in both ASL and English compliments each other and increases proficiency in both languages as they share a common underlying proficiency. Through learning about their disability rights in ASL, students will better understand information in English related to their legal rights and vice versa.

From a socio-cultural view, according to Humphries (2013) Deaf people largely see themselves as a linguistic minority and reject socially deficit views of themselves. They celebrate their unique language, culture, and history in many of the same ways as other minority groups. While the mainstream may see them through the lenses of their hearing loss, Deaf individuals see themselves as very capable individuals who are members of a culturally rich community. Moreover, Deaf people are increasingly recognizing their contributions to the world and unique abilities as Deaf individuals (Bauman & Murray, 2014).

This project will recognize the unique linguistic and cultural diversity of Deaf people by utilizing ASL-English bilingual education strategies and empowering them

with knowledge of their disability rights and the community's struggle for legal equality. The National Association of the Deaf (NAD), whose mission is to preserve, protect and promote the civil, human and linguistic rights of Deaf people in America, has long worked to educate Deaf people about their legal rights (The NAD Mission). For instance, the NAD website has detailed information about the legal rights of Deaf people including how to file complaints or get legal assistance – both in ASL and English (www.nad.org). It is in the same spirit that I wish to educate Deaf students about their disability rights and create more knowledgeable Deaf citizens who can join the push towards legal equality for all Deaf people.

The Need for This Project

An untold number of Deaf Americans experience discrimination in workplaces, schools, government settings as well as places open to the public. Over the last 50 years many laws have been passed to prevent and reduce these kinds of discrimination. However, it's almost always those who know their rights who are best able to push back against discrimination or seek redress.

In my four years working for the National Association of the Deaf (NAD), it was painfully clear to me through my travels, videophone calls, and emails with the community that a very high number of Deaf Americans are not familiar with their disability rights or avenues for redress. In my work, I made every effort to educate these people about their rights and help them seek redress. Many Deaf Americans grow up unfamiliar with their legal rights and without this knowledge often are not able to push back against discrimination.

In recent years, the NAD has sued many different entities for discrimination against Deaf people: In 2015 the NAD sued an Arlington County jail for refusing a Deaf inmate sign language interpreters during a six-week stay where he didn't know why he was arrested (Smith, 1994); in 2011 the NAD sued Netflix for refusing to caption its online streaming programs (NAD, 2011); in 2015 the NAD sued Harvard University and MIT for refusing to provide access to massive open online courses (NAD, 2015); and in 2013 the NAD sued the University of Maryland for refusing to caption announcements and commentary made over the public announcement system at athletic events (NAD, 2013). These lawsuits show that discrimination of Deaf people is alive and well in our country and it often requires committed and determined Deaf individuals who are

knowledgeable about their legal rights to seek out assistance from the NAD or other lawyers to remedy these acts of discrimination. Unfortunately, for every act of discrimination that is remedied, scores of bad acts go unpunished.

With above 90% of Deaf children born into hearing families, the vast majority do not have parents or family members who are knowledgeable about their disability legal rights and thus able to give them important knowledge about their legal rights. Instead, schools for the Deaf as well as Deaf programs are in the best position to empower Deaf youth with knowledge of their disability legal rights and ways to seek redress for infringement.

Moreover, as part of my work with the NAD, I presented to many different groups of Deaf high school students about their legal rights – Youth Leadership Camp, Deaf Youth USA, Gallaudet University, and California School for the Deaf in Fremont among others. I was always surprised by how little knowledge these students had of their legal rights. Some knew about the Americans with Disabilities Act (ADA) but almost nobody could explain its protections. Others knew that closed captioning is required but none knew exactly what content or how to file a closed captioning complaint. Almost nobody knew what to do if their rights were violated besides asking adults or others for help.

Through my research and my personal experience, I am not aware of any K-12 curriculums available for Deaf students related to their disability rights. None of the past UCSD thesis covered this topic. It is my intention through this project to build a curriculum, to be used by Deaf schools or programs to provide this special knowledge to Deaf youth before they enter the adult world.

Review of Existing Research and/or Curricula

Few if any K-12 programs teach about the history of the disability rights movement or even disability rights themselves. Some Deaf schools and Deaf programs teach students about Deaf history, which usually includes information about Deaf people's struggle for equality but little if anything about individual rights. Courses on disability rights, history, and Deaf studies are more common in post-secondary programs, graduate programs and law schools. Gallaudet University as well as the National Technical Institute for the Deaf have offered courses that have touched on disability rights. Quite a few colleges and universities offer disability studies courses and programs such as the University of Washington, which includes courses on general disability rights (University of Washington, n.d.). Naturally, a good number of law schools offer courses in disability rights such as the University of California Hastings College of the Law and Syracuse Law which has a Disability Law and Policy Program. None of these courses at any level focus on the disability rights of Deaf people.

There are several websites with information for teachers who want to teach students about disability rights. For instance, UNICEF offers lesson plans, videos, articles and more to help teachers teach 6th - 12th grade students about disability rights (UNICEF, n.d.). The Southern Poverty Law Center also offers lesson plans focused on Civil Rights and the ADA for K-12 teachers to use in their classes (Southern Poverty Law Center, n.d.). Moreover, the U.S. Department of Education has encouraged Americans to learn more about disability rights and its history (Swenson, 2014). However, none of the material offered focus on the disability rights of Deaf students, nor are they designed to teach students who themselves

have disabilities. The materials and lessons offered are focused on empathy and improving awareness among those without disabilities.

This project, teaching Deaf students their disability rights, will be novel and may be something that has never been done before. While the curriculum may be a new, there are quality resources available for teaching Deaf students about their disability rights – the National Association of the Deaf’s (NAD) website has substantial information along with the recently published “Legal Rights: The Guide for Deaf and Hard of Hearing People, 6th Ed.” by the NAD and of which I am one of the authors. The book has chapters on the ADA, closed captioning rights, and many more. It’s easy to read and can be used as a secondary legal source for students to read. The NAD website has information on the rights of Deaf people in both ASL and English as well as instructions for how to file complaints. This project will encourage students to understand their disability rights on a personal level so that they will be better able to push back against future discriminatory experiences of their own.

As for the history of disability rights, there are many different sources but the best for my students may be the movie “Lives Worth Living”, which thoroughly documents the struggle for disability rights in America. More specifically to Deaf people, there’s information in Jack Gannon’s “Deaf Heritage: A Narrative History of Deaf America.” There’s also information available online at the websites mentioned on the previous page.

Key Learning Theories

This project is rooted in three key learning theories: authentic instruction, funds of knowledge, and language transfer. Each learning theory serves as an important cornerstone in this project's mission to teach Deaf students to own their disability rights. The interplay between these key learning theories serves to maximize students' understanding of their legal rights, engage and motivate students to learn about their legal rights, and to provide a rich ASL-English bilingual learning environment which provides full communication access.

Authentic Instruction

This project will provide students with real-world problem scenarios where they will need to determine solutions to discriminatory situations. "Students immersed in authentic learning activities cultivate the kinds of 'portable skills' that newcomers to any discipline have the most difficulty acquiring on their own" such as deciding what information is important, developing patience as they work through problems, recognizing patterns, and extending mental flexibility when coming up with solutions. (Lombardi, 2007). Often students say they are motivated by real-world problems with practical applications rather than instruction focused on theories (Lombardi, 2007).

Through this project, students will not only learn about their legal rights but what to do if they or someone they know is discriminated against on the basis of one's ability to hear. These students will encounter common scenarios where hospitals or police departments refuse to provide interpreters or banks refusing to accept relay calls and students will be challenged to solve these problems by coming up with ways to seek redress. Moreover, they will find actual violations of their legal rights such as

uncaptioned online video programming authentic complaints with the Federal Communications Commission (FCC) which will legally act on these complaints. Not every situation or scenario will have clear-cut solutions and will require flexible thinking about which disability right(s) are applicable – such as whether an online video program that has yet to be shown on television with captions is under the FCC’s jurisdiction.

Ultimately once students have tackled an understanding of their own disability rights as well as the rights of their peers, they will use the knowledge of legal rights to process and address personal experiences. In short, these students will appreciate the gravity of such benefits and protections these rights offer to Deaf Americans. These authentic real-life connections will motivate them to want to own these rights and work more diligently in problem solving typical scenarios that will benefit the Deaf community at large.

Funds of Knowledge

This project will borrow on the funds of knowledge and experiences of Deaf Americans who have navigated our often-inaccessible world. It is not surprising to know that by high school, most young Deaf people will have experienced the frustration of an uncaptioned video program, a movie theater with no captioning access, a hospital or doctor’s visit without interpreters, hotel rooms without visual doorbells or captioned televisions, or even non-visual public announcements at an airport or train station. Unfortunately, discrimination against Deaf people is omnipresent in our society despite the legal advances of disability rights.

Funds of knowledge consist of the bodies of essential knowledge and skills developed within different communities (Gonzalez, Moll, Amanti, 2005). When using

students' funds of knowledge, teachers find out what background knowledge or skills they have to make connections with academic learning. This requires teachers caring about their students and getting to know them as well as their backgrounds to scaffold learning.

Each of my students will have had his or her own journey where they encounter these prejudices and oppressions being Deaf, experiencing different types of discrimination and dealing with them. My job as a teacher is to have them share their experiences and help them identify the injustices or violations of rights and take those discriminatory acts and teach them ways in which they can respond to certain forms of discrimination and seek redress.

While many of the scenarios and legal rights I'll be teaching will be developed through the curriculum, there will be opportunities for students to independently research specific scenarios or kinds of discrimination that interest them. Moreover, they will share their experiences of discrimination as they reflect on what they learn and ways in which they can seek redress. It will be both an individual and interactive process where they will draw on their funds of knowledge as well as share them with the class. Some may also share ways of dealing with discrimination beyond the legal system.

Language Transfer

In a natural bilingual learning environment, transfer of information occurs between languages, where knowledge from one language transfers to another language (Cummins, 1981). To compensate for this reality, this ASL-English bilingual project will ensure opportunities for students to communicate, reflect and learn in both, ASL and English. What students learn about their disability rights in

ASL will transfer into written English and vice versa.

In this project, students will enrich their vocabulary by learning relevant legal terms and the meanings/ concepts behind those terms in both ASL and English. They will not only transfer conceptual knowledge from one language to the other but make connections between specific meanings in both respective languages. For instance, the concept of filing a complaint is different from suing and has been misrepresented by using one sign instead of using the correct ASL sign for each concept. They will also learn ASL and English words related to the captioning of online video programming.

I believe that while legal and technical language in English can come across as complex, but when paired with ASL signs, students get a clearer picture of its context and meaning, providing the foundation for vocabulary scaffolding in English. For instance, the sign for filing a complaint clearly demonstrates how an individual seeks to put another on notice for a legal violation. Another example is the sign for video clip, which must be captioned if taken from a program shown on television with captions and later placed online, demonstrates its brevity as well as being taken from something longer. My instruction is to guarantee a solid, profound and clear understanding in both ASL and English. By allowing both languages to complement each other, my students will learn the different legal concepts/vocabulary to engage in intellectual discussions, problem solving scenarios, read and analyze legal documents. This cumulative knowledge will transfer across languages.

These three learning theories: authentic instruction, funds of knowledge, and language transfer will support this curriculum as it strives to teach students to own their disability rights. The instruction will be authentic in applying to their everyday lives and

prepare them for future discrimination. Students will share their funds of knowledge with the class and the curriculum will make connections with their prior experiences of discrimination as well as experiences of those they know. This project will utilize language transfers between ASL-English in order to create clear and concrete understandings of disability rights and how to seek redress.

Curriculum Description

The curriculum for “Teaching Deaf Students to Own Their Disability Rights” is divided into three units and within each unit are several lessons. Naturally, each respective unit addresses one of my three thesis goals. While the thesis goals provide a strong framework for my curriculum, my lessons are guided by California’s 11th grade History-Social Science Content Standards as well as California’s 6th to 12th grade Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. The following key learning theories serve as important cornerstones in this curriculum’s mission to teach Deaf students to own their disability rights: Authentic Instruction, Funds of Knowledge, and Language Transfer. Students will learn about their disability rights, appreciate the value of these rights, and be able to find necessary information to seek redress for infringement on their disability rights. This curriculum will be implemented at a residential school for the Deaf in California, but can be implemented in any Deaf classroom high school setting.

Unit 1 introduces students to the history of disability rights. It begins with a lesson on life before disability rights with interviews of senior Deaf citizens in class to be followed up with an interview with an older Deaf person outside of class. They will learn about the current struggle for important disability rights and be able to explain the order of critical and historical events leading to policy change and implementation of disability rights. Not only will students engage with the historical timeline of the past but be involved in critically assessing current and future needs. Unit 1 will conclude with a lesson on the future where students will think about what new disability rights they would like to see be changed or adapted to

today's culture and society and how they themselves will help achieve these rights as contributing members of society.

Unit 2 introduces students to key disability rights for Deaf people. This unit will orient students on Title II and III of the Americans with Disabilities Act of 1990, the Television Decoder Circuitry Act of 1990, television captioning requirements under the Telecommunications Act of 1996, online captioning requirements under the Twenty-First Century Communications and Video Accessibility Act of 2010. The purpose of this unit is to teach students the complexities of disability law, situations where it does and does not apply, and how the community has incrementally expanded these protections such as from captioned access to video programming on television to online video programming. They will learn about where their rights come from and ask questions about the meaning of discrimination and right to access. In this unit, students will achieve a deeper understanding of their right to access particularly with video programming and the many steps and battles on the road to where we are today.

Unit 3 empowers students with legal and procedural information on how to seek redress and find helpful resources for understanding and pushing back against discrimination. These students will be able to explain where people can find related legal information online in both ASL and English as well as key organizations and government agencies that can assist. This unit encourages students to take responsibility for their own rights by taking on incomplete compliance and filing complaints to improve compliance. They will conclude Unit 3 and the curriculum by filing an authentic closed captioning complaint with the Federal Communications Commission.

These units are designed to be taught in sequential order as students build their knowledge of their disability rights and available resources to help them respond legally to discrimination in real life. The overarching goals of this curriculum are to provide students with critical knowledge that will help them navigate an often-discriminatory world. This may be the first curriculum designed to teach high school Deaf students about their disability rights.

Evaluation Plan

The overarching goal of this curriculum was teaching Deaf students to own their disability rights. The curriculum focused on improving students' knowledge of disability rights, having them retell critical historical disability rights events, and teaching them how to find information and resources they can use to seek redress for infringement on their disability rights. Throughout the curriculum's three units and eight lessons, students produced a variety of different kinds of work products, both individual and collaborative, and were evaluated quantitatively and qualitatively.

At the beginning of the curriculum, students were tested for their knowledge of disability rights, available disability resources for seeking redress, and the history of disability rights through a multiple-choice test. These scores were broken down into specific areas and allowed the teacher to identify general areas of strength and weakness among the students as well as identify specific students who might need extra support. At the conclusion of the curriculum, students were once again tested on these areas of knowledge. The results of both tests were compared to show how much the students learned.

True to this curriculum's bilingual mission, student work was produced in both ASL and English and evaluated accordingly. They produced work in ASL such as presenting about what improvements they would like to see to their disability rights and reenacting the history of captioning rights. Class discussions allowed students to use, digest and increase background and content knowledge. In English, they wrote stories describing life for Deaf people before key disability rights, thank you letters to those who fought for these rights they enjoy today, filled out worksheets with scenarios and

questions addressing disability rights and ways to seek recourse, and as a class they created a timeline of key disability rights. Their critical written and signed reflections demonstrated various problem-solving strategies. These assignments challenged students both in ASL and English. The filing a complaint with the Federal Communications Commission project in English provided a practical way to apply what they have learned and become an active contributing Deaf citizen.

The students submitted journal entries after each lesson explaining what they learned from each lesson. This provided valuable feedback to the teacher demonstrating what students learned from each lesson. Moreover, the teacher wrote reflections following each lesson which included assessments and feedback from the Cooperating Teacher (CT).

Student work was preserved in written journals, interview stories, thank-you letters, worksheet answers, and captioning complaints as well as video form with presentations on what improvements they'd like to see to their disability rights and a reenactment of the history of captioning rights. The teacher evaluated each assignment, graded them accordingly and provided feedback. A balance of larger assignments, daily evaluations, and group work allowed the teacher to determine whether the three curriculum goals were met. Student work samples can be found in the appendix B. Appendix A has the full lesson plans, worksheets, and assessments.

Implementation Report

School Context

This independent residential school in California was founded in 1860. In 1980, the school moved to its current location where it's situated on a large grassy campus in a residential area of a major metropolis. The school is made up of many single-story buildings where each department usually has its own building such as one for the high school.

This school is located in a suburban city with about 230,000 people (City Demographics, 2017). It is largely a bedroom community for tech employees who are highly educated white-collar employees and 49% of residents have Bachelors, Graduate, or Professional degrees (City Demographics, 2017). The city is very diverse with a significant number of Asians. The 2010 U.S. Census reported that the city is 50.6% Asian, 32.8% White, 14.8% Hispanic, and 3.3% African American (City Census, 2010). The largest Asian group are Indians with 18.1% of the total population. Moreover, the median income for a household in the city is \$114,000 (City Demographics, 2017). The city is a relatively affluent city with very high housing prices.

The school is an accredited school in the state of California which serves Deaf children. The school serves Deaf children in northern California between the ages of 3 and 22. All services and education at this school are free for its students. Moreover, this school teaches to the California State Board of Education Standards, the State Industry Standards, and the Special Education Administrators of County Offices' Alternative

Curriculum Standards (About School, n.d.). The school is also accredited by the Conference of Educational Administrators of Schools and Programs for the Deaf.

This school is a bilingual school where students are taught in both ASL and English. Teachers at teachers are expected to be fluent in both languages and use both languages in the classroom. This school is committed to being a language-rich as well as culturally rich environment where the development of the whole student is valued. “The school values itself as a multi-cultural community of varied ethnic backgrounds through which people are able to learn and work together to promote the academic, linguistic, vocational, cultural, social, emotional and physical development of Deaf children” (School Vision & Mission, n.d.). It’s a safe place where students are challenged academically and teachers are expected to integrate best practices in Deaf education as well as the latest curriculum and pedagogy standards. The school is a community of parents, student, staff, the Deaf community, and the community at large which are all valued.

Vision

The [school] is an internationally renowned leader of bilingual education, providing a positive learning environment in which all Deaf students thrive (School Vision & Mission, n.d.).

Mission

The [school] is recognized for academic rigor and direct instruction in American Sign Language and English. Through our fully-accredited programs, visual learning environment and strong partnerships with families and communities, our students experience rich language opportunities, develop appreciation for diversity and lead fulfilling lives (School Vision & Mission, n.d.).

School Learning Experience

School Students will:

- have healthy Deaf identities through shared experiences, language, culture, history and society.
 - be competent bilinguals in ASL and English.
 - achieve their academic and career goals.
 - be independent critical thinkers committed to lifelong learning
 - contribute to their community as advocates for rights and social justice.
 - be literate and responsible in the use of technology.
 - lead active and healthy lives
- (School Vision & Mission, n.d.)

School Enrollment

According to the Student Information Management Coordinator, the school's total enrollment was 406 students (Student Information Management Coordinator, personal communication, May 25, 2017). In addition to the Student Information Management Coordinator's 2016-2017 enrollment numbers, the California Department of Education's School Accountability Report Card has some information for the 2014-2015 and 2015-2016 school years (California Department of Education, 2016):

Enrollment by Grade Level			
	2014-2015	2015-2016	2016-2017
K	10	10	15
1 st	11	10	13
2 nd	16	14	11
3 rd	20	17	16
4 th	20	22	17
5 th	23	21	22
6 th	35	28	25
7 th	23	36	28
8 th	34	26	38
9 th	35	37	38
10 th	48	39	40
11 th	56	50	40
12 th	79	82	53
Total	410	392	406

Figure 1: Enrollment Trend by Grade Level

Gender of Students 2016-2017	
	Percentage
Female	50% (201)
Male	50% (205)

Figure 2: Gender of Students¹

Student Race/Ethnicity 2016-2017	
	Percentage
Black or African American	10.5% (43)
American Indian or Alaska Native	0.02% (1)
Asian	15.2% (62)
Hispanic or Latino	45% (183)
Native Hawaiian or Pacific Islander	0.7% (3)
White	28% (114)

Figure 3: Student Race/Ethnicity²

Day / Residential Students 2016-2017	
	Percentage
Day	43.5% (177)
Residential	50.5% (205)

Figure 4: Day / Residential Students³

School Teachers

According to the Student Information Management Coordinator, there are 80 direct instruction teachers.⁴

Gender of Teachers 2016-2017	
	Percentage
Female	64% (51)
Male	36% (29)

Figure 5: Gender of Teachers⁵

¹ Student Information Management Coordinator, personal communication, May 25, 2017

² Student Information Management Coordinator, personal communication, May 25, 2017

³ Student Information Management Coordinator, personal communication, May 25, 2017

⁴ Student Information Management Coordinator, personal communication, May 25, 2017

⁵ Student Information Management Coordinator, personal communication, May 25, 2017

Teacher Race/Ethnicity	
2016-2017	
	Percentage
Black or African American	1% (1)
American Indian or Alaska Native	(0)
Asian	7.5% (6)
Hispanic or Latino	10% (8)
Native Hawaiian or Pacific Islander	(0)
White	81% (65)

Figure 6: Teacher Race/Ethnicity⁶

School Schedule

The school's high school schedule uses a block schedule for Mondays through Thursdays and then each class meets on Fridays. Every week the block schedule will alternate between a "Block A" week and a "Block B" week. Moreover, during the last 30 minutes of the day on Mondays through Thursdays, students have "P.S." time when they go to their homeroom and use this time to catch up on assignments, go to appointments, or meet with teachers.

⁶ Student Information Management Coordinator, personal communication, May 25, 2017

Time	Mon.	Tues.	Wed.	Thurs.	Time	Fri.
8:00 – 9:27	1st Period	2nd Period	1st Period	2nd Period	8:00 – 8:36	1st Period
					8:38 – 9:14	2nd Period
9:31 – 10:58	3rd Period	4th Period	3rd Period	4th Period	9:16 – 9:52	3rd Period
					9:54 – 10:30	4th Period
11:01 – 11:31	Lunch				10:32 – 11:08	7th Period
11:34 – 1:01	7th Period	6th Period	7th Period	6th Period	11:10 – 11:46	6th Period
					11:48 – 12:24	Lunch
1:05 – 2:32	9th Period	8th Period	9th Period	8th Period	12:26 – 1:02	8th Period
					1:04 – 1:45	9th Period
2:36 – 3:06	P.S.					

Figure 7: Block Schedule A

Time	Mon.	Tues.	Wed.	Thurs.	Time	Fri.
8:00 – 9:27	2nd Period	1st Period	2nd Period	1st Period	8:00 – 8:36	1st Period
					8:38 – 9:14	2nd Period
9:31 – 10:58	4th Period	3rd Period	4th Period	3rd Period	9:16 – 9:52	3rd Period
					9:54 – 10:30	4th Period
11:01 – 11:31	Lunch				10:32 – 11:08	7th Period
11:34 – 1:01	6th Period	7th Period	6th Period	7th Period	11:10 – 11:46	6th Period
					11:48 – 12:24	Lunch
1:05 – 2:32	8th Period	9th Period	8th Period	9th Period	12:26 – 1:02	8th Period
					1:04 – 1:45	9th Period
2:36 – 3:06	P.S.					

Figure 8: Block Schedule B

Classroom Teaching

I taught all four of my Cooperating Teacher's U.S. History classes during the last part of the Spring semester. I implemented my thesis curriculum with her highest class – a 50% ASL and 50% English class – with 13 smart and capable high school juniors during the 1st period. While I taught my thesis curriculum to her other three U.S. History

classes, I modified my lessons and requirements to meet their educational and linguistic needs. However, this thesis focuses solely on her 50-50 class.

In the 50-50 1st period class I taught five boys and eight girls in a very diverse class. Three students were African American / Black, three were Asian, two were Hispanic / Latino, four were white, and one was biracial. Five of the thirteen had at least one Deaf parent, two of whom did not have Deaf parents but had Deaf siblings, and the remaining six were the only Deaf members of their families. Seven of the thirteen students were residential students while six were day students.

Lesson Reflections

I taught seven of my eight curriculum lessons and did not teach my last lesson due to scheduling constraints.

UNIT 1 – LESSON 1: Life Before Key Disability Rights

Reflection

This opening lesson was taught in two parts: 60 minutes on April 11, 2017 and 90 minutes on April 26, 2017. The reason for the large gap between parts is because we had spring break in-between. The first part focused on developing questions for the guest speakers while for the second part students interviewed the guest speakers about life before key disability rights.

During the first part, we discussed the nature of disability rights, whether Deaf rights are part of disability rights, and students listed some of their disability rights. I was impressed with my students' knowledge of their disability rights such the anti-

discrimination nature of the ADA and their right to interpreters in different settings. Moreover, they understood that captioning and VRS were services they received as a result of their legal rights. This discussion also linked the civil rights movement with the disability rights movement and the students had a strong sense of duty to support the rights of other minority groups and had faith that others would support their Deaf rights.

We also discussed what life was like before key disability rights. Many of my students have parents who are also Deaf and these students shared what they'd heard from their parents about life without relay services, captioning, and interpreters. They gave examples like having a hearing neighbor make phone calls, not understanding what was said on television, and writing notes with doctors or co-workers. One student summed up life before key disability rights as awful.

The students then worked in pairs to develop five questions each that they'd like to ask two older Deaf adults about life before key disability rights. The class then voted on eleven questions to ask:

- How did you feel when videophones came out?
- Do you prefer life today or in the past?
- Did you have access to ASL growing up at school?
- What do you want to see improve that still hasn't (i.e. barriers)?
- When disability rights started passing, what right did you most want to have?
- What difficult experiences did you have as a Deaf person growing up?
- What did you do when there was no TV captioning?
- What did Deaf people feel/think about earlier civil rights efforts (i.e. blacks)?
- Did you want to go to a mainstream school?
- What was life like without relay services? How did you communicate?
- What was it like trying to get a job in the past?

On April 26, 2017 the two guest speakers, both former school employees and Deaf senior citizens, came to class and answered questions from the students for the full 90 minutes. My students were fascinated with their stories about life without TTYs, relay

service, captioning, emergency alerts, and interpreters. One guest speaker told the story of a tornado barreling through her town while she was staying at the residential school for the Deaf and worrying about the safety of her Deaf mother who was at home and had no idea a tornado was coming through. They also shared about making up stories for uncaptioned films, relying on hearing people to help and make telephone calls for them, and how the community supported each other through sharing information and such.

Despite the lack of access and legal rights, both guest speakers spoke fondly of the days long past and said it was more peaceful, less stressful, and they missed the quality time people spent together. My students were very surprised they didn't think life was awful back then and some students acknowledged how wired into social media they are and wished for a slower paced life with more appreciation for nature. Nevertheless, they came away with a very clear understanding of what life was like for Deaf people before key disability rights.

Lesson 1 was successful and my students were very engaged in both parts of the lesson. They worked well developing questions for the guest speakers and when the guest speakers came to class they were respectful, engaged, and asked great questions. I provided support throughout – helping them word questions, suggest ideas for questions, and moderating the class discussion. After the students worked together in pairs to develop five questions for the guest speakers, they wrote them on the board and then the whole class reviewed the questions. I had students put a star next to the questions they liked the most and that's how we ended up with our eleven top questions. Moreover, during the interview, the students were a little slow warming up and these prepared questions went a long way in keeping the momentum going before the students kicked in

with many of their own questions. I also gave these questions to the guest speakers in advance and they had really thought through their responses and gave fascinating in-depth responses.

It was not easy finding guest speakers who could come during the school day but I had an early start. Moreover, I videotaped the interview so that students who missed class or those in other classes could see the interview.

Assessment

My students did a great job thinking about what life might have been like before key disability rights and their thinking guided them in developing questions for the guest speakers. Their prepared questions were excellent as were their additional questions during the interview. The interview as well as development of questions had the full involvement of the class.

The students for homework had to interview a Deaf person over age 40 about life before key disability rights and write a one-page reflection about how they imagined life was like back then. The students who did submit this assignment interviewed people who shared many of the same experiences as the guest speakers but some had their own stories about more recent years like how frustrating it was using TTYs as opposed to the video phone. In their reflections, many naturally wrote about frustrations not understanding the television or asking others to make calls for them. But many of them also wrote about positive things about the old days such as imagining they'd get out more, enjoy nature and read more books.

Their journals in response to the guest speaker expressed awe at some of the difficulties such as asking neighbors to call doctors or not knowing about a dangerous

tornado, however some wished for certain virtues of the good old days such as stronger ties with family and friends.

Using a rubric, I evaluated whether they interviewed a Deaf adult over age 40 about past experiences, if the summary was clear, if the summary shows the challenges before key disability rights, spelling/conventions, and if it was submitted on time. My students averaged 74% on this assignment and a high number submitted their papers late or did not complete the assignment. Their summaries were clear and their reflections showed both the good and bad of life before disability rights.

The biggest challenge in this lesson was getting students to do their interviews and reflections. A good number of my students did not complete this assignment. When I asked them why they didn't do their assignments, they said they were busy or would do it later. I checked with them to make sure they had a clear understanding of what they needed to do and they did. Future teachers might want to give class time for the reflections or even discuss with students who they will interview and when. Almost all did their journal entries as I gave them time in class to do these.

It was clear from the interview, assignments, and journals that my students had a clear understanding of what life was like for Deaf people before key disability rights and described it proficiently in both ASL and English. They not only were able to understand/imagine the struggles but also they even saw some positive things about life before key disability rights like closer community ties. It was clear that my students gained a profound understanding of the challenges Deaf people experienced before key disability rights. In the future, others may want to find guest speakers who are more

diverse such as from different parts of the country by using FaceTime or other media resources.

I prepared an idea bank for my students to write about and when I asked if they needed it they said they did not. My Cooperating Teacher (CT) agreed too.

Feedback from CT

There were 13 students in the class and my CT encouraged me to be on the lookout for students' whose attention might be wavering during the first part of the lesson. She thought it was great how we prepared questions together as a class and then used them to ramp up the interview questions. She even asked the guest speaker some questions such as related to their background to provide context for my students – were they from Deaf or hearing families, which state were they from, and what school did they go to.

UNIT 1 – LESSON 2: Disability Rights Timeline

Reflection

This lesson was taught on May 2, 2017 and for 90 minutes. The students watched the movie “Lives Worth Living: The Great Fight for Disability Rights” and then worked on creating individual timelines of seven key disability rights.

I opened the second lesson asking them what came before disability rights thus effectively linking this curriculum to what they had been learning about the civil rights movement. My students made connections between the successes of civil rights for women and people of color with what was accomplished later for those with disabilities. I also asked them what they thought it was like fighting for disability rights and while they

imagined it was hard, they had no idea what the struggles were like. Moreover, I asked my student if they knew the years any of their disability rights were passed – one student knew the ADA was passed in 1990.

I then showed them the movie “Lives Worth Living” which lasted for almost an hour. The students were engaged and clearly enjoyed the movie. Following the movie several said they couldn’t believe how much work it took to get certain disability rights passed and how much resistance people faced. I knew this was a wonderful movie but I didn’t anticipate how well it transported my students into the struggles of the past – there’s an amazing amount of footage of the battles for Section 504 and the ADA. It was clear that my students not only learned about the history of these rights, but felt the frustrations and euphoria of getting these laws passed.

Following the movie, the students started to work on their individual timelines for the last 20 minutes of class. I had initially planned to have groups make timelines but given time constraints, what was originally a class activity became homework. All of my students had smartphones and were able to use them to look up dates, descriptions of each right, and read about them on the NAD’s website.

Lesson 2 was largely successful as my students gained appreciation for the efforts behind their disability rights, learned about specific disability rights, and learned when these rights were passed. However, I had to make some adjustments to this project. First, I changed it from a class activity where they were to do in-depth research on each right, create a group timeline, and then present what they learned/created in ASL. I only had 90 minutes for this lesson rather than two classes – with a total of 180 minutes. So, I made this something they could do individually for homework and instead of using complex

secondary sources to explain each right in their timelines, I had them explain why each right was important. If I had more time in class, I could have provided them with the support they needed to do in-depth research. Nevertheless, this project and the video oriented my students to key rights, the timeline they passed, and why they were important.

Assessment

My students linked disability rights with earlier civil rights efforts and understood disability right's place in history relative to other civil rights. They created timelines with all seven key disability rights and in chronological order. Almost every student placed the laws in correct order and with the correct dates. The students struggled more with explaining why each right was important – such as the Decoder Act vs. the Telecom Act. The decoder act requires captioning support in TV (captioning chip) while the Telecom Act requires television programs to be captioned. I did not expect my students to fully understand these laws at this early stage, but I wanted them to get a taste as the second unit focused on specific rights.

I used a rubric to evaluate my students and focused on whether the timelines were chronological, had clear sentences explaining the importance of each right, included informative illustrations, and this was submitted on time. My students averaged 81% on their timelines. They did well with placing rights in chronological order and providing illustrations, but some struggled to explain why each right was important and some submitted their timelines late. I'm not surprised some struggled with the sentences since these rights are often complex and have many parts. In class, I explained each right and the handout included some information. Nevertheless, they did well on their timelines.

I wish we had more time to discuss these rights in ASL but my students are almost all college bound and are generally equally comfortable in ASL and English. I should have sat next to the screen during the movie “Lives Worth Living” and added input/commentary.

The students did a good job on their timelines and their journals reflected their empathy for those who fought for the disability rights they enjoy today. The journals largely discussed the struggles for different rights and how important these rights are. Ultimately this lesson hit on two of my three curriculum goals. The movie helped them see the history of disability rights related to Deaf people and understand its importance and the timelines improved their knowledge of different key rights and when they were passed.

Feedback from CT

My CT suggested that in the future I sit next to the movie screen and provide commentary such as pointing out that Senator Harkin had a Deaf brother. Moreover, that I write the expectations/activities on the whiteboard during the lesson so that students can refer to them after the smartboard is turned off.

UNIT 1 – LESSON 3: The Future Improvements: Disability Rights

Reflection

This lesson was taught on May 4, 2017 and for 90 minutes. I presented for about an hour along with several discussions on what kinds of barriers we expect to see for Deaf people in the future. Then students spent the last 30 minutes developing outlines for

video presentations where they explained what they wanted to improve for Deaf people in the future and how they would help make these improvements.

I opened my lesson by asking my students who created their disability rights and how they got them. They discussed how Deaf people and allies worked together to create rights such as through lobbying, protesting, and community organizing. My students ultimately recognized that our rights were created by people like themselves and that they have the ability to create new disability rights – and be the change they wish to see in the world. We discussed the changes they'd like to see – captioning for all online videos, video remote interpreting at restaurants, an ASL version of Siri, more support and recognition of Deaf people and our culture, and even limits on stem cell research. Then I challenged my students to think about how they can make improvements/changes to their rights and they suggested – lobbying congress, reaching out to the NAD, raising awareness, contacting the White House, petitions, and more.

I then showed them two short YouTube videos about the future – one showed digital screens embedded in glass surfaces of every kind. Like screens in our fridges, counter tops, bathroom mirrors, and even the sides of buildings. The second was an advertisement for Google Home which is a device that communicates with people in their homes via speaking. People ask it what is the weather, how to say a word in another language, to turn off the lights and more. Everything is aural and my students were very upset to see yet another barrier down the road for them. They discussed how it feels like our community is always catching up. I asked them if their reactions to the video was how Deaf people reacted many years ago to the first commercial telephones and televisions. They agreed and made the connection between how older generations fought

hard for equal access and they would have to keep the fight going. We discussed the kinds of rights we'll need in the future such as ASL versions of these talking devices, captioning for more products/videos, and the ability to communicate with “robots” or “AI.”

Then my students broke up into groups of three where they brainstormed ideas for their video presentations – what they want to see improved and how they will help make this improvement. They then created outlines for their video presentations, rehearsed their presentations and then presented on camera.

Lesson 3 was very successful. The presentation/discussion was thoroughly engaging and the students especially enjoyed the YouTube videos about future technology which created new barriers for Deaf people. Their contributions in problem solving stimulated much discussion. I wasn't able to videotape everyone that day but we found time to finish all the videotaping at the end of the week.

Assessment

My students did an excellent job explaining what improvements they wanted to see to disability rights and how they would make these improvements. Some discussed a hologram for Google's Home device, requiring captioning of all online videos, bans on stem cell research, video remote interpreting in restaurants, and more. They all provided good plans for what they would do to make these improvements – public awareness, working with NAD, petitions, lobbying congress and/or the White House. The quality of the students' work was excellent and they clearly enjoyed the lecture/discussion/videos as well as their presentations. I used a rubric to evaluate their video presentations.

I used a rubric to evaluate my students which focused on how well they explained their improvements as well as how they will make them happen, whether the improvements discussed are valid, and finally on clarity and timeliness. I was incredibly impressed with every single student and all of my students got perfect marks. It was easily the best class thus far.

This lesson hit all three of my curriculum goals. First, in videos/journals, students made many connections to the past and how people in the past fought for our rights today. They discussed how people fought for TV captioning and relay services and that we will have to do the same for new technology like Google Home. Second, during the lesson, students discussed some of the rights we already have like captioning, relay, interpreters in hospitals in order to figure out what areas we don't have protection and need to improve. There was a discussion about VRI in hospitals as well as what stuff online isn't required to be captioned – consumer generated media is a big uncovered area. This demonstrated how the students have been building an understanding of their rights and were able to explain areas in their videos and journals where they need more rights. Finally, we discussed some resources they could use as they make efforts towards their topics for improvement. Their journals and presentations reflected these resources as they mentioned using them in order to help improve on their rights.

One area of improvement was when I was videotaping, I asked students to practice their video presentations and many did not. In the future, I recommend an activity during this “down time” so that students are kept busy.

CT Feedback

My CT suggested having an activity for students when filming students individually so that they aren't left without much to do. For instance, I might have a brainstorming chart for students who finished their presentations to fill out with different discriminatory scenarios in every area of life and require them to come up with creative solutions such as museum guides on iPhones in ASL.

UNIT 2 – LESSON 4: Where Our Rights Come From

Reflection

This lesson was taught on May 8, 2017 and for 90 minutes. I presented for about an hour on the history of rights in the west and tied the evolution of our legal rights to our disability rights today. Then students spent the last 30 minutes reading an article about the history of disability rights and answering worksheet questions.

I opened my lesson by asking my students where rights come from and what it means to have rights. At first my students talked about disability rights but with some prompts and encouragement, I got them thinking about basic rights like life, liberty, and the pursuit of happiness. Moreover, we discussed the evolution of natural rights from the divine right of kings to Locke's philosophies which influenced the framers of our constitution. The students seemed fascinated by the idea that there was a time when people really had no rights and through our democracy, individual rights were created by people.

We then discussed discrimination. Several students shared personal experiences of discrimination such as one girl explaining that her brother was picked on at school

because he was Mexican. Another shared about her father being mistreated because he was Deaf. Moreover, a few shared about mainstream experiences where they didn't have interpreters at times or were treated as second class citizens. We discussed how anti-discrimination principles have been codified in law, but that not all groups are protected. For instance, the Civil Rights Act of 1964 recognized sex, race, age, nationality, and religion. However, it did not protect against discrimination on the basis of disability, sexuality, immigration status and so forth. We even discussed what today's undocumented people are going through in the U.S. and made comparisons to the past struggles of other disenfranchised groups.

We then discussed different models for disability rights – a civil rights model based on ant-discrimination laws which is what we have in the U.S. as opposed to a public benefits model which is common in Europe. The students recognized the good and bad in both models – for instance with the public benefits, being able to get interpreting services from the government and employers not having to pay for accommodations. However, they saw that with a civil rights model, the rights cannot be taken away but benefits can be reduced such as in a bad economy. We discussed the public utility model and how we all share the costs of many things such as we subsidize airports and passport control for the wealthy. Hence there's no reason we cannot share the costs of VRS or interpreters.

We had a short discussion about civil law v. common law and I showed a clip of the opening scene from the movie "Gladiator." It shows the Roman army lined up and ready for battle against the barbarians. The Romans look majestic and far superior to the barbarians who are dressed in animal skins and have very rudimentary weapons. I asked

students where our legal system came from – the answer is the barbarians who used common law. I was a bit worried about showing the opening scene since it was a little violent but my teacher said it was ok and I gave my students advance warning. They seemed to be totally surprised that our legal system came from the barbarians.

For the last 30 minutes, the students read “A Brief History of the Disability Rights Movement” and answered worksheet questions. I let them work in pairs if they wanted but they all wanted to work independently. I also supported them by answering any questions they had.

Lesson 4 was very successful. The teacher presentation stirred a lot of discussions and the students seemed thoroughly engaged. They answered my general questions well such as about which disability model they prefer – Europe’s or the United States or which groups today are still struggling to get recognition of their civil rights (several said undocumented immigrant populations). Moreover, students showed critical thinking skills such as evaluating whether the promise of the ADA has been fully realized. For instance, employment rates among people with disabilities has generally not improved much since 1990 and some students wondered if requiring interpreters/accommodations in workplaces has created a disincentive towards hiring Deaf/people with disabilities. Then they did their reading/worksheets without any issues. The class averaged 92% on the worksheet.

Assessment

My students were engaged and while the teacher presentation was an hour long, they didn’t lose interest. They took a real interest in issues of discrimination and especially experiences close to home. It really helps when I make personal and world

connections to the topics I am discussing such as in the discussion about the civil rights disability model v. the public benefits model to include examples and ask them how they'd feel in different situations. For instance, in some European countries, when there are budget cuts, the government will cut free interpreting services or VRS. This was hard for my students to believe but on the flip side, companies in some European countries may be more willing to hire Deaf employees since they can get some free interpreting services from the government. The best part of teaching students about disability rights is making these cross cultural and cognitive connections and seeing students think.

This lesson hit on the first two of my goals. First, we made connections to the history of disability rights both in our discussions such as about disability rights evolving from earlier civil rights efforts. They also had to read an article about the history of disability rights and answer related questions. For the second goal, while we didn't discuss specific rights in depth, their article mentioned and explained key disability rights and when/how they were passed.

CT Feedback

My CT thought the lesson was good and found the Gladiator clip creative. She felt the students were engaged and made good comparisons between different societies/philosophies.

UNIT 2 – LESSON 5: Access to Video Programming

Reflection

This lesson was taught on May 10, 2017 and for 90 minutes. The goal of this lesson was to teach students about their rights to access video programming. I presented

for about an hour on different closed captioning laws as well as the NAD v. Netflix decision. Then my students spent the last 30 minutes doing skits of different captioning rights. Their skits showed the history of captioning rights and gave examples of why each right is important. During my lesson, they did a completed an open question worksheet on captioning rights.

I opened my lesson asking students what rights they have to access video programming. Many knew that almost everything on TV had to be captioned but were less sure about online programming. Based on the discussions, they did know that TV advertisements don't need to be captioned.

As I introduced captioning rights, I started with the Decoder Act and it was challenging trying to explain how a captioning decoder works. I drew pictures on the board to show how the decoder will decode encoded captions sent through the TV cables. We then discussed general TV captioning rules and many couldn't believe that it wasn't until 2006, while they were young children, that almost 100% of TV programs had to be captioned. We discussed different exemptions from TV captioning rules such as local news in small markets, late night programming, and TV ads. Many were upset about these exemptions and felt we still haven't reached equality. Several mentioned how captioning benefits hearing people.

We then discussed the CVAA and how it only covers programs first shown on TV with captions and later online. My students quickly realized how much online programming is not covered – such as Netflix shows – “13 Reasons Why” and “Riverdale.” I explained that this was a compromise that the NAD was offered from Congress on the CVAA and asked them if it's better to accept some improvement or keep

fighting for full equality. They were reasonable and said it's better to get what you can today and then keep fighting for more tomorrow.

My students enjoyed learning about NAD v. Netflix and the legal strategies involved. They even said they felt lucky because sometimes lawsuits aren't successful. I let them fill out the worksheet on their video programming rights during my lesson since this information is hard to find online and there are no real articles explaining captioning rights.

For the last 30 minutes, my students split into two groups and were asked to do short skits about their captioning rights. One group had someone in their team demonstrate inaccessible TVs, online shows, and Netflix programming with a man just speaking. Then a new scenario was provided when a law was passed or a lawsuit won, then the same man started signing. It was pretty cool to see how students were thoughtful of technological devices that would assist change such as adding the decoder chip into his side and other things. The other group had a narrative with a person walking through time and others explaining the different technological advancements made in captioning. Both groups were terrific.

Lesson 5 was successful. The presentation was informative but maybe a bit too detailed for my students. Luckily, they are a pretty high level group and were able to process the different details related to each captioning law. Their skits were excellent and they seemed to really enjoy the skits. I let them do the worksheet during my presentation since I wasn't sure how much they'd remember and it'd be hard for them to find answers on their own.

Assessment

While my students did a good job discussing the different captioning laws, I realize all the different captioning laws are quite complex. It might be worth trying to lessen the amount of details such as skipping the part about the decoder act since it's really a non-issue today. Virtually every TV and video platform now supports captions with decoders. However, the skits were excellent and I feel my students got enough support with the complex subject matter. I believe my presentation was clear, students asked good questions, they had their video programming rights worksheets to fill out during my presentation, and then discussed captioning rights in their groups as they prepared skits – thus they had plenty of support to understand these complex rules.

I used a rubric to evaluate their skits and focused on chronological order, importance of each right with examples, and good ASL as well as timeliness. Both skit groups earned 92%. One group did an excellent job with examples but switched the order of two rights and the other group didn't clarify the difference between the CVAA and NAD v. Netflix well in their examples (CVAA = all programs shown on TV with captions and later online must be captioned while NAD v. Netflix decided that online video programming distributors like Netflix need to caption their content regardless of the CVAA under the ADA). On the worksheet, the class averaged a strong 88%.

This lesson was mainly about goal number two – learning their disability rights. They learned detailed information about captioning laws. Their skits showed that they understood their captioning rights and the importance of each right. We did touch on goal 1 as we discussed the history of captioning laws such as the lawsuit against Netflix and the fight to pass different laws.

In the future, I might add videos showing the lack of captioning today. For instance, many online video clips are not captioned or I could even show videos of poor quality captions and ask them about captioning quality rules.

CT Feedback

My CT appreciated me making connections between captioning laws and the experiences of students. She suggested being more specific in explaining what students needed to know for their worksheet related to their rights to access video programming and the skit.

UNIT 2 – LESSON 6: Titles II and III of the Americans with Disabilities Act (ADA)

Reflection

This lesson was taught on May 16, 2017 and for 90 minutes. I presented for about an hour on Titles II and III of the ADA. Then my students spent the last 30 minutes working on their ADA worksheets tested their knowledge on which part of the ADA applies to different situations and what kind of accommodations they can expect if any.

I opened my lesson asking students about how the ADA affects their daily lives and reviewed how the ADA was passed – via bipartisan effort. I shared stories about how Sens. Dole and McCain, who were wounded in wars, pushed hard for the ADA. I also shared about how DPN added momentum to the effort to pass the ADA. My students enjoyed these stories and were responsive.

I then dove into the ADA and explained each of its sections and then we had a long discussion on the differences between Title II (public entities) and Title III (private

businesses). I provided examples of different places had them discuss which title applied and why.

We then dove into the details of when and what kind of accommodations are required in different situations to achieve effective communication. They had to think about what they can expect, say for ordering food in a restaurant or a field sobriety test. I then added actual case law information about real Deaf people who sued such as for an interpreter during a field sobriety test (he lost). They learned about the three-factor test for determining what kind of effective communication is required: nature, length, and complexity of the communication. Some of these scenarios were tough and didn't have clear answers, however, they were great for our discussions.

Finally, we discussed actual cases where Deaf people sued under the ADA. I included rich details such as about a man from Ethiopia who was kept in jail for 42 days without access to interpreters. These stories clearly got my students' attention. I also had my students share experiences of their own and those they know where they might have been discriminated under the ADA. Several shared stories about the lack of interpreters for doctors' visits or hating VRI in hospitals.

My students then did their ADA worksheets where they identified whether Title II or III of the ADA applied and what kind of accommodations could be requested, and I provided support. The class averaged 75% on the worksheet and struggled with a couple of challenging questions – the first being whether a Deaf person has a right to an interpreter during a field sobriety test on a rural highway. Several students naturally felt the person had such a right but didn't consider the reasonableness of this accommodation. The second question they struggled with was whether a Deaf college student who is given

a talented but uncertified interpreter has a right to a certified interpreter. Several felt we always have a right to certified interpreters but did not thoroughly consider that their right is to effective communication and a talented yet uncertified interpreter can provide effective interpreting. We discussed these challenging questions afterwards and the students then understood the correct answers. Overall I was pleased with their understanding of complex ADA issues.

Lesson 6 was successful and my students did a good job on their ADA worksheets. One thing I might change is discussing actual cases at the beginning and not the end. This will serve as a better hook for my students. Like the captioning presentation, there was a lot of details and this was not always easy for my students. However, I feel that the worksheet helped clarify the important issues in my lesson.

Assessment

While my students did a good job discussing the ADA, I realize that the ADA is quite complex. This is the same problem I had with the captioning lesson and one way to make it less complex would be simply providing a thematic unit such as focusing on effective communication and ignoring the differences between Title II and Title III places (public entity v. private business) as both Title II and Title III places must provide effective communication to Deaf people. Nevertheless, my students asked good questions, enjoyed the real-life stories about different cases, and were able to complete their worksheets well. In their journals, many discussed the difference between Title II and III places as well as what kind of accommodations they can expect in different situations (i.e. restaurant v. doctor's office).

This was very much about goal number two as students learned about their ADA rights. Through our discussions and their homework, my students showed they understood the difference between Title II and III as well as the meaning of effective communication.

In the future, I think I will discuss some actual ADA cases at the beginning to better hook my students for the more detailed information on the ADA.

CT Feedback

My CT found the lesson very informative and thought the interactive discussions about scenarios were good. She encouraged me to better distill my information so that it isn't too complex.

UNIT 3 – LESSON 7: Disability Rights Resources

Reflection

This lesson was taught on May 18, 2017 and for 90 minutes. I presented for about 30 minutes on resources and redress. Then my students spent the last 60 minutes searching online for different disability rights resources such as how to file federal complaints with different agencies, where to find a disability rights lawyer who knows ASL, and more.

I opened my lesson asking students what they should do in response to discrimination. A few students suggested suing, some suggested contacting the NAD for help, and others said to be straightforward with the discriminator and tell him/her what he/she is doing is wrong. I then asked my students what have they done when experiencing discrimination on the basis of being Deaf. Some said they complained to

higher ups, none ever reported it to an outside authority or disability rights organization, and most did nothing.

I asked my students about resources they can use if they experience discrimination. Their answers ranged from contacting the NAD to asking people they know for help – namely, me, their teacher. I also asked if they thought it would be hard to find a lawyer and if lawyers were expensive. They generally agreed that disability lawyers are hard to find and are probably expensive. I explained how many disability lawyers work for contingency fees where clients only pay a percent of their winnings. However, the flip side is these lawyers only want the strongest cases and those with weaker cases struggle to get help.

They were surprised to learn that for some rights they can only file complaints and cannot sue such as lack of captioning on television. They asked questions about filing federal complaints, how it works, and wondered about how often people get help. Moreover, they could not name an organization besides the NAD that can help them if they face discrimination. The good thing is that they're familiar with the NAD and contacting the NAD will lead to learning about other resources and options especially if the NAD cannot help.

Through our discussions, my students figured out which federal departments to file complaints with depending on the nature of different kinds of discrimination. They also appreciated the NAD's webpage on "How to File a Complaint" and its explanations in ASL.

The students then worked to find different resources online and wrote down the websites for these places. This took my students the rest of the class to complete and some had to finish as homework.

Lesson 7 was successful and my students did a good job on their resources worksheets. I felt that my students did better with a 30-minute presentation/discussion followed by an hour of working to find resources online. My students don't have the best attention span and 30 minutes felt perfect. Moreover, it's clear that my students like doing classwork and focus well.

One problem was that there were only 9 laptops for 12 students so I had some students share laptops.

Assessment

This lesson was successful and the students did a lot better with the shorter presentation and more time for classwork. They said they really liked finding the online resources themselves and feel that in the future they will be able to find them themselves. This is really good since it empowers them to take action or help others take action in response to disability discrimination. On the worksheet, my students averaged 79%.

This lesson was heavily focused on my third goal where students will find information and resources they can use to seek redress for infringement on their disability rights. They found many different kinds of information and identify the right places to contact depending on the discrimination experienced. Through searching the Internet, they individually found private lawyers who know ASL, agency websites for federal disability complaints, different disability rights organizations, and more.

CT Feedback

My CT felt the structure of the lesson was excellent and could see that the students liked having more time to do classwork.

UNIT 3 – LESSON 8: File a Captioning Complaint

Did not teach due to time constraints

Results of the Evaluation

The evaluation plan was utilized in order to measure the results of this curriculum. Overall every student demonstrated improvement in their understanding of disability rights throughout the curriculum. The main way of measuring improvement in their knowledge of disability rights was comparing the results of a pretest and posttest. The students' coursework as well as journals were also evaluated.

I tested my students' understanding within the areas of my three goals at the beginning of the curriculum through the pretest and posttest. Overall my students showed significant improvement and the test had 21 questions with ten on disability rights (Goal 2), six on disability history (Goal 1), and five on resources for redress (Goal 3). On the test, every student measured showed overall improvement ranging from 6% to 41% with an average improvement of 18%. The average score on the posttest increased to 90.8% from 71.5% on the pretest. On the posttest, no student scored below 85.7% and the highest score was 100%. More specifically, my students on the whole showed that they met each of the three goals.

Goal 1: Understand historical timelines for disability rights related to Deaf people and make connections between historical struggles for equality as it relates to everyday experiences of Deaf youth and their current rights of today. My students demonstrated improved knowledge of disability rights history in different ways. For instance, on the pretest/posttest disability rights history questions students improved 4% on average. Moreover, the class averaged 92% on their history of disability rights worksheet and almost all the students placed key disability rights in the correct chronological

order on their timelines, explained the importance of each right and provided clear illustrations for each.

Finally, while they averaged 74% on the interview/summaries assignment and a good number did not complete or submitted late, students were generally able to make connections between the disability rights they enjoy today. They demonstrated these connections in class discussions, questions for the guest speakers, and their video presentations where they suggested areas for improvement to their disability rights and how they will help make these improvements. While the students averaged 81% on their timelines, they all got full points for their video presentations.

Goal 2: Demonstrate a deep appreciation for the equality that has been achieved and their disability rights. My students demonstrated improved knowledge of their disability rights in different ways. For instance, on the pretest/posttest disability rights questions students improved 10% on average. However, on the ADA worksheet questions they scored on average 75%. While this wasn't as high as I would like, it demonstrated good understanding of their rights. On the video programming accessibility rights worksheet, the students averaged a strong 88%. On their skits, they averaged 92% and did an excellent job showing the chronological order of key captioning rights, giving examples of each, and using clear ASL presentation skills. This goal showed the strongest improvement and was the heart of the curriculum as students learned about specific rights they didn't know much about before.

Goal 3: Empower Deaf youth with knowledge of their disability legal rights and utilize information and resources that will support efforts to seek redress for infringement. My students demonstrated improved knowledge of ways to use resources to

push back against disability discrimination. For instance, on the pretest/posttest disability rights questions students improved 5% on average. However, on the disability resources worksheet the class averaged 79%. While this isn't the strongest, it still shows that they learned about different resources and 80% of the time knew which specific resources to use in different kinds of discriminatory situations. While I wasn't able to teach my eighth and final lesson on how to file a complaint, the understanding achieved in lesson 7 as well as their posttest improvement shows they met this goal.

This improvement is also reflected in the quality of student work submitted such as timelines, interviews, worksheets, and more. Overall my students did good quality work on class assignments. The only issue was that some students did not complete their assignments which from my understanding was not unusual for these specific students. Their journals were reflective and showed clear evidence of understanding. Some of the journals at the beginning were short and with clear expectations my students all wrote appropriate length journals that were reflective of the lessons.

This curriculum was successful and the two biggest challenges were time and students not completing their work. I was only able to teach seven out of the eight lessons and was not able to spend as much time on some lessons as I would have liked. However, the results speak for themselves and my students demonstrated clear progress in learning and met all three goals.

Conclusion

This curriculum marks the end of my Master's studies. Creating this curriculum was a special opportunity for me as it allowed me to join together my life's two passions—teaching and the rights of Deaf people. I found teaching a little later in life and previously worked as a lawyer at the National Association of the Deaf where I advocated for the rights of Deaf people. Following my career change, I've wanted to carry my knowledge and rich experiences at the NAD into the classroom. This curriculum presented me with an opportunity much earlier in my teaching career than I ever expected. I imagine I'll keep revising this curriculum as I develop as a teacher and hopefully it'll be something that other teachers can adopt or borrow from. Every Deaf child should learn about his/her unique rights as they need to be prepared for a discriminatory world.

My graduate studies at UC San Diego were rich and rewarding. I picked the program largely due to its ASL-English bilingual focus and I was not disappointed. While I had already come to value the two languages of my life, ASL and English, equally, it was through this program that I learned about the advantages of bilingual education and relevant bilingual teaching practices. As a teacher, I will carry this special value within me and utilize ASL-English bilingual practices I learned in this program such as chaining, giving assignments in both languages, and making connections between the two languages.

I am grateful to the ASL-English Bilingual Education program at UC San Diego for teaching me how to write and develop a curriculum. It has allowed me to understand the teaching at a much deeper and philosophical level. I believe this experience makes me

a much better and more capable teacher. I look forward to continuing the legacy of UC San Diego and serving my students as well as community

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