

“Practical advice on meeting the needs of deaf pupils”.

an introduction



- BEING DEAF IS NOT A LEARNING DISABILITY
- A CHILD WITH A HEARING LOSS HAS THE SAME ABILITY TO LEARN AS ANY OTHER CHILD AND THE SAME POTENTIAL

EVERY DEAF CHILD IS DIFFERENT SO
IT IS IMPORTANT TO TRY TO
UNDERSTAND

- EACH CHILD'S HEARING LOSS
- THE TYPES OF AIDS THEY ARE USING
- THEIR CHOSEN METHOD OF COMMUNICATION

- THE MAJORITY OF DEAF CHILDREN ARE NOW BEING EDUCATED IN MAINSTREAM SCHOOLS
- SOME DEAF CHILDREN MAY NEED EXTRA SUPPORT

GOOD COMMUNICATION APPROACHES



- **EACH DEAF CHILD IS UNIQUE AND WILL COMMUNICATE IN A SLIGHTLY DIFFERENT WAY**
- **SIMPLE MEASURES TO IMPROVE COMMUNICATION BETWEEN YOURSELF AND YOUR DEAF PUPILS**

- FACE A DEAF CHILD WHEN SPEAKING TO THEM
- GET ONTO THEIR EYE LEVEL AND MAINTAIN EYE CONTACT
- TALK CLEARLY AND CONCISELY USING SHORT SENTENCES
- PAUSE BETWEEN SENTENCES ALLOWING CHILDREN TIME TO TAKE IN WHAT YOU ARE SAYING
- USEFUL TO REPEAT AND REPHRASE INSTRUCTIONS

- ENCOURAGE CHILDREN TO TELL YOU IF THEY HAVEN'T UNDERSTOOD
- MANY CHILDREN USE LIPREADING TO FOLLOW WHAT YOU ARE SAYING
- MAKE SURE YOUR MOUTH IS VISIBLE. BE CAREFUL NOT TO COVER IT UP WITH YOUR HANDS
- DON'T SHOUT AS THIS DISTORTS LIP PATTERNS
- TALK WITH THE DEAF CHILD AND FIND OUT WHAT TEACHING STRATEGIES WORK BEST FOR THEM

A GOOD CLASSROOM ENVIRONMENT

- REDUCING BACKGROUND NOISE
- CLASSROOMS CAN BE VERY NOISY AND THIS CAN HAVE A DRAMATIC EFFECT ON A PUPIL'S ABILITY TO FOLLOW A LESSON

eg. OTHER PUPILS TALKING, PUPILS SHOUTING OUT ANSWERS, PASSING CARS, NOISY RADIATORS, TAPPING PENCILS / RULERS ON DESKS, AIR CONDITIONING, LESSONS IN CLASSROOMS NEXT DOOR, DIGITAL PROJECTORS etc etc.....

HEARING AIDS, COCHLEAR IMPLANTS & BAHA'S



- THEIR AIM IS TO IMPROVE HEARING WITHIN THE SPEECH FREQUENCIES
- MICROPHONES PICK UP SOUNDS FROM AROUND THE WEARER
- OPTIMUM DISTANCE 1 – 2 METRES
- UNFORTUNATELY NOT SELECTIVE
- MICROPHONES PICK UP BACKGROUND NOISE AS WELL AS SPEECH SOUNDS.
- TAKING SIMPLE MEASURES CAN REDUCE THIS PROBLEM SIGNIFICANTLY

- ASK OTHER CHILDREN TO BE QUIET / STOP TALKING
- STOP TAPPING PENCILS / RULERS
- CLOSE OUT EXTERNAL NOISE
- TURN OFF NOISY EQUIPMENT WHEN NOT IN USE
- SHUT OUT INTERNAL NOISE

RADIO AIDS (FM SYSTEMS)



COMES IN TWO PARTS

- TRANSMITTER (WORN BY TEACHER)



- RECEIVER (WORN BY STUDENT)



- IMPORTANT TO CHECK IT IS WORKING
- KEEP IT CHARGED UP
- WEAR IT CORRECTLY
- MICROPHONE APPROX 15 cm FROM MOUTH
- DON'T OBSCURE MICROPHONE
- DON'T STAND NEAR SOURCE OF BACKGROUND NOISE
- REMEMBER TO SWITCH OFF WHEN APPROPRIATE !

- SOME STUDENTS CAN BE EMBARRASSED HANDING RADIO AID TO TEACHER OR REMINDING THEM HOW TO USE IT CORRECTLY
- BUILD IN SYSTEMS / STRATEGIES SO THAT THIS IS DONE SENSITIVELY
- SOUNDFIELD SYSTEMS CAN SIGNIFICANTLY IMPROVE THE QUALITY OF SOUND IN A CLASSROOM
- RADIO AIDS CAN BE CONNECTED DIRECT TO A SOUNDFIELD SYSTEM

- WHEN LESSON CONTENT INCLUDES USING AUDIO OR VIDEO DIRECTLY CONNECTING THE RADIO AID TO THE SOUND SOURCE WILL GIVE BEST SOUND QUALITY FOR THE CHILD.
- STAFF NEED TO HAVE A GOOD UNDERSTANDING OF HOW TO TROUBLESHOOT THE EQUIPMENT WHEN PROBLEMS OCCUR

POSITIONING

- IT IS IMPORTANT TO THINK ABOUT WHERE YOU POSITION A DEAF PUPIL
- SEAT NEAR TO YOU SO THEY CAN SEE YOU CLEARLY
- SEAT DEAF PUPILS IN THE QUIETEST AREA OF A CLASSROOM
- MAKE SURE THEY CAN SEE THE OTHER PUPILS
- LEAVE ENOUGH SPACE BESIDE YOU FOR A COMMUNICATION SUPPORT WORKER IF NEEDED

- IF PUPIL HAS RESIDUAL HEARING IN ONE EAR ONLY ENSURE YOU SEAT THEM ON THE CORRECT SIDE
- DON'T WALK AROUND THE CLASSROOM WHEN TALKING (CHILD MAY BE LIPREADING YOU)
- DON'T TURN AND WRITE ON WHITEBOARD WHEN TALKING AT THE SAME TIME
- DON'T STAND WITH YOUR BACK TO A WINDOW OR A BRIGHT LIGHT – YOUR FACE NEEDS TO BE WELL LIT

- GIVE IMPORTANT INFORMATION BEFORE TURNING LIGHTS DOWN
- REMEMBER TO ASK DEAF PUPILS WHERE THEY WOULD FIND IT BETTER TO SIT OR HOW THEY COULD UNDERSTAND THE LESSONS MORE CLEARLY
- COMMON SENSE BUT IT'S REMEMBERING THE LITTLE THINGS THAT MAKE BIG DIFFERENCES

GOOD ACOUSTICS

- PERFECT CLASSROOMS FOR DEAF CHILDREN WOULD HAVE LOWERED CEILINGS AND CARPETED AREAS
- WELL MAINTAINED HEATING SYSTEMS, DOUBLE GLAZING, BLINDS OR CURTAINS
- ACOUSTIC CEILING AND WALL TILES
- PLENTY OF SOFT FURNISHINGS
- ALL THIS TO REDUCE REVEBERATION
- WALL DISPLAYS REDUCE ECHO
- MOBILES SUSPENDED FROM CEILING WILL HELP

- BLINDS OR CURTAINS ON WINDOWS WILL KEEP OUT BACKGROUND NOISE AS WELL AS ABSORB SOUND
- SOFTEN HARD SURFACES ... eg PLACE CLOTHS ON SIDE TABLES
- RUBBER TIPS ON CHAIR LEGS,
- EDUCATIONAL AUDIOLOGISTS OR TEACHERS OF THE DEAF CAN ADVISE ON ACOUSTICS AND HOW TO GET MOST OUT OF EQUIPMENT SUCH AS FM SYSTEMS.

ADAPTING RESOURCES

- DEAF CHILDREN DON'T HAVE SAME ACCESS TO INCIDENTAL LEARNING AS HEARING CHILDREN DO
- DEAF CHILDREN ARE VERY VISUAL LEARNERS
- LOTS OF USE OF PICTURES
- SUBTITLES ON ALL VIDEOS USED IN LESSONS
- USE INTERACTIVE SMARTBOARDS
- INTRODUCE NEW VOCABULARY BEFORE LESSON
- USE HOME / SCHOOL BOOK

GROUP WORK

- NEEDS TO BE CAREFULLY MANAGED
- CAN BE DIFFICULT FOR DEAF PUPILS TO JOIN IN
- NEED TO TALK ONE AT A TIME
- PUT THEIR HAND UP BEFORE SPEAKING
- DEAF STUDENT NEEDS TO SEE FACES OF THOSE IN GROUP
- REPEAT OR PARAPHRASE WHAT HAS BEEN SAID
- MAKE SURE HEARING PEERS UNDERSTANT THE DEAF STUDENTS COMMUNICATION NEEDS

- MAKE SURE OTHER PUPILS KNOW HOW TO USE EQUIPMENT SUCH AS RADIO AIDS
- KEEP REMEMBERING TO USE THE RULES OF GOOD COMMUNICATION

ENCOURAGE GOOD DEAF
AWARENESS THROUGHOUT THE WHOLE
SCHOOL

NDCS RESOURCES

- SCHOOLS PACK
- DEAF FRIENDLY NURSERIES AND PRE-SCHOOLS
- DEAF FRIENDLY SCHOOLS
- DEAF FRIENDLY TEACHING
- DEAF FRIENDLY TEACHERS' TRAINING PACK (ONLINE ONLY)
- DEAF FRIENDLY TEACHERS TRAINING PRESENTATIONS (CD ROM)
- QUALITY STANDARDS FOR THE USE OF PERSONAL FM SYSTEMS



NDCS RESOURCES

- DEAF FRIENDLY ACTIVITY PACK (ONLINE ONLY)
- ACOUSTICS TOOLKIT
- BULLYING AND DEAF CHILDREN
- UNDERSTANDING DEAFNESS
- HERE TO LEARN (DVD)

ALL NDCS PUBLICATIONS FREE TO FAMILIES AND PROFESSIONALS

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