

March 5, 2012
10 AM – 12PM
LOB

TO: Education Committee

Rep. Andrew Fleischmann, Co-Chair
Senator Andrea Stillman, Co-Chair

From: CM Boryslawskyj, East Hampton, CT

RE: H.B. 5357 Relating to AN ACT CONCERNING A DEAF CHILD BILL OF RIGHTS

In Support

Chairs and Committee Members,

I support the bill # 5357 for the following reasons:

1. As profoundly deaf I had heavily relied on interpreters in almost all classes in college and university until my graduation with MBA degree. I found the interpreters are not always the best for some deaf children who have had not acquired American Sign Language. For your information I was formerly oral student and unable to understand the interpreters in the beginning and however, I had undertook several ASL courses in order to be able to communicate properly. I was able to understand the interpreters afterwards. The interpreters were not teachers of ASL and not “advocates”. The schools should hire professional teachers who are certified to teach ASL and to ensure the deaf children understand the communication needs in the beginning.
2. In reality the interpreters act as “gatekeepers” to the deaf and hard of hearing children who are unable to communicate directly with their teachers, and students as well as peers. In according to the *Freedom of Speech/Freedom of Expression*, the deaf and hard of hearing children’s rights may be in jeopardy because of wrongful practices enforced by the schools that almost all children with hearing disability are encouraged in the wrong way by using interpreters or being “forced” to speak to meet the school requirements rather than the children’s own ability as well as their skills.
3. Based on my previous experience with interpreters, I speak from bottom of my heart about some interpreters, certified or non-certified and so I want you to become aware of this ongoing issue. Since there is no one to mentor or supervise the educational interpreters there are some inconsistent factors such as cheating, neglecting, no support, bullying, bossing, bias, and attitudes. The factors may contribute to some damages to the child’s whole life.
4. After or before the classrooms there is no support or communication for the child. Included are the sports, social activities and events.
5. Please be encouraged what if you are foreigner you may be placed in the classrooms in another country such as France, or Spain. What if you may not be able to understand their

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language, what will you do there? You should live with the interpreter for 24 hours as you may be stuck with the interpreter everywhere you go? So you rather learn how to speak their language, first thing before you understand. This is very similar to the deaf child placing in the strange place.

Ironically, almost all deaf and hard of hearing children in the public schools including private or charter schools are indeed the ones who are left behind as the perfect example for **The *No Child Left Behind Act of 2001***

Thank you for the opportunity to submit my testimony.

Very truly yours,

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