



CART PROVIDERS  
ROLES AND RESPONSIBILITIES  
TRAINING

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## 1. Introduction

The Illinois Deaf and Hard of Hearing Commission is committed to ensuring the health, life and safety of the deaf and hard of hearing individuals in Illinois. IDHHC created the Communication Access Realtime Translation (CART) Task Force to explore the need to establish standards or state regulations of the CART profession. IDHHC and the Task Force's fundamental premise is that CART services provide a vital role to the deaf, deaf-blind and hard of hearing community whose primary language is English and do not rely on American Sign Language.

The Task Force recommended IDHHC establish a voluntary registry for CART providers based upon a minimum set of standards. To be listed on the registry, a CART provider must complete the required application and must submit proof of:

- passing the National Court Reporters Association (NCRA) Certified CART Provider (CCP) exam; or
- a valid NCRA CCP certification; or
- a valid NCRA Certified Realtime Reporter (CRR) certification and affidavit of completion of the IDHHC Roles and Responsibilities Training for CART providers.

The IDHHC Roles and Responsibilities Training was developed by the CART Task Force. While this information is suggested reading for all individuals providing CART services, it is **mandatory** for those who have not passed the NCRA Certified CART Provider exam. This document illustrates "best practices" and may not include all scenarios which a CART provider may encounter.

By recognizing, educating and promoting consumer awareness of the skills needed to be a qualified CART provider, IDHHC hopes to increase the number and use of qualified CART providers serving the deaf and hard of hearing community.

## 2. Hearing Loss & Deaf Culture

Hearing loss is a major public health issue which is the third most common physical condition after arthritis and heart disease. Approximately 16% of adults which are 18 years and older experience some hearing difficulty without a hearing aid (defined as "a little trouble hearing," "moderate trouble," "a lot of trouble," or "deaf"). Men are more likely to experience hearing loss than women.<sup>1</sup>

Hearing loss affects people of all ages. It can vary from mild to profound and can happen suddenly or gradually. Hearing loss is unique to each individual and impacts their primary communication mode. CART services are typically requested by individuals whose primary language is English and communicate verbally.

It is important to always treat the consumer with the utmost respect. CART providers shall abide with the National Court Reporters Association Consumer Bill of Rights which is available at <http://www.ncra.org/Membership/content.cfm?ItemNumber=9134&navItemNumber=11460>

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<sup>1</sup> Schiller JS, Lucas JW, Ward BW, Peregoy JA. Summary health statistics for U.S. adults: National Health Interview Survey, 2010. National Center for Health Statistics. Vital Health Stat 10(252). 2012.

## 2.1. Acceptable Terminology

- deaf (lowercase d): A description of individuals who have little to no useful residual hearing and who generally employ sign language as their primary mode of communication. They may also use speech/lip reading, hearing aids and other assistive technology to aid in communication.
- Deaf (capital D): Refers to individuals who identify themselves as part of the Deaf Culture including use of American Sign Language and participation within the Deaf community. This does not necessarily refer to an individual's degree of hearing loss.
- Hard of Hearing: A description of individuals with any degree of hearing loss ranging from mild to profound. They tend to rely on a combination of auditory and visual aids to communicate.
- Late Deafened: A description of individuals who have had hearing abilities through language development but then either suddenly or gradually became profoundly deaf. They often communicate using speech and other auxiliary aids or services such as CART.
- Deaf-Blind: Refers to individuals with a combination of vision and hearing loss. They usually have some useful but not always reliable vision and hearing. Some individuals have little or no usable hearing and vision.

## 2.2. Unacceptable Terminology

- Deaf and Dumb
- Deaf Mute
- Hearing Impaired

## 2.3. Communication Tips<sup>2</sup>

- Ask how you can best facilitate communication.
- Get listener's attention first.
- Avoid noisy backgrounds.
- Do not shout.
- Speak clearly, at a moderate pace.
- Rephrase if you are not understood.
- Use facial expressions and gestures.
- Give clues when changing subject
- Be patient if response seems slow.
- Talk to the person, not about him/her.

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<sup>2</sup> Hearing Loss Association of America – <http://www.hearingloss.org>

## 3. CART Provider

The CART provider assists in facilitating communication access with deaf and hard of hearing consumers. This is done by providing a voice-to-text translation in realtime, similar to closed captioning on television.

### 3.1 Staying in Role

A CART provider's role is to facilitate communication for the consumer. A CART provider must remain impartial and decline any invitation or suggestion by participants and the consumer to comment, interject, advise, respond to inquiries, or become involved in the assignment, and should explain that she/he is required to stay in role. At times, the CART provider may be asked to answer questions about CART services. With approval of the consumer, the CART provider may step out of the role of facilitating communication and answer any questions.

While most consumers communicate verbally, there may be times when the consumer asks the CART provider to be their voice. The consumer typically conveys the information in writing to the CART provider. However, if the consumer communicates by American Sign Language, the CART provider should request the assistance of a sign language interpreter to facilitate communication. In Illinois, Sign Language Interpreters is a licensed profession. A CART provider which is familiar with sign language would be in violation of the Interpreter for the Deaf Licensure Act of 2007 if they interpreted between the consumer and presenter or service provider.

If the consumer asks the CART provider to assist with personal tasks outside of providing communication access, the provider should respectfully decline and explain that it is outside of the role of facilitating communication.

### 3.2 Confidentiality

CART providers shall abide by the National Court Reporters Association CART Code of Professional Ethics. It is imperative that the CART provider maintains the privacy of the CART consumer. The provider should refrain from discussing the services and/or the consumer with any third-party so as not to violate the consumer's privacy.

The CART provider shall be clear about the expectations of the hiring entity regarding the text file or transcript. Since some communications may include the recordation of sensitive, confidential, or proprietary information, it should be clear if the CART provider should maintain the text files for a limited period of time or if the file should be immediately deleted after the engagement.

Additionally, the CART transcript is not to be disseminated to anyone without prior approval of the hiring entity. The National Court Reporters Association recommends a rough edit be performed on any file to correct untranslates or mistranslates before delivering the file, and performing a spell check on the text will result in a more professional product being provided.

## 4. Service Location

### 4.1 Onsite CART

When scheduling onsite CART services, be sure to convey to the hiring entity what equipment you will need them to supply, including a nearby power supply, a chair and a small table. If services are not available for group display, perhaps consider requesting a “reserved” placard on the seat for you, as well as for your consumer.

Arriving at least ½ to 1 hour in advance of event, depending on the degree of complexity of the assignment, provides additional time within which the CART provider can obtain informational materials not received prior to the assignment, such as scripts, technical jargon, syllabi, PowerPoint files, presenter names and topics.

### 4.2 Remote CART

Remote CART refers to the scenario where the CART consumer and CART provider are not in the same location. The CART provider listens to the audio feed via telephone or the Internet, and then transmits the CART text via modem or the Internet to a Uniform Resource Locator (URL), Internet site, smart phone, iPad, or other devices. The consumer then views the streaming text by accessing the translation uploaded by the CART provider.

Remote CART is extremely beneficial when an onsite CART provider is not available; although, due to audio limitations may not be the best method under circumstances such as the educational setting or large conference rooms where student or audience participation is not always amplified to be heard.

To effectuate remote CART, the text needs to go from the provider’s CAT system to an Internet platform such as LiveNote, Speche Communications, StreamText, Teleview, or Webcast.

## 5. Equipment

### 5.1 Basic Equipment

- Laptop computer with CAT software with adaptor/charger
- Steno machine, with realtime connectivity to laptop via USB, serial cable, or wireless and adaptor/charger
- Tripod for steno machine
- Realtime cables and/or wireless connection from Steno machine to laptop (1 backup)
- Extension cords (at least 15 feet each)
- 3-prong surge protector/power strip

- Electrical adaptors to convert a 2-prong outlet to 3-prong (at least 2)
- Full roll of gaffer's tape, duct tape or Velcro carpet strips (May not work on all carpets.)
- Job dictionary prepared in advance (printed out if desired)
- Legal pad of paper to create a seating chart
- Pens (preferably color other than black to stand out from printed text)
- Tripod table for computer/PC projector

## 5.2 Optional Equipment

- Headphones (For large auditorium with audio feed. Ask for this early & make sure it works before the program begins!) [Handy "Do Not Disturb" indicator]
- Thumb drive to receive last-minute files from presenters
- Highlighters (for highlighting dictionary entries or event program materials information)
- Scotch tape, paper clips and/or mini stapler (to attach job dictionary pages/scripts)
- Mini book-clip light ("Itty Bitty Booklite" style)
- PC Projector for group display (if not provided onsite)
- Projector screen for group display (if not provided onsite)

## 6. Additional Skills

### 6.1 Fingerspelling

Fingerspelling is a critical skill that must be mastered in order to effectively provide CART. This enables you to quickly spell a word on your steno machine that is not in your dictionary, such as a proper name or unusual term. Both an upper and lower case alphabet should be included in your dictionary for mixed-case text.

### 6.2 Dictionary Building

The terminology you will encounter in CART can be endless; therefore, building your dictionary will take a good amount of time and be something you will continue to work on. Modifying your steno theory first will assist you in the process so that you won't need to go back and correct the way you wrote something later. Any information needed for a CART dictionary can be obtained through the Internet. There are also dictionary building products that can be purchased through NCRA.

Word building of root words, prefixes and suffixes is essential to becoming a proficient CART provider. The strokes you define for prefixes and suffixes have to be dedicated for that purpose so that it cannot be used for any other purpose. For example, the prefix "EN" should be written differently than the suffix "EN." This will help avoid any word boundary translation errors.

All dictionary conflicts must be resolved; in other words, it is important to have different steno outlines for all homonyms or homophones, such as their/there/they're, etc. The CART provider

should not censor any obscenities or offensive language. Determine in advance how you will write obscenities and offensive words.

## 6.3 Speaker IDs

Speaker IDs will differ depending on the type of assignment. At an event, a speaker's first and last name is used without a title. The following speaker IDs are often used:

>> PROFESSOR:

>> STUDENT:

>> FEMALE STUDENT:

>> MALE STUDENT:

>> AUDIENCE MEMBER

>> NARRATOR

>> JOHN SMITH

>> (Indicates new speaker)

## 6.4 Phonetic Translation

Your software has a phonetic translation setting which should be activated. In the event a word is not defined in your dictionary, it will assist the consumer to be able to read a phonetic translation. Editing post translation is often more confusing to the consumer than helpful.

## 6.5 Parenthetical Information

Parentheticals should be inserted at different times during CART to indicate non-verbal or environmental sounds. A parenthetical should appear on a new line by itself. A customary way to see a parenthetical is in parentheses and lower case with no punctuation inside or outside the parentheses.

Some examples of parentheticals commonly used are as follows:

(inaudible)

(cheers and applause)

(laughter)

(phone ringing)

## 7. Display Settings

The consumer should be consulted when choosing display options and/or settings. Display options include but are not limited to laptop or desktop computer for one-on-one CART, TV monitor for small group CART, and overhead projector and screen for larger group CART. Projector arrangements should be made in advance to assure the availability of technology.

The goal is to achieve the best readability for the consumer(s) and to reduce eye strain. A convention has been established for display settings, as described below. For large groups seek to accommodate the vast majority of viewers; making last-minute adjustments at the request of one individual may not meet the needs of all and can delay commencement of the event while the CART provider changes settings. Avoid using unusual color settings just to be “unique,” although some one-on-one consumers with certain vision conditions may request particular color combinations. A dark background with light-colored letters should be used. The most frequently used color schemes are medium to dark blue background with yellow letters, or a black background with white letters. A font style should be selected based on ease of readability, preferably sans sarifs, such as Ariel or Lucida Console. Text should be double-spaced for CART to set one line apart from the next. Font size and margins will need to be adjusted in order to read from the back of a large room and to assure all text is displayed on the screen when projected. All text, whether translated or untranslated should be in the same color; and no line numbers nor page numbers should be visible.

## Settings at a Glance

- Background: Medium to dark blue or black
- Font: Bright yellow or white, 175% of normal size or font size ~20 or more
- Font Style: Ariel has simple lines, is sans sarifs, and easy to read
- Margins: Projected: Set approximately 1 inch from left and right edges of screen; 6-10 lines of text. Laptop: (consumer preference paramount) ¾ inch from monitor edges, 8-10 lines of text.
- Cursor Position/Flush Line: Top of lower 1/3rd of screen (Arc of vision from bottom of screen to speaker for a one-on-one viewer is otherwise too deep; for group audience viewing lowest lines of text will be obstructed by the heads of audience members in front of the back seated rows.)

## 8. Preparing for a Job Assignment

### 8.1 Materials to request in advance

Whenever possible, it is always best to get materials ahead in order to properly prepare for your CART assignment. This may include textbooks, Power Point presentations, agendas, et cetera. You may need to ask the hiring entity for these materials. Having as much information as possible beforehand gives you the necessary knowledge of terminology to be entered into your dictionary including speaker IDs and also an overview of the class/event itself.

### 8.2 Research

Once you know the type of assignment for which you will be providing CART, it may be beneficial to research the topic on your own to include as many entries in your dictionary that may come up. Once again, ask the hiring entity to provide you all areas of topics covered so you can be as prepared as possible.

## 8.3 Transcripts

Often times transcripts are requested by the hiring entity. Transcript delivery should be arranged with the hiring entity. Any request by the consumer should be referred back to the hiring entity.

When providing a transcript, a short title page is appropriate, including the name of the event, location, and date. The transcript should have all untranslates removed. Transcripts should be spell checked. It is strongly advised that a disclaimer be placed at the beginning and the end of each transcript.

The NCRA recommended disclaimer is as follows:

\*\*\*This text is being provided in a rough draft format.

Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings.\*\*\*

## 8.4 Attire

A CART provider's attire should depend on what type of assignment he or she is attending. In a school setting, casual dress is appropriate; however, a business meeting would require more professional attire. A good rule of thumb to follow is to dress as you would to fit into the setting that you are going to be working in. In some cases, your consumer may be uncomfortable if you dress in a way that sets you apart from the other attendees and draws attention to the consumer.

## 9. Working Environment

Outlet locations are essential in determining equipment location. Whenever possible, avoid placement that creates tripping hazards. In order to prevent any unnecessary eye strain, ensure that window coverings are properly adjusted to avoid any glare. When possible, consumer preference should be taken into consideration when determining seating location.

Placement of the transcript display computer should be placed in a location so the consumer can view both the transcript and speaker including any visual aids in the same line of sight. The consumer should not have to continually look from left to right between the transcript and speaker.

## 10. Troubleshooting

Despite our best efforts, equipment failure is unavoidable. Some redundancies in technology is well advised, such as an extra computer adaptor/charger or battery and realtime cables. Keeping your equipment case organized is a good way to avoid not having an important component onsite.

When experiencing trouble with your equipment, always double check that all cables and electrical strips are properly connected. Next you can switch out cables with your spares. Ultimately, be sure to have your technical support telephone number for your CAT software with you.

Owning an overhead projector alleviates some technology issues when providing overhead CART. You will be assured of compatibility between your computer and projector; as well as avoid situations where the speaker/presenter is expecting to use the projector and only one projector is available.

However, if you are using equipment other than your own, you must be ready to resolve any issues of compatibility. Prior to the assignment, you should confirm whether there will be any Audio/Video support. The A/V employees of hotels and conference centers can be of great assistance in locating electrical outlets, taping down cords, obtaining small tables, turning on/off sections of lights to improve screen clarity.

## 11. Resources

### 11.1 Deaf and Hard of Hearing

- Hearing Loss Association of America - <http://www.Hearingloss.org>
- Association of Late-Deafened Adults – <http://www.alda.org>
- Alexander Graham Bell Association for the Deaf – <http://www.agbell.org>
- National Association of the Deaf – <http://www.nad.org>

### 11.2 CART

- Illinois Court Reporters Association – <http://www.ilcra.org>
- National Court Reporters Association – The CART Community  
<http://www.ncra.org/Membership/content.cfm?ItemNumber=9080&navItemNumber=11460>
- Communication Access Information Center – <http://www.cart-info.org>

### 11.3 Americans with Disabilities Act

- U.S. Department of Justice – <http://www.ada.gov>
- Great Lakes ADA Center - <http://www.adagreatlakes.org>



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## CART PROVIDERS ROLES & RESPONSIBILITIES TRAINING

### AFFIDAVIT OF COMPLETION

The IDHHC CART Registry was developed as part of the recommendations of the CART Task Force. Participation in the CART Directory is completely voluntary. To be listed, a CART provider must complete the required application and show proof of minimum qualifications. Individuals who have a NCRA CRR Certification but have not yet passed the NCRA CCP exam can be listed on the IDHHC CART Registry upon completing the required Roles & Responsibilities Training and submitting a completed application.

This form should be submitted to the Illinois Deaf and Hard of Hearing Commission along with the required CART Registry Application upon completion of the CART Providers Roles and Responsibilities Training.

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_

I certify that I personally (and without assistance) have carefully read and reviewed the IDHHC's CART Providers Roles and Responsibilities training.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date