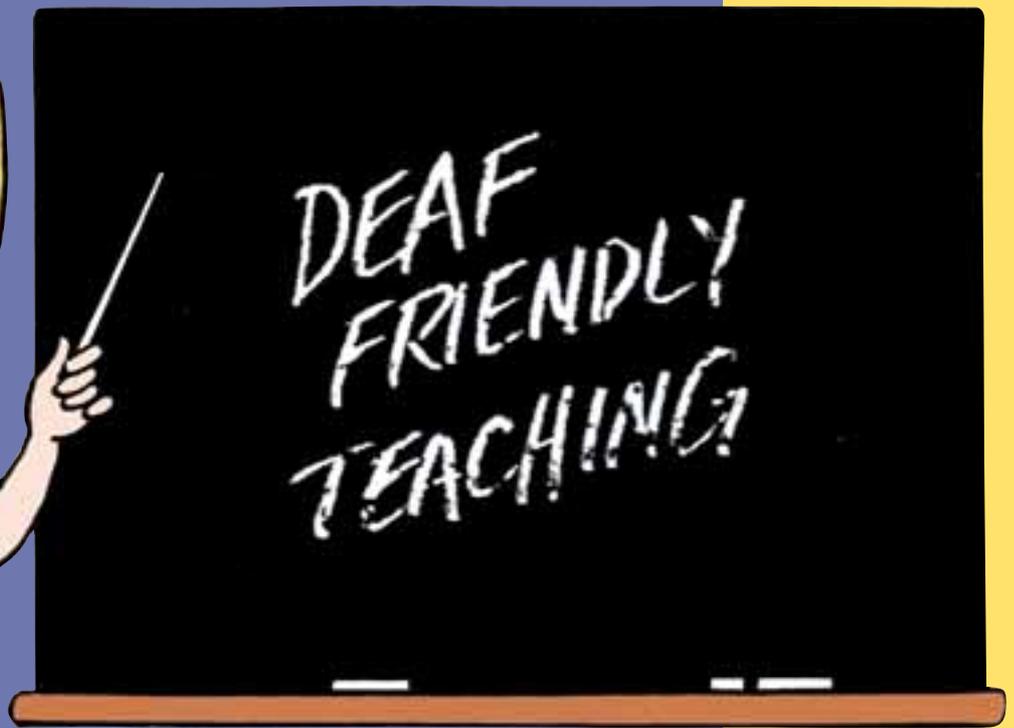


Deaf Friendly Teaching



Language without limits,
futures without barriers



THE NATIONAL
DEAF CHILDREN'S
SOCIETY

Deaf Friendly Teaching

Practical guidance for teachers working with deaf children

The publication was developed in partnership with schools and services in England, however the principles and practices included in this booklet, can also be applied by teachers who work with deaf children in Wales, Scotland or Northern Ireland.

The information, advice and strategies contained in this booklet are aimed at teachers working in both primary and secondary schools.

Deaf Friendly Teaching will be a useful resource for any teacher seeking to develop their knowledge, understanding and skills in line with these standards.

The National Deaf Children's Society (NDCS) is very grateful to all of the children, parents, teachers and teachers of the deaf who took part in developing this booklet. In particular we would like to thank the Education Service for Sensory Impairment in Stockport and the Eastern Region Special Educational Needs (SEN) Partnership.

This material was developed through the (SEN) Small Programmes Fund from the Department for Education and Skills (DfES)

We use the term 'deaf' to mean all types of deafness, including temporary deafness such as glue ear.

With thanks to Royal Mail for their generous donation to NDCS in memory of our former patron the Queen Mother.

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This information is available in large print, in Braille and on audio tape.

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Introduction

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

The National Curriculum Inclusion Statement

"The key to making a school inclusive is the attitude of everyone involved from the senior managers to the other children. Without a positive can do attitude you can not have inclusion."

Class teacher

All members of the school community share in the responsibility of providing a positive and supportive environment. Children should be enabled to reach their full potential and encouraged to make the most of their time at school. In order to achieve this, deaf children may need different or additional support. Teachers have a vital role in ensuring equality of access for deaf children, not only in the classroom but also in the wider life of the school.

The National Curriculum sets out three principles for inclusion for teachers which are:

1. setting suitable learning challenges
2. responding to pupils' diverse needs
3. overcoming potential barriers to learning and assessment for individuals and groups of pupils

Teachers will need to consider what each of these principles means for a deaf child. Although it is also important to acknowledge that many things will influence a child's ability to achieve their full potential and deafness can be just one of those factors.

The National Special Educational Needs Specialist Standards produced by the Teacher Training Agency (TTA) set out core and extension standards for teachers. Those standards have been designed as an audit tool *'to help teachers and headteachers to identify specific training and development needs in relation to the effective teaching of pupils with severe and/or complex SEN.'*

We hope this booklet will enable you to:

- have a greater understanding of how to meet the needs of deaf children
- reflect on your own teaching practice
- identify your training needs
- know where to go for further information and advice

What makes a 'deaf friendly teacher?'

The key to unlocking the full potential of pupils in our schools lies in the expertise of teachers and headteachers. Research and inspection evidence demonstrate the close correlation between quality of teaching and the achievement of pupils.

The National SEN Specialist Standards

"I like school. I have friends and go to Art Club. When I grow-up I want to be a teacher because Mrs Jones, my teacher is really good and she helps me."

Angela, 9 years old

What makes a 'deaf friendly teacher?'



The Care and Education of Deaf Children

Deaf Children in Mainstream Schools

Pamela Knight and Ruth Swanwick

For deaf children to benefit **socially** and **emotionally** the school should:

- positively address the issues of the school as a social setting for deaf children
- ensure that deaf children are not socially isolated either in the classroom or the wider school environment
- provide opportunities for essential social learning both in the classroom and the wider school context
- encourage social and functional independence

To benefit **academically** the school should:

- have appropriate expectations of deaf children
- offer enhanced provision of appropriate resources to promote learning
- promote independence skills
- ensure all staff are aware of the implications of deaf children in the school and classroom
- ensure all areas of the curriculum are available to deaf children through appropriate support

Understanding deafness

Deaf children - some statistics:

34,800 - the estimated number of deaf children (aged 0 -25) in the UK with moderate to profound hearing loss

90% of deaf children grow up in hearing families

80% of deaf children in England are educated in a mainstream school

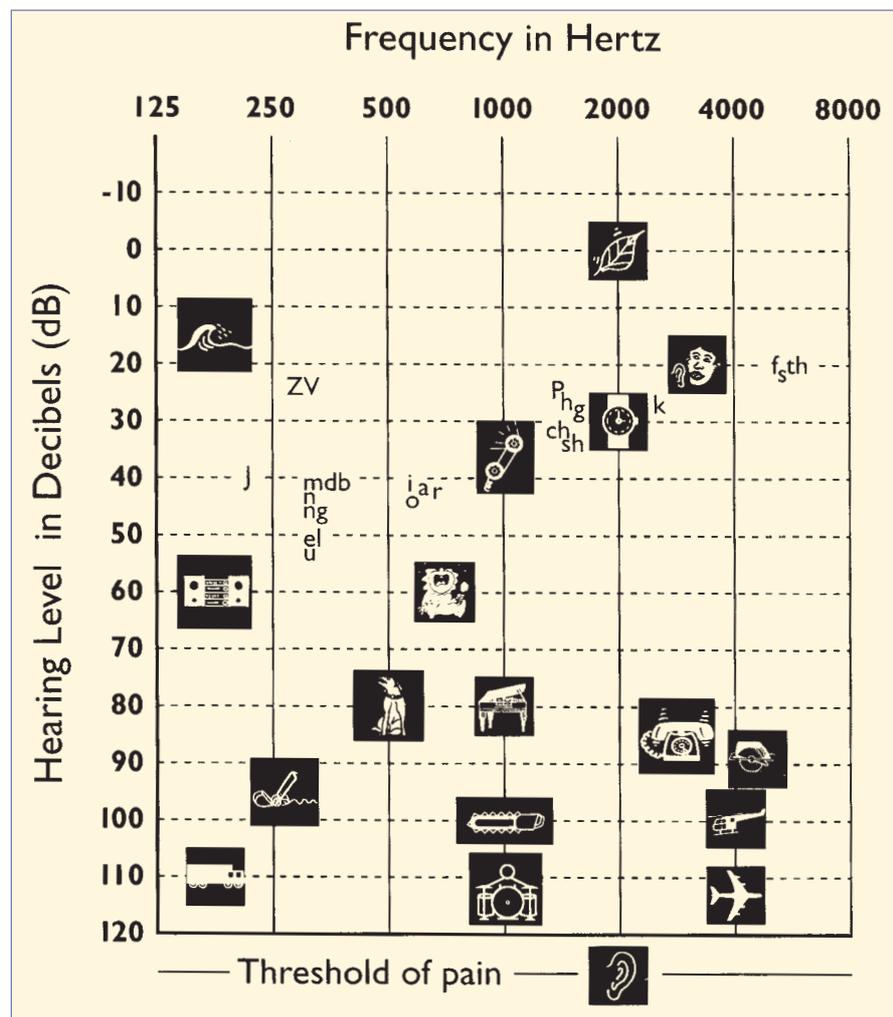
40% of deaf children have an additional need

What is sound?

Sound is an invisible vibration. It travels in waves, spreading outwards from the source of the sound and is made up of small and very quick changes in air pressure.

Individual sounds are different both in loudness (intensity) and pitch (frequency). Loudness can be measured in decibels (dB). The decibel scale is logarithmic which means that every increase of 10 dB indicates that the sound is ten times louder. For example, if you turn the television up from 50 dB to 60 dB the sound you are listening to is ten times as loud as the previous one.

A visual representation of the loudness and pitch of a range of everyday sounds.



The 'pitch' of a sound is also important. A high-pitched sound is where sound waves happen at a very fast pace. This is why it is referred to as high frequency. Low frequency is where low-pitched sound is made up of slower sound waves. Frequency is measured in Hertz (Hz).

Speech is usually a mix of high and low frequency sounds. Consonants are generally higher in frequency than vowels. Please refer to the previous diagram to illustrate the frequency of individual spoken sounds and different environmental noises.

The ear

The ear has two functions: hearing and balance, both of which are closely connected.

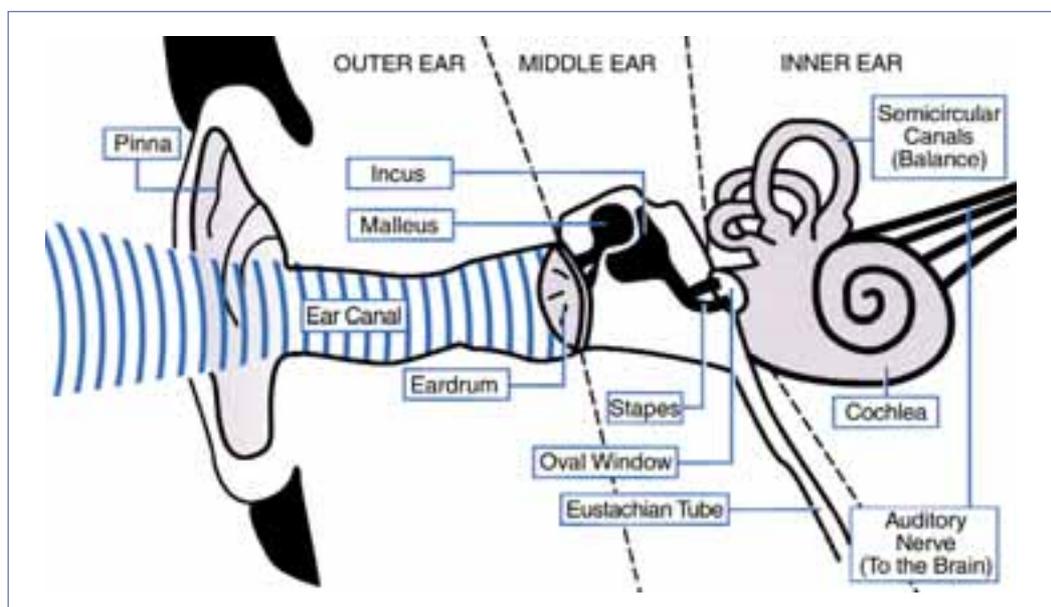
Hearing involves the ear, part of the nervous system and part of the brain. All three elements must work together for you to be able to receive sound and be able to convert it into messages for the brain to understand.

Balance involves the semi-circular canals. These are three tubes filled with fluid which work like spirit levels sending messages to the brain when we move around.

The ear can be divided into three main sections:

- outer ear
- middle ear
- inner ear

Diagram of human ear



How the ear works

Sound waves enter the ear canal and cause the eardrum (or tympanic membrane) to vibrate. These vibrations are passed across the middle ear by three tiny bones: malleus (hammer), incus (anvil) and stapes (stirrup). These act as levers, increasing the strength of the vibrations before they pass through into the cochlea via the oval window. In the snail-like structure of the cochlea there are thousands of tiny sound-sensitive hair cells, which are set in motion by these sound vibrations. The movement of the hair cells is converted into electrical signals that travel along the auditory nerve to the brain where they are interpreted and given meaning.

Types of deafness

Some children are born deaf (congenital deafness), and other children may later become deaf (acquired deafness) for example, due to an illness. There are two main types of deafness, which are described below:

Conductive deafness

Conductive deafness is the most common type and occurs when sound cannot pass through the outer and middle ear to the cochlea and auditory nerve in the inner ear. This is often caused by fluid building up in the middle ear (glue ear). Glue ear can cause temporary deafness and can either clear up naturally after a short period of time, or it can develop into a long-term condition requiring surgical intervention, such as grommets, or wearing hearing aids.

Sensori-neural deafness or nerve deafness

As sound passes through the outer and middle ear, tiny hair cells in the cochlea convert sound waves into electrical signals. These signals travel along the nerve of hearing, (the auditory nerve) to the brain.

Most cases of sensori-neural deafness are caused by loss of, or damage, to the hair cells in the cochlea that means that the cochlea is not processing the sound effectively. The deafness may be genetic or caused by an infectious disease such as rubella, mumps, measles, or meningitis and is permanent. A child may be born deaf because of a shortage of oxygen in the bloodstream at birth or some other birth trauma.

The term 'mixed deafness' is often used when a child has a mixture of conductive and sensori-neural deafness.

Degrees of deafness

There are different degrees of deafness and these are most often classified as mild, moderate, severe or profound. Few children are totally deaf. Most deaf children can hear some sounds at certain pitches and volume. There are some children who have little or no hearing in one ear, and ordinary levels of hearing in the other. This is known as unilateral deafness.

Mild deafness: 20-40 dB Would hear a baby crying or music from a stereo but may be unable to hear whispered conversation.

Moderate deafness: 41-70 dB Would hear a dog barking or telephone ringing but may be unable to hear a baby crying.

Severe deafness: 71-95 dB Would be able to hear a chainsaw or drums being played but may be unable to hear a piano or a dog barking.

Profound deafness: >95 dB Would be able to hear an articulated lorry or aeroplane noise but not hear a telephone ringing.

Source: British Society of Audiology 1988.

Deafness does not always fit into a particular category for example a child might have a moderate to severe hearing loss and therefore features of both levels need to be considered.

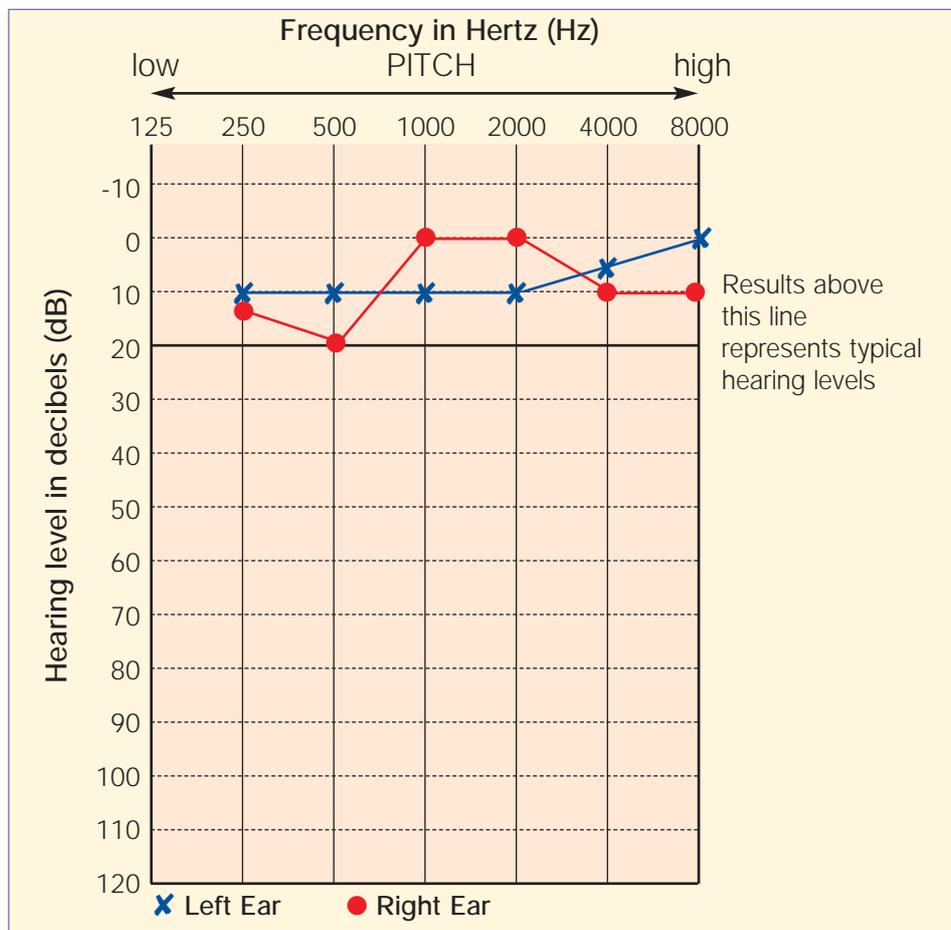
It is important to be aware that deaf children with the same level of deafness may experience sounds differently.

Audiograms

An audiogram is a chart used to record the results of pure-tone audiometry and similar hearing assessments. It can show you how loud a sound has to be, and at what pitch, before a child can hear it, with or without a hearing aid. The following audiograms include the bone conduction test and the air conduction test. For information on hearing tests please contact the NDCS Freephone helpline or speak to a Teacher of the Deaf.

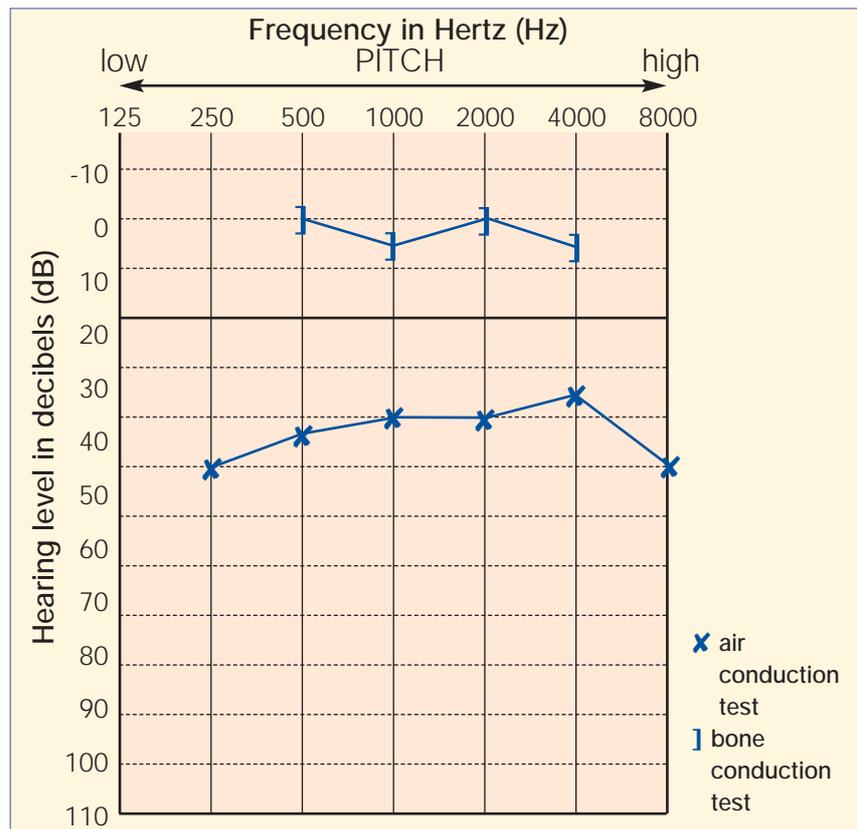
Typical range of hearing

This audiogram shows the typical level and range for a hearing person. It shows that both their ears are showing normal hearing. When hearing tests are conducted an audiogram is produced for each ear.



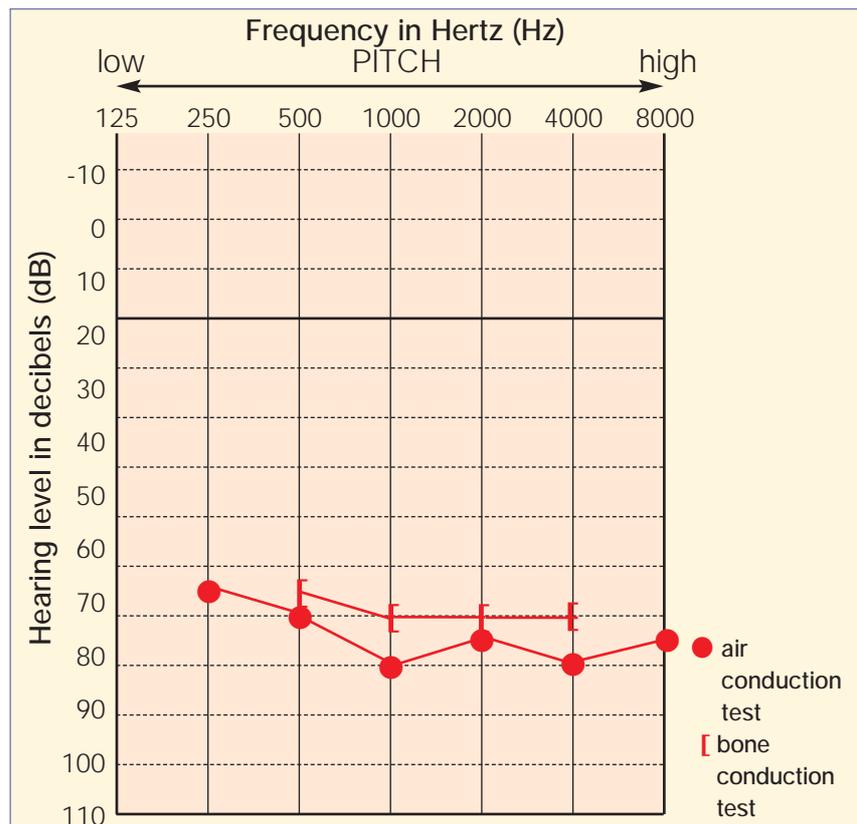
Conductive deafness in the left ear

This audiogram shows a typical picture of conductive deafness in a child's left ear. The Bone conduction test shows the inner ear is receiving the signal clearly, but the air conduction tests shows the amount of sound being blocked out by the fluid or other obstruction in the outer or middle ear.



Sensori-neural deafness in the right ear

This audiogram shows a sensori-neural deafness in the right ear. Both the bone and air conduction tests give broadly the same result.



Remember deafness can be:

- mild, moderate, severe or profound
- congenital or acquired
- unilateral or bilateral
- fluctuating or permanent
- affect one or both ears

And is always 'individual'

The impact of deafness

Children develop communication, learning and social skills in their day-to-day activities. The impact of deafness on these areas will be different for individual children. No two deaf children are the same and any level of deafness can affect a child's access to their environment.

Deafness often has the greatest impact on language development. English is a spoken language, and from a very early age we learn about speech patterns and sentence structures from listening to people talking.

Deaf Children may not hear all the words that are spoken and they may not hear all the individual sounds in any one word. A deaf child's spoken and written English may reflect this. For example, 's' is a soft, high sound. Many deaf children cannot detect this sound, and so instead of hearing seats, they might only hear seat. A deaf pupil is likely to say and spell a word the way it sounds to them, eg seat rather than seats. It is common for deaf children to leave off the endings of words (eg 's', 'ed') in their speech and writing.

Deaf children may have a limited vocabulary because they do not hear different words being used in conversations around them and may not be confident that they have heard a new word correctly. They may also have difficulty when one word has several meanings. For example, the word catch can have a number of different meanings:

- to catch a ball
- to catch a cold
- the catch on a gate
- the catch of the day on a menu

Remember a deaf child may

- not be able to hear enough to make sense of what is said
- think they have understood fully and not realise that they have missed out on important information
- misunderstand what is said or written



Hearing aids and cochlear implants

"I always carry spare batteries."

Anna, 11 years old

"When my hearing is broken I tell the teacher or my mummy."

Mohammed, 6 years old

Most hearing aids work by making the sounds going into the ear louder. Hearing aids come in various shapes and sizes. Most have controls that allow the hearing aids to be set to match a child's level of deafness. All have a microphone that will receive sounds.

Hearing aids can be worn on the body, behind the ear or in the ear. There are also hearing aids that work by vibration.

Cochlear implant systems work differently to hearing aids. They use electrodes, which are implanted into the cochlea, in the inner ear, to provide a sensation of hearing.

A hearing aid consists of a microphone and an amplifier. The microphone picks up sounds in the environment and the sounds are then amplified. The amplified sound then travels through the ear mould, into the ear canal. They enable people to make the most of any residual hearing they may have. **Hearing aids do not restore typical hearing levels. It is important to remember all noise, including background noise, is amplified making communication difficult in noisy environments.**

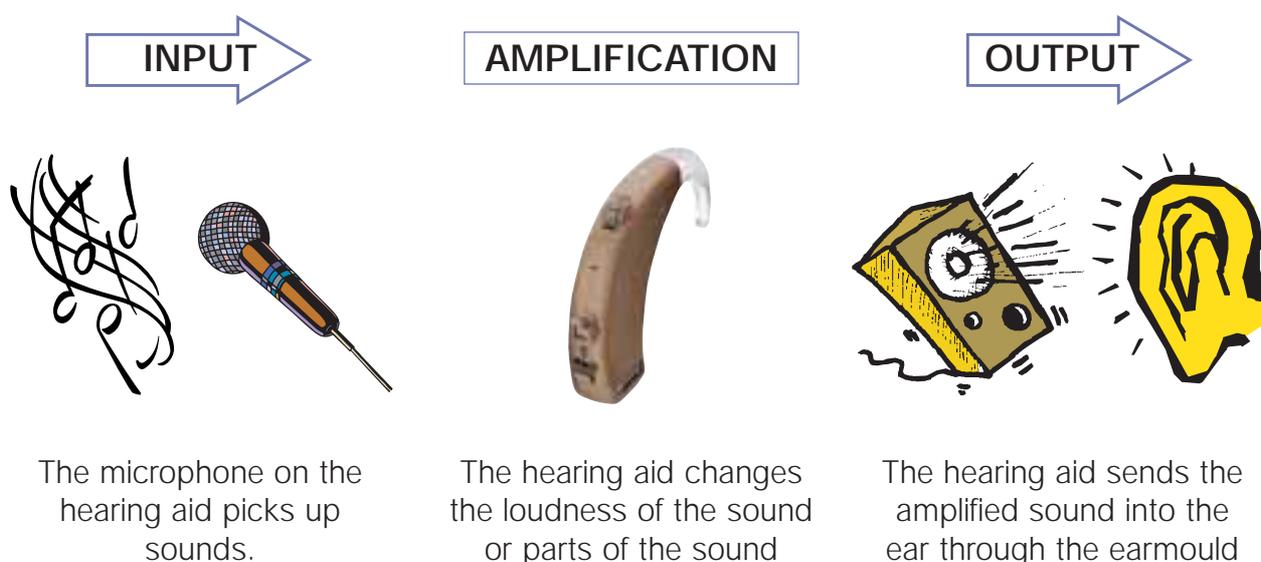
The hearing aid microphone works best at a distance of between one and two meters from the speaker in quiet conditions.

In general, hearing aids have three main functions:

INPUT To receive sound signals

AMPLIFICATION To the most suitable level for the user

OUTPUT To send the amplified sound signals to the user



Most hearing aids have controls that you can adjust.

The **volume control** – mostly found on analogue behind the ear hearing aids.

The **function switch** – the function switch usually has three positions:

O – off

T – telecoil on, microphone off

MT – telecoil on, microphone on

A telecoil is technology that is built into some hearing aids. When the telecoil is switched on, the hearing aid can pick up signals which are transmitted by a magnetic field from a loop system. The settings on the function switch can be called different names.

Some aids may have an extra position on the switch marked by a symbol (possibly * or X). This position is usually used to make the hearing aids work better in noisy surroundings.

Direct audio input

Some hearing aids have a facility for direct audio input, as do some cochlear implant processor units and vibrotactile aids.

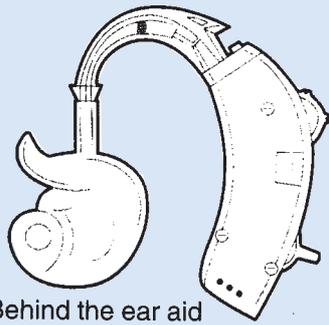
Direct audio input allows you to connect a child's hearing aids or cochlear implant directly to other audio equipment, for example a radio aid, computer or a personal CD player.

This equipment is connected directly to the hearing aid using a connector called a shoe (sometimes known as audio plug, audio connector, or audio shoe).

It is important to remember that hearing aids:

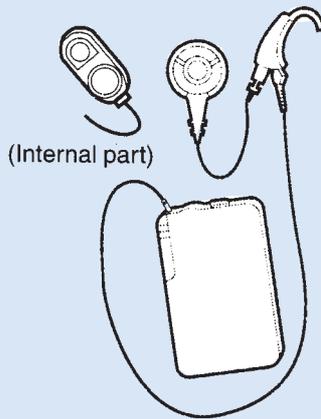
- are prescribed and fitted specifically for individual children
- only make sounds louder, not clearer
- amplify all sounds, including background noise

Different types of hearing aids

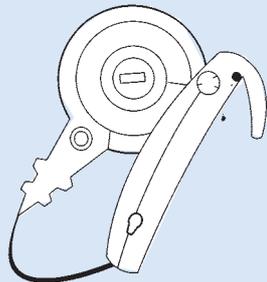


Behind the ear aid

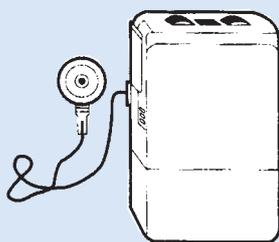
Cochlear implant



(Internal part)



Post-aural cochlear implant



Body worn aid



Bone conduction aid

Behind the ear hearing aids

Behind the ear (BTE) hearing aids are the most common type of hearing aid. They can also be called "post aural" hearing aids. They can be fitted to both ears or one ear.

The aid hangs behind the ear. The elbow joins the hearing aid to the ear mould that sits inside the ear canal. The elbow, tubing and mould are vital parts of the hearing aid system.

Cochlear Implants

When a child has a cochlear implant, electrodes are surgically implanted into the cochlea within the skull. These electrodes are connected to a receiver that is implanted into the skull behind the ear. This receives electronic information from the transmitter, which is attached by a magnet to the outside of the head.

The child wears a microphone which is usually worn like a behind the ear (BTE) hearing aid. The speech processor is either body worn and connected by a lead to the microphone, or contained with the microphone in the BTE unit.

The speech processor converts the incoming sound from the microphone into electronic signals that are then passed to the transmitter and onto the receiver in the skull. These signals are then passed to the implanted electrodes in the cochlea.

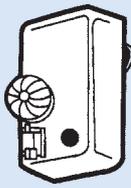
Body worn hearing aids

Body worn aids are designed to be worn on the chest. Children who use body worn aids often wear a special chest harness. These harnesses are designed to place the microphone in the correct position and to limit movement of the aid. This can help to reduce unwanted noise.

Bone conduction hearing aids

Bone conduction hearing aids work in a different way from other hearing aids. Instead of making sounds louder it changes them into vibrations. The vibrations then pass along the bone in the child's head to the cochlea. The vibrations are then converted into sound in the usual way.

The vibrating part of the aid is normally held against the bone by a headband or the arm of the child's glasses. The headband needs to hold the transducer in place firmly to allow good transmission of vibrations to the skull.



Bone anchored aid

Bone anchored hearing aids

A bone anchored hearing aid (BAHA) is another type of bone conduction aid. A BAHA can be suitable for children with a mild or moderate conductive hearing loss who have already tried a bone conduction aid. For children with a severe hearing loss, there is a body worn version available, which has a separate amplifier. This helps to prevent feedback.

To fit a bone anchored hearing aid a fixture is surgically implanted into the mastoid bone, just behind the ear. The bone in the skull grows into the fixture in two or three months, holding it securely in place. A small screw (called a lug) is connected to the fixture through the skin.



Digital hearing aids

Digital hearing aids

Digital hearing aids are becoming more widely available. They have some features that more traditional hearing aids do not have.

Digital hearing aids use a mini-computer to process the sounds that are received through the microphone. They are adjusted by programming the processor inside the hearing aid. Good quality digital aids can be programmed to closely match the child's level of deafness at different frequencies.

Digital hearing aids can also automatically adjust the volume of the output and limit the loudness. Some digital hearing aids have 'feedback suppression'. This means that the aids can automatically reduce feedback. It is still important to have well-fitting earmoulds. Some digital hearing aids can reduce constant background noise, such as traffic noise.

Communication options and approaches

Deaf children need to develop fluent language skills in order to understand and influence the world around them, by whichever approach is most appropriate for the individual child.

NDCS Visions and Values

Developing good communication is vital to all children and their families. Some parents may have chosen an auditory-oral approach, whilst others may have chosen sign language or total communication for their child and it is important that you understand how to meet their child's communication needs and develop their language. The teacher of the deaf will be able to provide you with information and advice about an individual child's needs and how to develop a range of communication skills.

The information below describes the variety of communication options which are used by deaf children.



Auditory-oral approaches

All auditory-oral approaches maintain that, with the use of hearing aids, radio aids and cochlear implants to amplify residual hearing, children can develop their listening skills and a spoken language. These approaches are used with children who may have a hearing loss ranging from mild to profound.

The **natural aural approach** is the most widely used of the auditory-oral approaches. It emphasises the role of the family in helping deaf children to develop spoken language naturally, as a result of the normal experiences of childhood and is based on the consistent use of well maintained hearing aids or cochlear implants.

The **structured oral approach** is slightly different. It is used to encourage the child to develop speech and language, using residual hearing and lipreading. It often uses written language to lend support to the learning process.

You may also come across other types of auditory-oral approaches, such as **maternal reflective** and **auditory verbal therapy**. The maternal reflective method is an approach to supporting deaf children's development of spoken language. It is 'maternal' because it takes its pattern from the way in which mothers and other significant role models encourage the development of language in children. It is reflective because children are encouraged to look back at what was said in a conversation in which they participated. This helps them to understand the structure and rules of the language they are learning. It uses three elements – reading, writing and spoken language. The Auditory verbal therapy is an approach that seeks to enable deaf children to learn to talk through listening. It focuses on the use of sound as the primary channel for learning and gaining meaning from the environment.

Lipreading/speechreading is the ability to read lip patterns. Lipreading is difficult to learn but many deaf children will naturally try to lipread when they are communicating. However it would be very difficult for most deaf children to rely solely on lipreading to communicate as they can only pick up a small percentage of what is being said. So lipreading would usually be used alongside other communication approaches.

British Sign Language (BSL) is used by over 70,000 people within the British Deaf Community. It is a visual language using handshapes, facial expressions, gestures and body language to communicate. BSL is an independent and complete language with a unique vocabulary. It has a structure and grammar different from that of written and spoken English. Similar to other languages, it has evolved over time and developed regional dialects. On the 18 March 2003 the Government officially recognised BSL as a minority language.

Fingerspelling is where each letter of the alphabet is indicated by using the fingers and palm of the hand. It is used for signing names and places or for a word that doesn't have a sign.

Sign bilingualism essentially describes an approach that systematically encourages the learning of and using of two languages at one time; a sign language and a spoken/written language. In Britain, for deaf children, these are English (or another spoken language) and British Sign Language, either one being the preferred language of the child. The assumption behind this approach is that if parents are given the right support and encouragement they can learn to communicate with their deaf child. Many parents prefer to use their first language eg English or Urdu with their child. This can be in spoken form or spoken with signs taken from BSL (known as Sign Supported English). Bilingualism encourages this. However, it is also seen to be important that a child has access to adults using both BSL and English.

Total Communication

Total communication (TC) is a philosophy that involves children using different methods of communication at any one time. The idea behind this approach is that sign language will not replace but support the use of the oral method of communication and the use of any residual hearing, to help the development of speech and language skills. The most common sign language systems used in this approach are Signed English (SE) or Signed Supported English (SSE) which use signs taken from BSL.



Other sign systems may include:

Sign Supported English (SSE) uses signs taken from BSL. It is used in English word order but does not attempt to sign every word that is spoken. This may be an easier way to become familiar with sign language as it means that you can use signs together with your own language. As it uses the same signs as BSL, it can be helpful to children, parents and teachers who wish to develop BSL skills at a later stage.

Signed English (SE) is an exact representation of the English language through the use of signs, where a sign is used for every spoken word. As well as using BSL signs, it also uses specifically developed signs; fourteen different "sign markers" to give guidance on important grammar and fingerspelling. SE is not a communication method like BSL or SSE, but has been designed as a teaching tool to be used at the same time as spoken English. Its aim is to develop reading and writing skills.

Paget Gorman Signed Speech (PGSS) was devised for use with deaf children and is used at the same time as speech to help them understand the structure of the English language. There are thirty-seven basic signs from which at least a total of 4,000 signs can be created. PGSS is mainly used with children who have speech and language difficulties.

Cued Speech is used because some words which sound different to hearing people, can look very similar when they are lipread by deaf people eg pat and but. Cued Speech uses eight handshapes placed near the mouth to accompany spoken language to help make every sound and word clear to a deaf child. It can be used together with sign language or to complement an oral approach.

Signalong is a relatively new sign supported system devised by professionals for children (and adults) who have language difficulties associated with learning disabilities and autism. The signs are mostly based on BSL and are used in English word order. Signalong is intended to support spoken language and is sometimes used with deaf children.

Makaton is a sign system that is used with children and adults (deaf and hearing), who have severe communication and learning disabilities. It uses speech together with signs (taken from BSL) and symbols and is grammar-free.

Positive about deafness

"Being deaf just means being different."

Faith, 11 years old

Deafness is a fact of life. Deaf people lead lives that are in some ways different, but not inferior to the lives of people with normal hearing.

Freeman et al.

It is important to acknowledge not only how deaf children are like other children, but the very important ways they differ from other children.

Mahshie

Social Inclusion

"At school I need different things to hearing children. I know sign language but they don't, well some do, so I have a support worker. I have deaf friends and hearing friends. I know I'm different but I want to be able to do the same as the hearing. I can't stay for football as my taxi comes to get me, but I want to."

Ahmed, 11 years old

"We have one deaf child here, a young girl in Year 5. Before she started at the school her parents and I talked about the fact that it was important she had the opportunity to meet other deaf children. Her parents do go to local and national events for families with deaf children however we also wanted to see what we could do as a school. We meet with a teacher of the deaf from the Hearing Impaired Service. She has set up two after school groups, one just for the deaf children in the area and another for deaf children and their hearing friends. It works really well."

Primary school deputy headteacher

A positive learning and social environment is important for all children. Deaf children should benefit both socially and emotionally from their education.

Deafness itself does not create behaviour problems however a deaf child may become frustrated when they are not able to communicate clearly with others or when they do not understand what is happening around them. Deafness might affect a child's opportunity to:

- learn appropriate social behaviour incidentally
- communicate effectively with others
- initiate conversations
- use appropriate language when interacting with different people
- be fully included in large groups
- express their feelings and emotions
- develop confidence and a positive self esteem.

Teachers have an important role to play in creating opportunities for deaf children to interact with their peers and develop their social skills.

In the classroom you can:

- create opportunities for deaf children to mix with their peers, for example, in group work do not continually pair a deaf child with the same hearing children
- promote good communication skills within the classroom, by being 'deaf aware' you will act as a role model for hearing children
- give consideration to seating arrangements in the classroom and select supportive neighbours for a deaf child
- introduce peer support or mentoring
- provide opportunities for a deaf child to develop self-esteem and be successful
- include deaf awareness within your teaching for example; you could include a deaf character in a story. However how you do this will need careful consideration. It is important that a deaf child does not feel different by having too much attention drawn to them
- invite in guest speakers to talk about deaf issues
- monitor a child's social development
- introduce communication and sign language classes for hearing children



The Wider School

Social inclusion is not an issue which is just limited to the classroom. Equality of opportunity for deaf children extends to the wider life of the school.

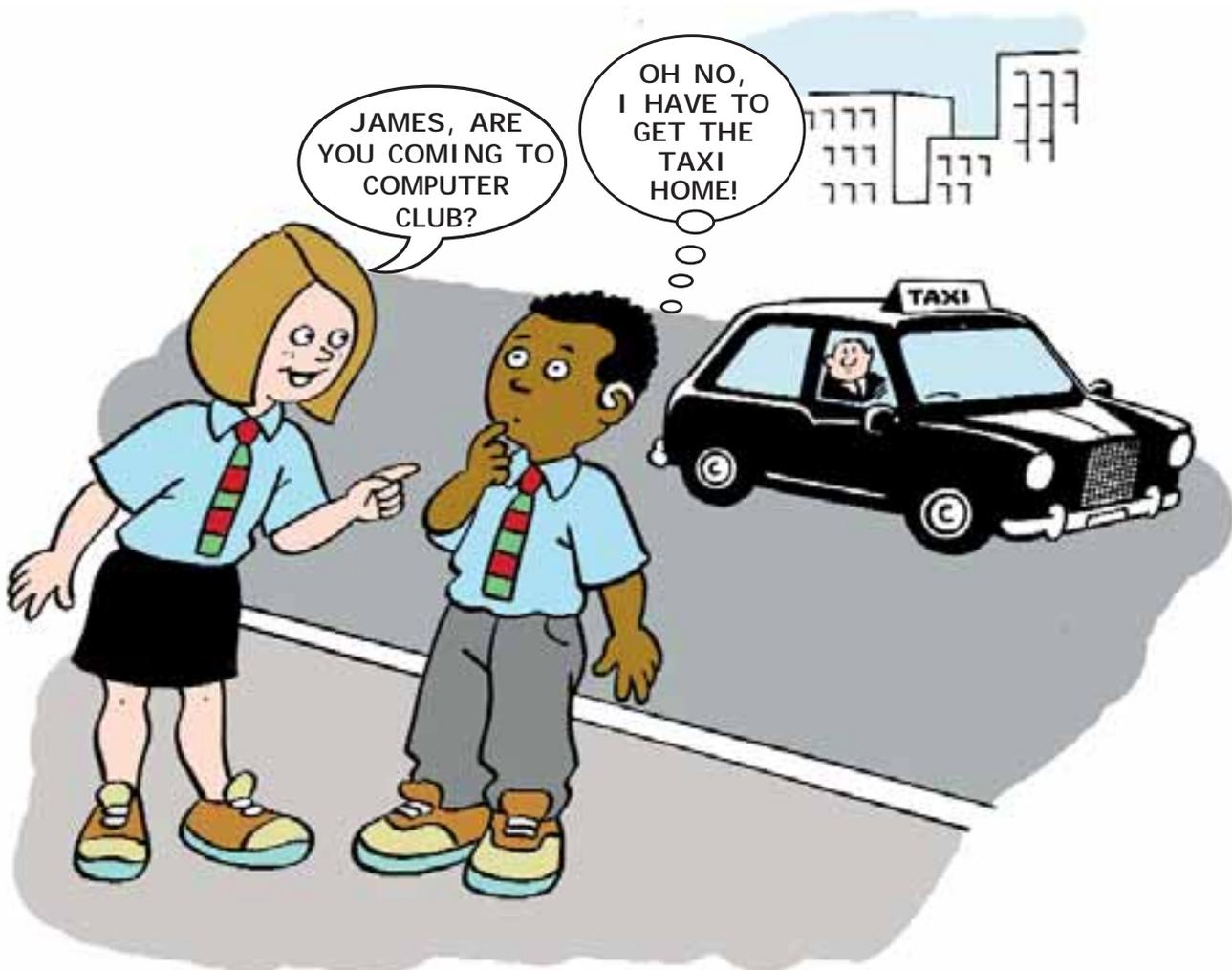
Communication - Deaf children need to be able to communicate with wider members of the school community such as reception staff and break/lunchtime supervisors.

For example if a deaf child wanted to contact their parents, are reception staff able to communicate effectively with them? Is there appropriate equipment for a deaf child to use such as a text-telephone or amplified phone?

Information sharing – It is also important to ensure that deaf children are kept informed about school announcements for example, non-uniform days, school outings or visitors. This is an area where a child's form tutor has a particular role to play.

This can be facilitated in different ways such as writing details on the black/white board, repeating announcements made during assemblies, checking that a child has the information in their home-school book.

Extra-curricular activities – Deaf children should have an equal opportunity to take part in extra-curricular activities such as school clubs and outings. Many deaf children travel to and from school by taxi and so different arrangements for collecting a child may need to be made so that they can stay after school. Try and arrange for clubs to take place in the classroom with the best acoustics and if additional communication support is needed that this is available too.



Models of deafness

There are different 'models' by which deafness can be understood; the medical model, the social model and the linguistic/cultural model.

The medical model sees deafness as a medical condition and the appropriate response is to intervene to try and minimise the effects. Much emphasis is placed on finding the cause of deafness, obtaining an accurate diagnosis and providing the most suitable amplification ie hearing aids or a cochlear implant.

The social model of disability can also be applied to deafness. This approach sees society as disabling, for example, a deaf person is disabled or disadvantaged only because society does not make proper provision for deaf people.

There is another approach which is linked to the social model called the 'linguistic/cultural model of deafness'. The approach focuses on deaf people as a cultural and linguistic minority. Deaf people share a common history, their own culture and their own language (British Sign Language). Therefore, the Deaf community is very similar to other minority communities. A capital 'D' is often used to emphasis this view when referring to the Deaf community.

Deaf role models

"Being a role model for deaf children is very rewarding. When I was at school I never met a deaf adult. The most common question deaf children ask me are about how to communicate with hearing children and what it feels like to be deaf. As well as running a group for deaf children I also run a communication club for deaf and hearing children. The main aim of this club is to promote good communication. Also I run a lunch time signing class for school staff."

Deaf Adult Role Model

"Tuesday is my favourite day of the week because Simon and Joanne come. They are both deaf like me but Simon goes to college and Joanne works. On Tuesday all of the deaf kids get together. We don't just talk about being deaf, sometimes we do. I like being with people the same as me. On Tuesday I'm not in the minority because all the deaf are together. Before I met Simon and Joanne I had never seen a young deaf person, everyone else I saw with a hearing aid was really old."

Philip, 14 years old

Deaf adults have an important part to play in the inclusion of deaf children in schools. Not only can they provide a deaf child with a positive role model, they can also support their language acquisition, encourage the use of different communication strategies and foster personal and social development. It is important to make sure those deaf adults who work in the school or visit on a regular basis, are included in planning activities and reviewing a child's progress. As well as working directly with children, deaf adults can also provide advice to staff, deliver deaf awareness training and sign language tuition for staff.



Working in partnership

The wider team

"I am in regular contact with over twelve professionals about my son. Last week I had seven different appointments at the school, the hospital and community centre. Some weeks it does mean my son misses a lot of school, which worries me."

Mother of a deaf child

A deaf child and their family are likely to be working with a range of different professionals. Although you may not meet all of the people involved, it is important to understand each agency's role and be aware of how this impacts on the child and their family. It is also useful to know what advice and support the different agencies can offer to you, to find out more talk to the child's parents, the SENCO or teacher of the deaf.

Below is a list of the range of people who maybe in contact with a family. Deaf children with additional needs are likely to have contact with other professionals who are not listed below.



- teacher of the deaf



- social worker for deaf people



- advocate / befriender



- audiologist



- paediatrician



- general practitioner (GP)



- ear, nose and throat (ENT) consultant



- educational psychologist



- speech and language therapist



- class teacher and /or form tutor



- local education authority officer



- deaf role model/sign language tutor



- special educational needs co-ordinator (SENCO) or adviser



- teaching assistant and /or communication support worker



- cochlear implant team

Working in partnership with parents

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Special Educational Needs Code of Practice, DfES, 2001

"I don't want to feel like an outsider when it comes to my son's education. I don't want to send him to school and not know what he's doing. It's not that I'm over protective, I just know how important a good education is and also I know my son and feel I can contribute in a positive way."

Mother of a deaf child

"The Learning Support Team wanted to encourage greater parent involvement in the school. After consulting with parents and colleagues we decided to implement some new initiatives:

- the Learning Support Department now produces a termly newsletter for parents with information about the support that is available at the school*
- on Thursdays after school we have 'drop-in' session where parents can come and talk to members of the Learning Support Team, or make an appointment to see a class teacher*
- there is a coffee morning once a term for parents of deaf children. All of the deaf children at the school have to travel long distances to get here and we wanted to give their parents an opportunity to meet each other. We also invite parents of deaf children from other neighbouring schools too.*
- for parents with deaf children who will be transferring to the school in year 7 we hold an additional open day. The children come to the school for the day and their parents are able to come along in the evening and meet with their child's form tutor and the Learning Support Team."*

Secondary School Special Educational Needs Co-ordinator

Parents can make an invaluable contribution to their child's education, not only by sharing the knowledge they have about their child but also by providing a supportive learning environment at home. On the next page are some examples which parents and teachers have identified as helping to make this partnership successful.

Advice from parents

- keep parents up-to-date with their child's development and progress
- give parents copies of schemes of work, homework tasks and coursework assignments - so that they can support their child's learning at home
- recognise the knowledge and experience that parents have about their child and ask them for advice and help if their child is having difficulties at school
- if a parent raises a concern about their child's education respond as quickly as possible

Advice from teachers

- allow parents to determine their degree of involvement in decisions affecting their child
- involve parents in planning and reviewing meetings
- when writing to parents use plain English and avoid using educational jargon
- keep notes of your assessment and share these with the family
- produce information for parents such as a booklet which includes information about your curriculum area, practical advice for supporting their child and who to contact if they have a concern or complaint
- don't just contact parents when there is a problem, also let them know when their child has done well
- consult with parents, ask them how home-school communication could be improved

When you meet with a deaf child's parents here are some questions to consider asking:

- what have you found helps your child to learn?
- what do you think are their strengths and weaknesses?
- how does your child like to communicate?
- if your child doesn't understand me what should I do?
- is there anything else you think I should know?

Home/ School communication book

Many schools now issue pupils with diaries or journals for recording their timetable and homework. Books like this can also be an effective way for parents and teachers to share information. For example a teacher could include details of what topics will be covered over the coming weeks. Parents can also pass on important information, such as if their child has an audiology appointment.

SCHOOL DIARY

September - Week 1

4 Monday

note:

5 Tuesday

note:

6 Wednesday

note:

7 Thursday

note:

8 Friday

note:

9 Saturday

note:

Key principles of working in partnership with families

Rights and responsibilities

Parents have rights and responsibilities in relation to the development and care of their child. Professionals have a duty to acknowledge and understand the unique role and relationship each parent has with their deaf child.

Respect

Parents have unique knowledge about their child. They have the right to be respected as the primary carers of their deaf child.

Informed choice

Parents have the right to be provided with unbiased, accurate and up-to-date information in order to be able to make informed and appropriate choices for their deaf child.

Individuality

There are many common issues for parents of deaf children, but no two families are the same or have identical needs. Families can be diverse in terms of their experience, resources and expectations, as well as their cultural, religious and linguistic influences.

Equality

Optimum support for a deaf child will only occur when parents are considered to be valued and equal partners alongside the range of professionals working with them and their child.

Working with teachers of the deaf

Teachers of the deaf have specialist knowledge about deafness and its implications for a child's educational, social and emotional development. Not only do they have an important role in working with deaf children and their families but they also provide support to mainstream teachers. A teacher of the deaf will be able to advise you on:

- planning your lessons, developing resources and modifying written texts
- adapting your classroom
- strategies to encourage communication and language development
- working with teaching assistants and communication support workers
- hearing aids and other equipment
- special arrangements for tests and assessments
- setting targets for children and reviewing progress
- the role of other agencies and professionals

If you would like advice about teaching a deaf child then contact the Hearing Impaired Service within your Local Education Authority.

Here are some questions you might want to ask a teacher of the deaf:

- what implications does a child's deafness have on their learning?
- what should I be thinking about when I plan my lessons and prepare my resources?
- what is the child's preferred method communication?
- what can I do if I do not understand the pupil?
- what can I do if they do not understand me?
- is there any equipment the pupil needs for my class? If there is, how do I use it?
- what situations in the class might be difficult for the pupil? What can I do about this?
- are there resources that I would find useful?
- how often are you able to come to my class or give me advice?



A day in the life of a Teacher of the Deaf

Monday

- 8:00am** Collect files, equipment, books, resources and assessment materials from the resource base.
- 8:45** Meeting with SENCO about a pupil in Key Stage 1 who has a deteriorating hearing loss
- 9:00** Take part in a school assembly as part of Deaf Awareness Week.
- 9:15** Pre-tutoring with a year 4 pupil in preparation for tomorrow's literacy lesson. Check child's equipment.
- 10:15** Arrive at school number two. Discuss the special arrangements for the SAT's with the SENCO.
Observe child in religious education. Child noted to have difficulty in reception as information is delivered orally. Discuss with the teacher about using visual clues.
- 11:30** Go to hospital clinic. Consultant arranged meeting with family where the audiologist will give confirmation as to whether their baby is deaf. Answer questions the family have and arrange a follow-up visit. Catch up with the speech and language therapists, audiologists and paediatric consultants.
- 1:00pm** Home visit, to meet a profoundly deaf toddler who is being considered for a cochlear implant.
- 2:15** Annual review child who is due to transfer to secondary school.
- 4:15** Teacher of Deaf team meeting
- 5:15** Write up notes and pick up messages. Message includes a health visitor referral for two year old. Call families to arrange home visits.

Working with teaching assistants (TAs)

The value of a classroom assistant lies not only in the ability of the assistant but in that of the teachers to use such help to the full.

Woolf and Bassett 1988

"I have worked with deaf children for a number of years now. I think because I spend a lot of my time working with individual children I get to know them very well and I have a good understanding of their needs. At the school where I work teaching assistants take part in departmental meetings and we have dedicated time with the teachers to plan the lessons for the next term. As I know in advance what topics are going to be taught I can make sure that the materials are suitable for the deaf children and change any worksheets or resources. I also contribute to the children's individual education plans and annual reviews."

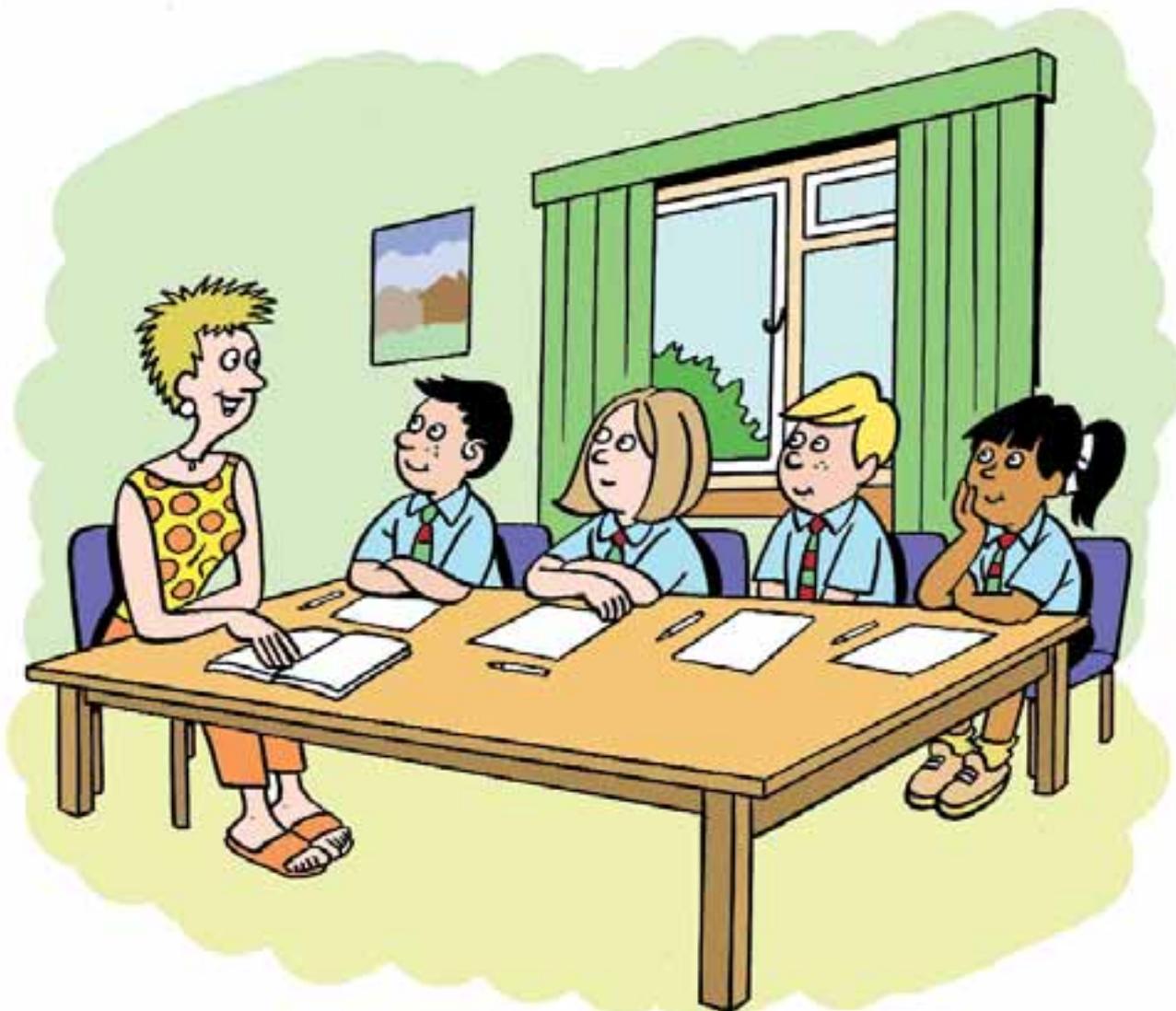
Teaching assistant

Teaching assistants (TAs) can be key to making inclusion work for deaf children in mainstream schools. The list below highlights the range of activities carried out by TAs:

- pre- and post-lesson tutoring of children
- one-to-one support in the classroom such as checking a deaf child's understanding and explaining new concepts or vocabulary
- planning lessons with teachers
- observing children and assessing progress
- contributing to target setting
- facilitating small group work
- adapting resources
- acting as a note-taker, particularly for older children
- preparing children for examinations and tests
- checking equipment such as hearing aids and radio aids
- working with a child on speech and language therapy exercises
- contributing to Individual Education Plans and school reports
- attending meetings such as annual reviews

Top tips for working with teaching assistants (advice from teachers and teaching assistants)

1. provide TAs with copies of schemes of work and lesson plans in advance
2. give TAs copies of any texts books or resources you will be using
3. set aside time to meet with TAs to plan and discuss lessons
4. ask TAs for advice if you are not sure how to meet a child's needs
5. explain the role you want the TA to take during the different parts of the lesson
6. agree how you will manage discipline and poor behaviour
7. TAs have a lot of knowledge about the deaf children they support so involve them in setting targets and writing reports
8. keep TAs informed about a child's progress
9. as the class teacher it is important to build a relationship with the deaf child in your class. Do not rely solely on the TA to teach a deaf child, make time to work directly with the deaf child in your class



Working with teaching assistants

The Department for Education and Skills (DfES)

The Department for Education and Skills has produced guidance for headteachers and teachers on the role of teaching assistants. The document highlights effective practice in the work of teaching assistants:

1. fosters the participation of pupils in the social and academic process of a school
2. seeks to enable pupils to become independent learners
3. helps to raise standards of achievement for all pupils

Aspects of good teaching assistant practice in the school

1. Fostering the participation of pupils in the social and academic life of the school

- supervising and assisting small groups of pupils in activities set by teachers
- developing pupil's social skills
- implementing behaviour management policies
- spotting early signs of bullying and disruptive behaviour
- helping the inclusion of all children
- keeping children on task

2. Seeking to enable pupils to become more independent learners

- showing an interest - helping to raise self esteem by showing an interest in their work
- assisting individuals in educational tasks
- freeing up teachers to work with groups
- working with outside agencies
- modelling good practice
- assisting pupils with physical needs

3. Help to raise standards of achievement of all pupils

- being involved at a whole-class level
- helping implement lesson plans
- making possible more ambitious learning activities
- providing support for the literacy and numeracy strategies
- providing feedback to teachers
- preparing classroom materials

Communication support workers (CSWs)

If there is a deaf child in your class whose first language is British Sign Language or they use sign supported English then they may be supported by a communication support worker (CSW). In addition to supporting deaf children by translating English into sign language CSWs might take notes (particularly for older pupils), check equipment and deliver deaf awareness training.

When working with a CSW:

- it is important to be aware that there will be a time lag between what you say and it being interpreted. A deaf child will need extra time to be able to participate fully in lessons. For example, if you ask the class a question, allow extra time for a deaf child to watch the CSW and form a reply or ask a question
- make sure that the CSW has a copy of your lessons plan and any resources (textbooks, videos etc.) you plan to use so that the CSW can prepare and have the opportunity to ask you questions about the lesson
- plan activities which give the CSW a break from signing and the deaf child a break from watching – both interpreting and reading sign language is intensive work
- speak directly to the deaf child and not the CSW for example do say to the child "What is 6 divided by 3?" and not to the CSW "please ask James what is 6 divided by 3"



- a deaf child will be watching the CSW to access the lesson and so avoid tasks that require divided attention. For example, when you carry out a demonstration, build in time so that a child can look at you and then turn their attention back to the CSW, otherwise they will miss out on the explanation
- make sure there is enough space for the CSW to stand near to you and that the lighting is good

When teaching children who use sign language it is important be able to communicate with them directly. Even though you may not be delivering the lesson in sign language yourself, knowing some signs is important, as this will enable you to communicate directly with a deaf child and build a relationship with them. Here are some ways you can learn sign language:

- ask a communication support worker to teach you some relevant signs
- contact local schools with units for deaf children or schools for deaf children to see if they have someone who could provide training
- ask the advisory service for advice and training
- if there is a deaf adult role model who visits the school then they maybe able to teach you some signs
- enrol on a sign language class at your local college

There is also a number of useful resources; educational toolkits, video's and CD ROMs (see Forest Bookshop in useful contacts, pg 67)

There are also some useful school signs given at the back of this booklet.

A deaf friendly classroom

"I have to sit near the front of the class so I can lip-read the teacher but the noise from the overhead projector drives me crazy, I just can't concentrate."

Alice, 14 years

"When we go to the hall for assembly I turn my hearing aids off because it's too noisy, I turn them off in the dinner hall too."

Fatima, 12 years

"As part of preparing to welcome some deaf pupils into our school we paid particular attention to improving the acoustics and layout of the classrooms as well as the communal school areas. As we are a large secondary school we realised that we needed to stagger these improvements and make a number of changes over time. So we did the following:

- asked the visiting teacher of the deaf to prepare an information sheet for class teachers about how they could improve their classrooms*
- identified which classroom had the best acoustics and made sure that these rooms were used for teaching deaf children*
- began a programme of school improvements from putting up more notice boards to installing loop and sound field systems*

Although we couldn't adapt the whole school in one go we could still meet the needs of the deaf children. Since we started this rolling programme of making the school more acoustically favourable many of the teachers have said they feel it has been very beneficial for all of the children.."

Secondary school headteacher

Classrooms can be noisy places. A study carried out by Shield and Dockrell into classroom acoustics highlighted just how far reaching the effects of noise on children can be. The survey found that:

- children with special educational needs were particularly vulnerable to the effects of back ground noise.
- acute exposure to noise affected children's performance on academic tasks, with language based tasks being particularly affected by background noise

For deaf children the noise level, acoustics and the layout of classrooms are particularly important.

In your classroom there will be a mixture of sounds made up of the **signal** (ie the sound the teacher wants a child to listen) and **noise** (ie background or competing noise). The signal could be the voice of the teacher, other pupils or other sounds such

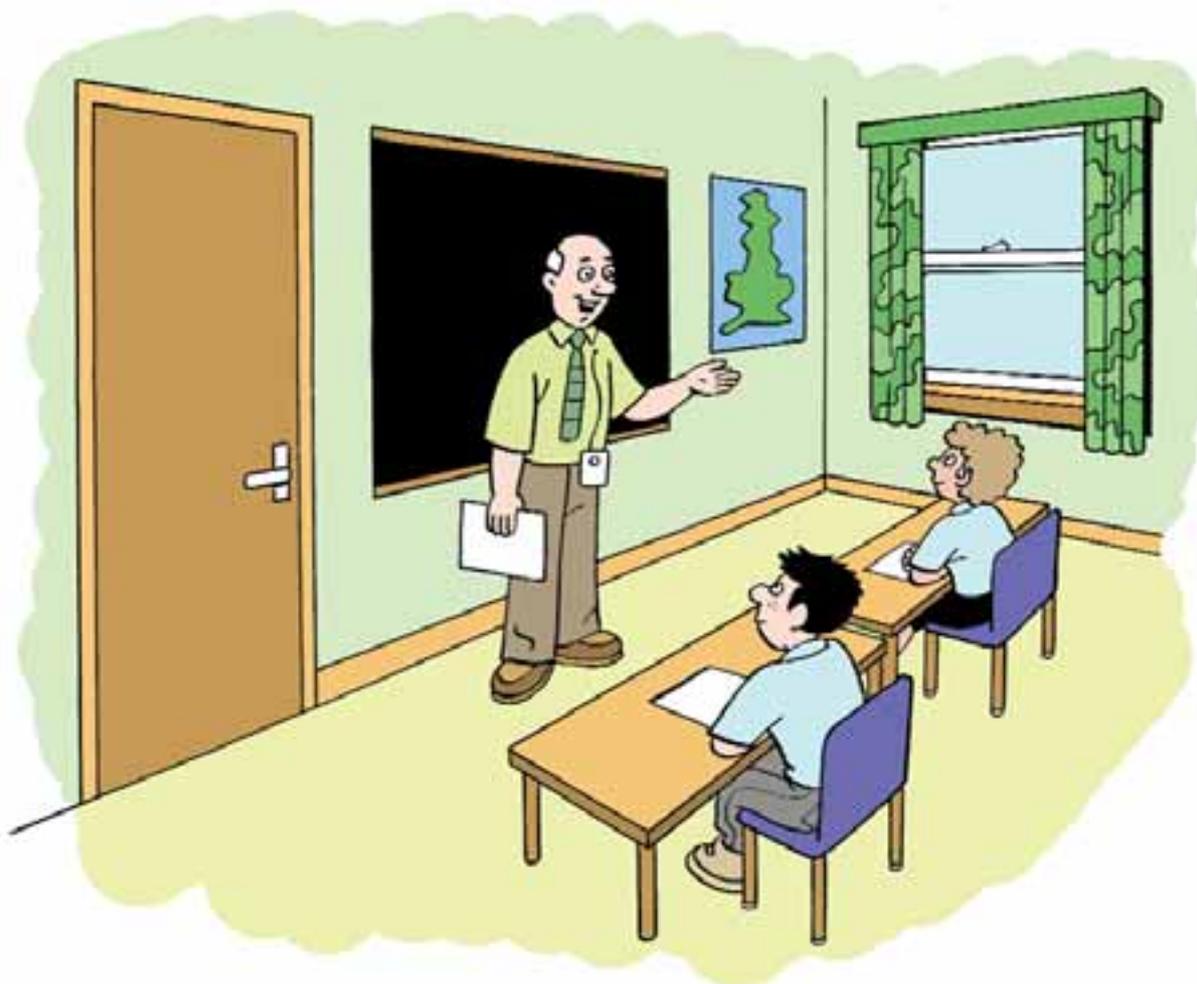


as music. Noise includes the sounds that come from outside the classroom (eg pupils walking down a corridor) as well as inside the classroom (eg computers and overhead projectors). When the loudness of the signal is compared with the loudness of the noise, this is called the **signal to noise ratio**. So good listening conditions are created when a positive signal to noise ratio exists, ie when the signal is significantly louder than the background noise.

The presence of competing noise makes listening difficult for all pupils, but the impact is even greater for deaf children. This is because microphones on hearing aids and cochlear implants amplify all sounds and so a deaf child may not be able to discriminate between what is being said by the teacher (or a classmate) and the background noise. If a deaf child uses a radio aid then the transmitter worn by the teacher will also pick up and transmit background noise.

Reducing noise levels will also benefit children with glue ear or who have mild or unilateral deafness as they may find it difficult to distinguish the teachers voice from background noise.

Improving the acoustics within a school needs careful consideration. Some changes may need to be planned over time such as lowering ceilings or installing equipment such as a sound field system (see pg 58). However it is also important for teachers and support staff to become 'noise aware' so that they can ensure that classroom listening conditions are good for deaf children. It may be useful to ask the teacher of the deaf to give you advice about how to improve the listening conditions in your classroom.



There are many things which can be done to improve listening conditions. Here are some examples:

- plan your lessons so that the tasks which require a lot of listening can be done when background noise is low
- encourage children to work quietly and reduce the level of noise in the classroom rather than raising your voice
- closing the window or door when there is a noise outside
- adding rubber tips to chairs and tables
- replacing noisy equipment

Managing reverberation

Another factor that can affect listening conditions is reverberation. Reverberation occurs when sound bounces off hard surfaces and creates echoes. You can help to manage reverberation by:

- covering walls with displays or acoustic wall tiles. Soft surfaces reflect sound less than hard surfaces and so reverberation is reduced.
- hanging mobiles from the ceiling
- fitting blinds or curtains
- carpeting floors and covering hard surfaces for example using table cloths on side tables

Curriculum planning

Pupils with Special Educational Needs should have the same opportunities as others to progress and demonstrate achievement.

Excellence for All Children: Meeting Special Educational Needs, DfEE 1997

Preparing to teach a deaf child

"I have over thirty children in all of the classes I teach and when I learnt that Daniel, who is deaf, would be joining one of my groups I must confess I didn't know much about deafness and to be honest I was worried about how I would find the time to adapt my lessons and change my teaching resources. The Special Educational Needs Co-ordinator (SENCO) arranged a meeting for everyone who would be teaching Daniel and the teacher of the deaf also came along. The teacher of the deaf explained about deafness and focussed particularly on Daniel's individual needs. She also talked about classroom strategies we could use and as well as some hints and tips for preparing lessons. Now I not only feel more confident but I've found that the extra time I give to explanations and the greater use of visual materials are helping all the children in my classes not just Daniel."

Secondary school teacher

If you have not taught a deaf child before it is important to find out about their individual needs and learning style. There are a number of questions to consider:

- what method of communication do they use?
- do they wear hearing aids or have a cochlear implant?
- do they use a radio aid?
- what do I need to do to make my lessons accessible?
- what additional support is needed?
- how do I become more 'deaf aware'?
- what is the level of their deafness and what does that individually mean for them?

There may be reports about the pupil which you can read such as their:

- Individual Education Plan
- Statement of Special Educational Needs
- Annual Review reports

There are also a range of people who will be able to give you advice about teaching deaf children for example:

- teachers of the deaf. There may be a teacher of the deaf based at the school or peripatetic teacher of the deaf might visit on a regular basis. If not then contact the Hearing Impaired Service within your Local Education Authority.

- the Special Educational Needs Co-ordinator and learning support staff
- the child's parents
- colleagues who have experience of teaching deaf children
- voluntary organisations such as the National Deaf Children's Society
- and of course the child themselves.

When you first start teaching a deaf pupil you will both start to learn about each others communication style, you may find it difficult to understand what a deaf pupil is saying / signing and your lip-patterns and facial expressions will be unfamiliar to them so they will need time to adjust too. A deaf child may be supported by a teaching assistant or communication support work however as the class teacher you are primarily responsible for their learning. Therefore it is important to invest time getting to know a pupil and how they communicate.

Lesson planning and differentiation

Lesson planning and delivery should take account of pupil's individual needs, relating these to the lesson contents. Teachers will also need to have regards to the pace and challenge of lessons and the opportunities presented for collaborative learning.

National Special Educational Needs Specialist Standards, The Teacher Training Agency

Many teaching activities involve listening and talking, for example, giving directions, class discussions and reading. Deafness may affect a pupil's ability to:

- attend (tune in to what is going on)
- concentrate and listen for long periods of time, without becoming tired
- access all information presented in the classroom, eg what is said in videos, television programs and group discussions
- make sense of new information
- learn information incidentally
- respond quickly to questions or comments
- remember things, eg large chunks of information
- improve their vocabulary and use new words appropriately

Effective planning and differentiation is the key to inclusive teaching. In order to make sure that your lessons are accessible for deaf children it is important to:

- have a good understanding of a deaf child's ability as well as their special educational needs
- know how to plan activities and tasks which are appropriate for a deaf child
- make the work meaningful and interesting. Deaf children, like their hearing peers, need to be challenged and be able to take risks with their learning

- consider a child's learning style and build in opportunities for them to learn by watching, listening and doing
- consider how and when a child should be supported and ensure that in-class support promotes independence

When planning lessons for deaf children discuss your plans with support staff, as they will be able to:

- offer advice
- help prepare resources such as modifying written texts
- adapt how they work with a child to focus on the key learning objectives
- use pre- or post tutoring time to prepare a child for a lesson and/or check their understanding

Important issues to consider when planning a lesson:

- have clear aims and objectives
- identify new or specialist vocabulary
- present information and concepts visually
- consider the pace of the lesson – if a deaf child has to concentrate on watching and listening for long periods of time they can become fatigued
- differentiate activities and include tasks that do not rely solely on listening
- use accessible resources such as videos with subtitles
- share your plans and idea with support staff
- prepare homework sheets to give to pupils
- think about how to assess what a child has learnt and understood

Homework and coursework

"When the teacher gives us homework he writes what we have to do on the whiteboard which means I can copy it down. The problem is that he explains about the homework at the same time as writing and so I can't read his lips. It means that I don't really understand what I have to do and then the lesson ends so there's no time to ask for help."

Philip, 13 years old

Setting homework, which is challenging and appropriate for deaf pupils, is an important part of school life. Deaf children, like their hearing peers, need to have the same opportunity to complete their homework to the best of their ability. This means that they need to be clear about what is expected of them and where they can seek further information and help.

Homework hints and tips:

- have homework tasks written on a sheet which pupils can take home This is particularly useful for deaf children as they cannot write down the homework and watch you or the support worker at the same time
- keep support staff informed about homework and coursework pupils have been set. Support staff need to be aware of what your expectations are for a particular piece of work so that they can support pupils effectively and arrange individual time with a pupil to help them with their work
- ask for advice about homework from specialist and support staff as they can help you to differentiate the tasks you want to set
- provide examples of good homework or course work
- homework does not always have to involve a written response so try and vary the types of tasks set
- involve parents for example by letting them know of any deadlines and which topics are going to be covered
- set aside sometime during lunch or after school when pupils can come and ask for your help



Examinations and tests

The Qualifications and Curriculum Authority (QCA) and The Joint Council for General Qualifications (JCGQ) publish information about the special arrangements for National Curriculum Tests and public examinations, which can be made for deaf children. The special arrangements made for a child will depend upon their individual needs.

Ask the teacher of the deaf for guidance on how to prepare a deaf child for taking tests, they will also be able to advise you about the special arrangements which can be made for deaf children during National Curriculum Tests as well as examination courses such as G.C.S.E's.

Below are some hints and tips from deaf children about what they found helpful when taking exams:

- knowing what topics to revise
- copies of past exam papers
- model answers to questions
- the opportunity to take practice or mock exams (with the special arrangements that can be made)
- a quiet room

Independence

"I can look after my own hearing aids and my radio aid. When I don't know what to do I put my hand up and ask the teacher."

Theo, 7 years old

For deaf children to take full advantage of school life they need to have practical independence skills and an independent approach to learning. This becomes essential as the children progress through their primary and secondary school lives.

The Care and Education of Deaf Children

For some deaf children the lack of access to information or a limited experience of learning from their peers and adults can lead to difficulties in developing independence skills. Here is some advice from teachers of the deaf on how to develop a deaf child's independence skills:

- make opportunities for pupils to make choices for example choosing an activity or how they would like to be supported
- ensure that pupils have understood information or instructions so that they can carry out a task independently
- create opportunities which will deliberately develop a child's independence
- encourage pupils to give their opinions and think for themselves
- make opportunities for a child to practise using language in meaningful situations for example delivering messages
- expect deaf children to conform to the same standards of discipline as the rest of the class. Clear boundaries help children learn what behaviour is acceptable.

Communication in the classroom

Strategies for good communication

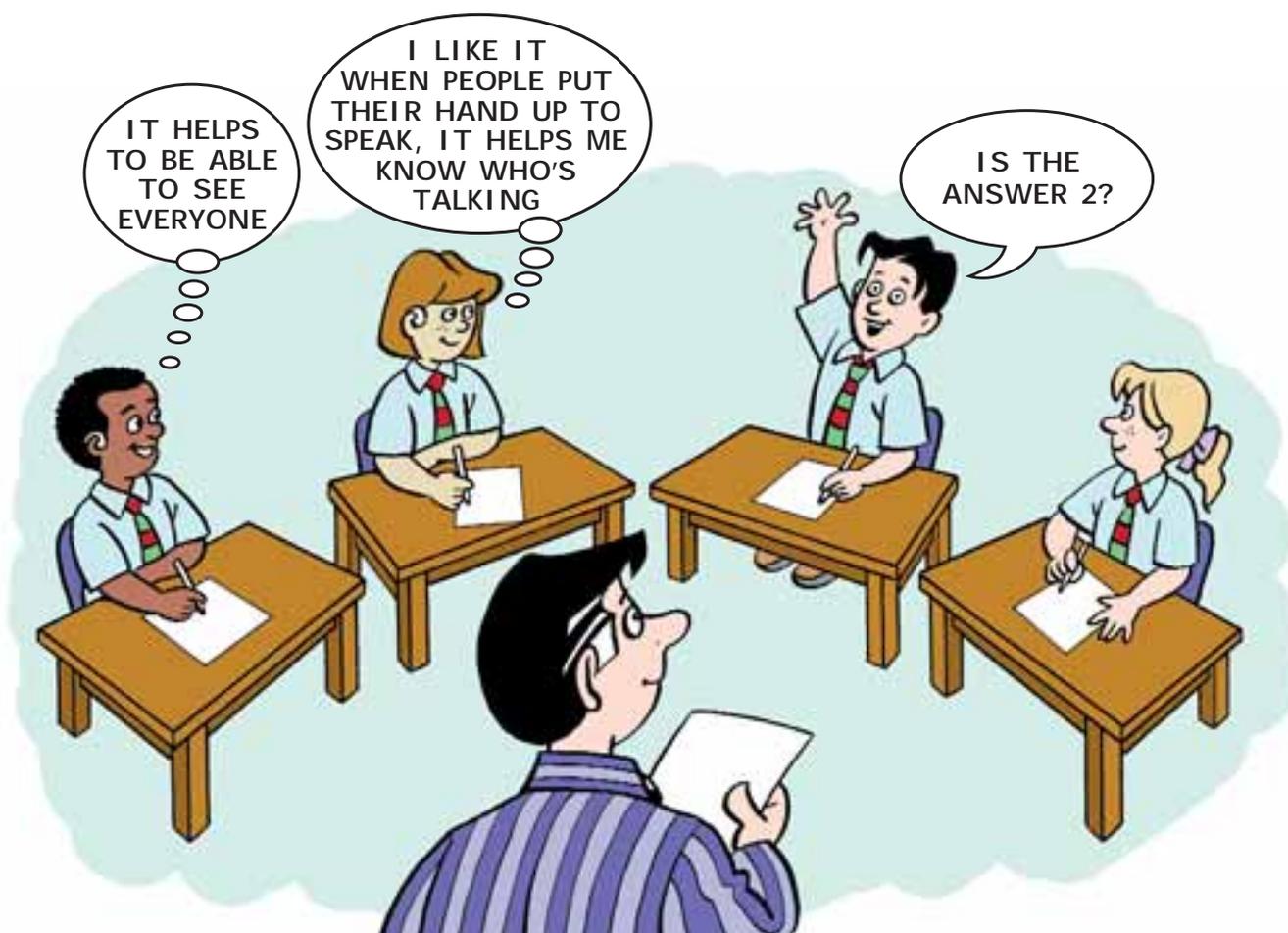
Strategies for good communication

Think about how you talk to your class. Below are some general hints and tips on how to ensure effective communication with a deaf child.

- make sure that you have a child's attention before starting to talk, otherwise they may not follow the first part of the conversation or instructions
- when talking to the whole class speak clearly and at your normal pace. Speaking too slowly or over exaggerating your mouth patterns will make it harder for a deaf child to understand you. Even if a child is using British Sign Language they will also be following lip patterns
- when changing the topic of the conversation let the child know, otherwise they may find the discussion confusing. It is useful to introduce the topic first before going into detail for example "The Romans. Today we are going to focus on the life of the Romans"
- do not shout as this will distort your lip patterns. For deaf children who use hearing aids sudden loud noises can be painful or shocking
- keep your face clear and try not to cover it with your hands, hair or any objects
- think about what you are going to wear because brightly coloured or patterned clothing can be very distracting, so can big or colourful earrings
- try to keep your hands free so that you can use natural gestures to support what you are saying
- if you talk for a long period of time it can be difficult and tiring for a deaf child to lip-read or watch a communication support worker. Keep your sentences short and remember to explain any new vocabulary or technical terms
- do not use dictation because a deaf child will not be able to follow what you are saying and take notes at the same time. This also applies to using videos or slide shows, each time a child looks down to write they will miss information

Positioning

- in the classroom a deaf child should sit near to and facing the teacher however, it is also important that they can see the other pupils. During discussions or question and answer sessions allow extra time for a deaf child to be able to turn around and see who is talking. It is helpful if you say the name of the speaker so that the deaf child knows where to look
- avoid sitting a deaf child in a noisy part of the classroom. For example make sure they are away from radiators, noisy equipment or windows which overlook busy areas
- if you walk around when you are talking a deaf child may not be able to follow what you are saying. Identify a few key places to stand in the classroom where a deaf child will be able to see you clearly



- don't stand with your back to a window as this will put your face into a shadow and make lip-reading very difficult
- do not talk at the same time as writing on the black/white board as a deaf child will not be able to read your lips or see your facial expression
- make sure the lighting in the classroom is good. If you plan to turn off the lights, for example to show a video, then consider where the best place is for a deaf child to sit. Also remember to give any instructions or explanations before you turn down the lights
- when using a communication support worker ensure that there is enough space for them to stand next to you so that the deaf child can see you both
- if a child has better residual hearing in one ear then place yourself on that side

Using resources

Visual clues

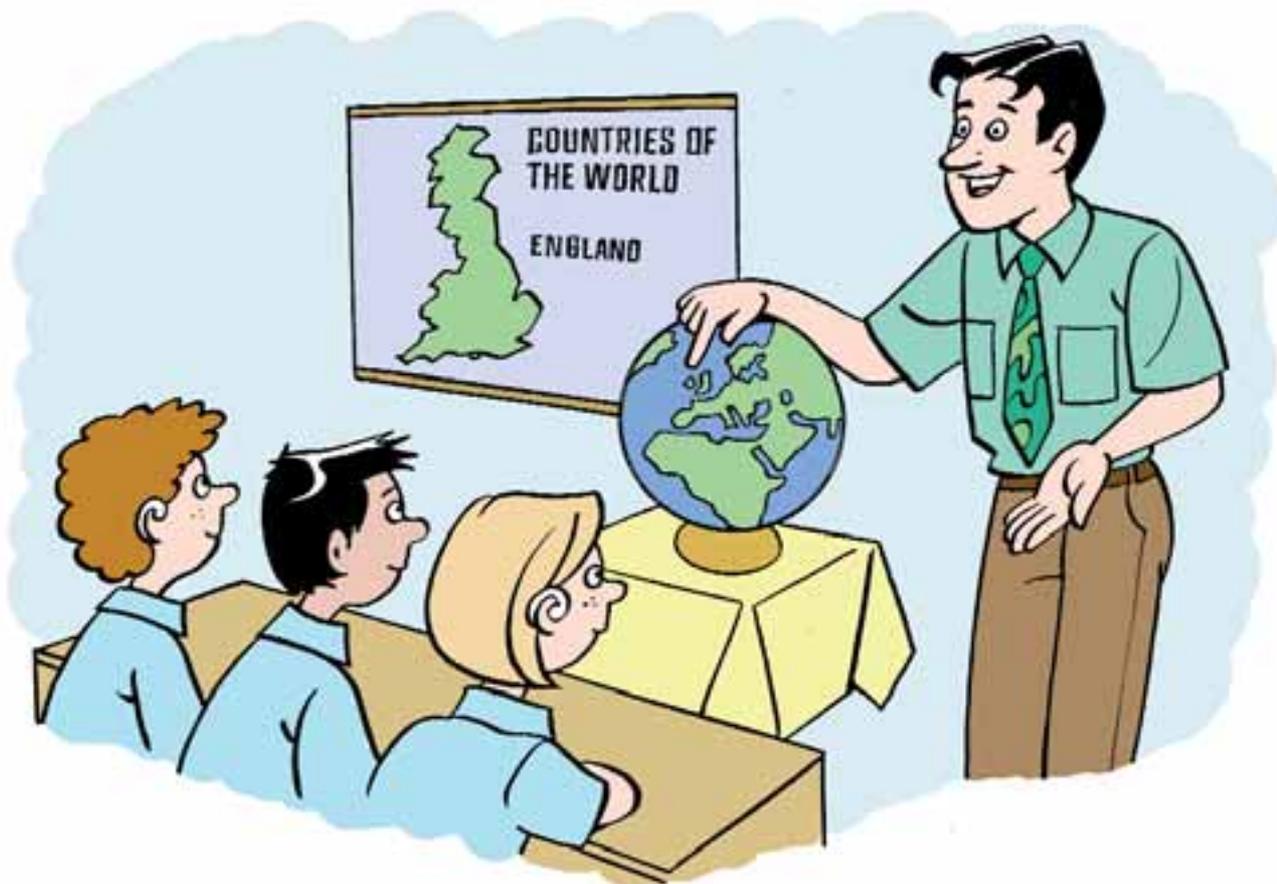
When teaching deaf children it is important to think visually. Therefore using visual clues and resources will help a deaf child access your lesson and develop their understanding. Using visual material can:

- give context to a subject or situation
- illustrate new vocabulary or concepts
- generally reinforce what is being learnt

Wherever possible support what you are teaching by using visual as well as written texts and spoken explanations.

Visual clues might include:

- demonstrating a technique
- using drama such as acting out a scene from history
- using pictures, diagrams, illustrations, objects and artefacts
- showing videos (with subtitles) or slide shows



General hints and tips for using visual materials:

- write key words, topic headings or questions on the board or overhead projector
- point to the objects or pictures you are using
- allow time for a deaf child to look at the visual clue before you start talking again to give them time to focus their attention back on you or the teaching assistant (TA)
- use an overhead/computer projector where possible, as this allows the pupils to see your face while you write on the overhead transparency

When producing resources and worksheets:

- pay attention to the design and layout for example check the headings are clear, the information is easy to read and follows a logical order
- make worksheets visual by including pictures, diagrams or illustrations as this will help to give the information context and meaning for a deaf child
- keep instructions simple, avoid long and detailed explanations
- differentiate the tasks included in the handouts and use a range of activities such as gap filling, matching and sequencing
- include tasks which require a range of responses and not just those which require a written answer
- always give an explanation of new vocabulary and include pictures in order to give the words meaning
- include 'self-tests' within the handouts so that pupils can check their own understanding

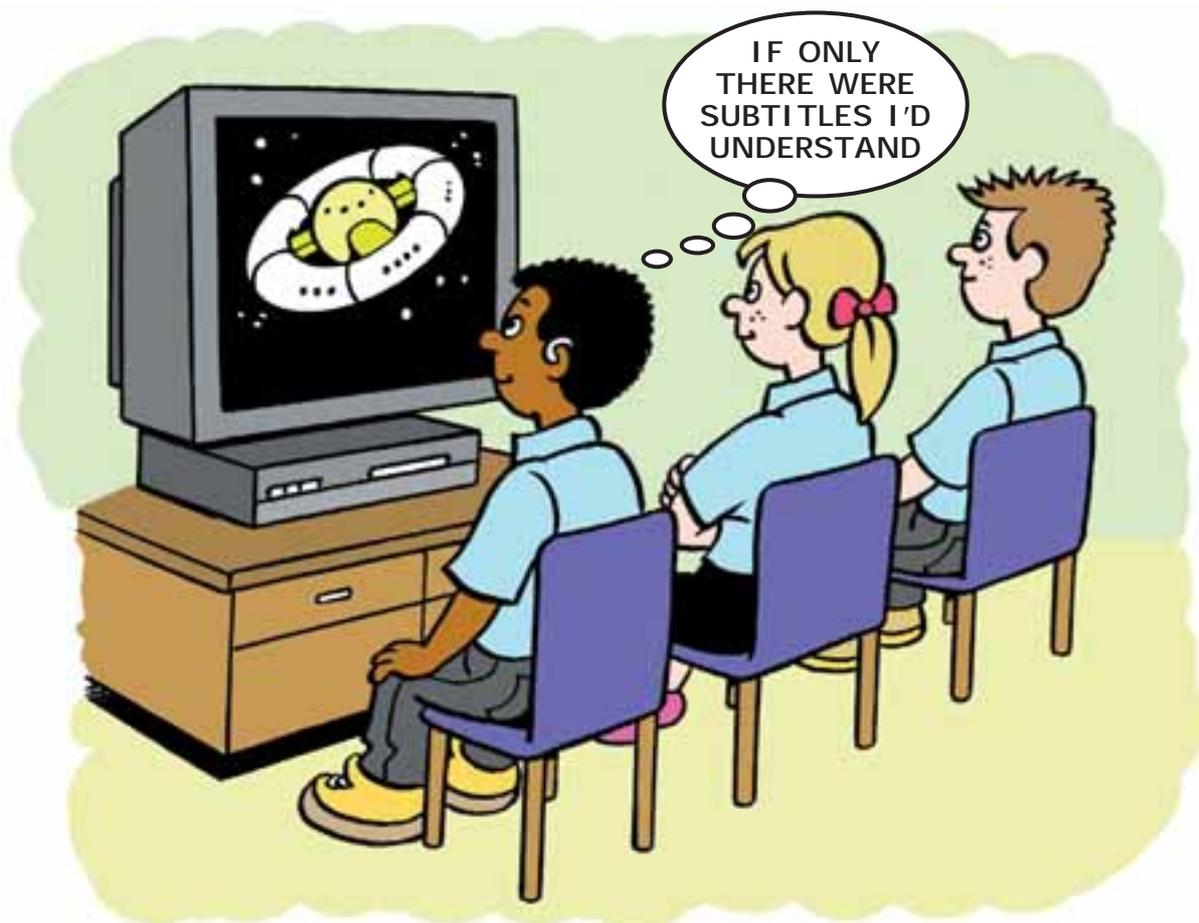
Using audio visual materials

Television and video programmes can be hard to lip-read, much of the information is given as voice over commentary and also the lip-patterns of the characters may be unfamiliar to a deaf child. The sound quality of some programmes may also be poor and also loud unexpected noises or music may startle a pupil.

There are a number of issues to take into account when using television, video or audio tapes:

- use programmes that have been signed or subtitled
- discuss any programmes you plan to show with the teachers of the deaf or teaching assistant. This will give specialist staff time to watch the programme themselves and/or individually with a child and discuss any key points and vocabulary
- arrange for a transcript to be made of the programme. It is useful for children to have this prior to watching the programme so that they have an understanding of what the programme is about and /or use the time they have with a support assistant to discuss it
- some children might benefit from watching the programme again. Therefore it would be useful to let them borrow a copy, arrange to show the programme at lunchtime or after school or make a copy available in the library
- remember a deaf child will need to watch what is happening in the programme and if they are expected to take notes when they look down to write they will miss information

- stop the programme occasionally so that you can check pupils are following what is happening and discuss the main issues
- make sure that a deaf child is sat so that they can see the television clearly



New vocabulary

Acquiring English is difficult for many deaf children and so their vocabulary may be more limited than their hearing peers. This is important to remember when you are using unusual or technical words. If the language you use is too complex a deaf child may become confused.

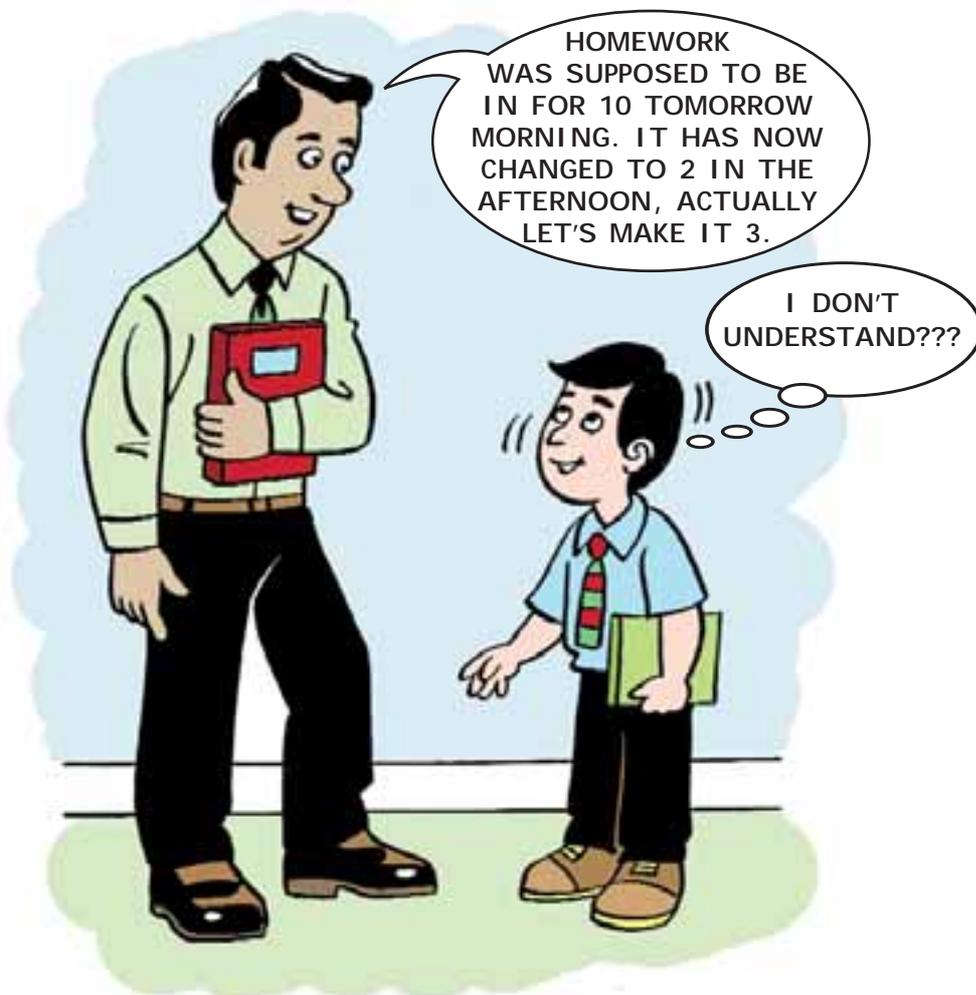
For a deaf child who uses sign language it is very difficult to see a word fingerspelt or signed for the first time and know what it means. This is also true for children who rely on lip-reading, because you cannot lip-read and understand a word you have never seen before. Deaf children who are using their residual hearing and developing their listening skills may also find it difficult to understand new words. With this in mind it is important to pay particular attention to how you introduce and use new vocabulary and subject specific language:

- prepare vocabulary sheets which contain words specific to the subject or topic you are teaching. If possible illustrate each word with a picture. Give copies of vocabulary sheets to support staff and parents so they can support a child in learning new words and concepts
- use display work for language development. Classroom displays are a good way of consolidating and developing learning. Displays with pictures and captions or explanations can provide important visual clues for deaf children
- prepare videos of subject vocabulary, using visual support materials

Checking understanding and asking questions

Below are some tips for checking the pupil's understanding and asking appropriate questions:

- if you ask a child a question and their reply seems out of context, repeat or rephrase what you have said to ensure that they understand
- take a pause between sentences and check with a child that they understand. For example if you have given a set of instructions check a child's understanding asking questions such as 'tell me what you need to do'
- encourage children to say when they don't understand. Some children find it embarrassing if they have to ask for clarification in front of their classmate or if a teacher continually checks if they have understood and so this needs to be handled sensitively
- some words are difficult to lip-read and quite often different words look the same on the mouth eg sore and saw or man and ban, so you may need to repeat what you have said
- context gives a deaf child more opportunity to follow what is being said. Try to use short sentences as these are easier to understand than either single words or long complex phrases
- use open-ended questions as this prevents the pupil from nodding without really understanding
- give a deaf pupil time to take in information before they reply



Clear communication

There are five ways that you can enable a deaf child to understand, these are to

1. **repeat**
2. **re-phrase**
3. **explain**
4. **simplify**
5. **clarify**

Think about the sentence: *"The canary islands were formed by volcanic eruptions, millions of years ago."* What could you do if a deaf pupil doesn't appear to understand?

Repeat:

"The canary islands were formed by volcanic eruptions, millions of years ago."

This gives another opportunity for a child to hear the whole message.

Re-phrase

"Millions of years ago, volcanic eruptions formed the Canary Islands"

This allows another chance to understand the message, without any reduction of the level of language used.

Explain

"When a volcano erupts under the sea it pours out a substance called magma. Magma builds up over time and forms islands. The Canary Islands were made this way."

This gives a pupil more information and context, giving them another opportunity to understand the message.

Simplify

"The Canary islands are made from magma that comes out of volcanoes. This happened a long time ago. "

By using simpler language and a more basic structure the pupil may find it easier to understand the new concepts. When they understand the concept you can add any relevant vocabulary.

Clarify:

"How do you think the Canary Islands were made? When do you think this happened?"

Asking the pupil questions allows you to check that the pupil has understood the message. It also reinforces the message for the pupil.

Group work and discussions

It is important to pay particular attention to how these activities are managed, as it can be more difficult for a deaf child to follow and contribute to group discussions.

- establish ground rules for how a discussion will work eg taking it in turns to speak
- encourage the children within your class:
 - to speak clearly and one at a time
 - to put their hand up before the answer
 - not to put their hands or hair near their mouth when they talk
 - not to talk with chewing gum or other food in their mouths
- arrange the seating so that a deaf child can see everyone in the group
- introduce the person who will speak next eg 'Sarah what do you want to say' as this will help a deaf child locate who is talking



- encourage children to say if they have not heard or understood what is said
- paraphrase or repeat what another child has said, as this may make it easier for a deaf child to understand
- if a deaf child is using a radio aid, make sure that whoever is speaking has the radio aid microphone on. However, if it isn't possible for the children to pass the radio aid to one another when they speak, repeat what has been said (for further information on radio aids see pgs 55 - 57)
- if a child is using a communication support worker allow time so that they can interpret what is being said and give the deaf child an opportunity to respond
- create opportunities for a deaf child to ask questions about the discussion or go over any points they may have missed
- when organising group work, plan in advance who children will work with. Try not to match a deaf child with the same hearing children everytime

Deaf Friendly Teaching

General hints and tips

In the classroom

- check that background noise is kept to a minimum
- use displays for language development. Displays with pictures and captions or explanations can provide important visual clues for deaf children

Communication

- make sure you have the pupils attention before you start talking
- speak clearly and at your normal pace avoid shouting and whispering as this makes mouth patterns more difficult to understand
- encourage the other children to speak one at a time and to raise their hand before speaking so that a deaf child is aware of who is talking
- use gesture and facial expressions to help children understand what you are saying
- repeat or re-phrase what you have said if a child has not understood

Positioning

- make sure there is good lighting and that your face is not in a shadow
- face a child when talking and allow some space between you and the child for signing or lip-reading purposes, ideally keep a distance of between 1 and 2 metres
- when talking don't walk around the class room or turn to write on the black/white board
- avoid sitting a deaf child near noisy equipment

Teaching

- give context to what you are saying by using visual aids such as pictures or models
- make sure a child knows when there is going to be a new topic of conversation so that they understand the context
- write key words, topic headings or questions on the board or overhead projector
- allow time for a deaf child to look at a visual clue or demonstration before you start talking again, this will give them time to focus their attention back on you

Technology and deaf children

Radio aids - questions and answers

Q) What is a radio aid?

A) A radio aid consists of a transmitter (used by the person who is talking) and a receiver (used by the deaf child). A microphone picks up the speaker's voice. The sounds are then transmitted by radio waves to the receiver. The deaf child wears the receiver. This picks up the radio signal from the transmitter and converts it back to sound, which is amplified by the child's hearing aids or implant. Radio aids can cut out background noise which can benefit children in certain environments. In a classroom environment a child may be able to hear the teacher more clearly. However, for some children it may be upsetting not to hear the rest of the pupils in the class. There are many different situations in which a deaf child may find it difficult to listen. Three main reasons for this are:

- unwanted background noise
- reverberation (sounds echoing around the room)
- the distance between the person who is speaking and the child

The radio aid helps to overcome the problems created by noise, reverberation and the distance between the child and the person speaking (usually the teacher). When used correctly a radio aid will enable the child to hear the teacher at a constant level, wherever they are in the classroom.

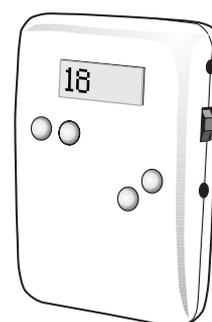
Most radio aids are of a type known as 'personal systems'. These are used together with the child's hearing aids or cochlear implants.

Q) So who wears which part?

A) The radio aid has two main parts, the transmitter, which you wear, and the receiver, which the child wears. Some transmitters can be worn on a belt or clipped to a pocket and have a separate microphone that is attached to your shirt or jumper. Others have a built-in microphone and are worn around your neck. The child's receiver/s can be worn in a number of ways depending on the type of receiver, the age of child and their personal preference. The most common way for older children to wear a body-worn receiver is on a waist belt. These receivers are usually connected to the hearing aid/s or cochlear implant using a special lead and connectors, known as shoes. Some children may use a neckloop, which is worn around the neck. Their hearing aids will need to be switched to the 'T' position when using a neckloop.

There is another type of receiver that simply clips onto the bottom of the hearing aid or cochlear implant and has no wires or body-worn box.

Radio aid



Q) Does it matter where I place the microphone?

- A) Yes, the microphone should be worn 15-20 cm from the speaker's mouth. The microphone should not be obscured in any way. Be aware that the microphone will pick up close unwanted sound so try not to wear loose jewellery, tap the microphone or allow it to flop around.

Q) How do I know it is working properly?

- A) Someone should have responsibility for checking the radio aid on a daily basis. A stetoclip is used to listen to the system through the child's hearing aid. Older/experienced radio aid users should be able to report when there is a problem. Newer radio aids have displays or lights that can indicate when some common faults occur.

Q) Do I leave the transmitter on all the time?

- A) No. It should only be switched on for information relevant to the child. Some transmitters will need to be switched off, others have a microphone muting switch. Using the muting switch is preferable where available.

Q) What do I do when we watch a video in class?

- A) The radio aid can help the child hear the television. You can either place the microphone and transmitter near to the TV loudspeaker or, preferably, connect the transmitter to the TV using a special lead. This also works well with computers and a technician would be able to connect a radio aid transmitter to language lab or other audio equipment.

Q) What if it stops working?

- A) If the fault cannot be rectified immediately, a replacement should be obtained as soon as possible. Do not continue to use a faulty unit.

10 tips when using a radio aid

1. make sure that the transmitter and receiver are working – a child will know whether it is working so check with them
2. clip or hang the microphone about 15-20 cm below your mouth
3. switch the transmitter on when talking to the whole class or a group that a deaf child is working with
4. remember to switch the transmitter off when you are having a conversation that a deaf child does not need to hear, for example if you are talking to another teacher
5. a radio aid transmitter can pick up background noise so try not to stand in a noisy area such as next to an overhead projector or an open window
6. before you shout turn the transmitter off
7. do not let the microphone knock against clothing or jewellery
8. during class discussions or group work pass the microphone to the pupils who are talking. If this isn't practical remember to summarise what has been said
9. the radio aid transmitter can be connected to equipment such as a television, computer, radio or stereo. Ask the teacher of the deaf for advice on how to do this
10. contact the teacher of the deaf for more advice or if the radio is broken

Other equipment used in the classroom

Classroom Soundfield Systems

Soundfield systems are increasingly popular in schools and are designed to provide a clear, even level of sound throughout the classroom. The teacher wears a microphone and radio transmitter and loudspeakers are placed around the room. Soundfield systems have been shown to be beneficial for hearing children and children with a mild or temporary hearing loss. Most deaf children will need to use a personal radio aid but, as long as the equipment is set-up correctly, radio aids and soundfield systems can be used together in the same classroom.

Portable Soundfield Systems

A child who cannot wear a conventional hearing aid, who has a unilateral hearing loss or who has a Central Auditory Processing Disorder or Attention Deficit Disorder, might use a portable soundfield system. Again, the teacher wears a microphone and transmitter. The child has a portable system which they place on the desk next to them. This includes a receiver, amplifier and loudspeaker. The sound of the teacher's voice is amplified and played through the loudspeaker.

TV and video in the classroom - questions and answers

Q) What are subtitles?

A) Many people rely on subtitles to enable them to enjoy television programmes. Subtitles are words that appear on the screen and show, as closely as possible, what the programme's characters or presenters are saying. Subtitles can also tell you about sound effects, music and anything else that you cannot see on screen. Subtitles often appear in different colours to help the viewer match the subtitle with who is speaking. Almost all schools programmes on BBC and Channel 4 are subtitled.

Q) How do I watch subtitles?

A) If you have an ordinary, analogue television with teletext, you will be able to watch programmes with subtitles. To view subtitles, select the channel you want to watch, then press the 'text' button on the remote control and key in '888'. If the programme is subtitled, subtitles will appear after a few seconds.

An increasing number of programmes on digital television have subtitles. You can usually display subtitles by selecting 'subtitles' from the menu and following the on-screen instructions.

Q) How do I record a programme with subtitles?

A) Very few video cassette recorders (VCRs) can record subtitles from ordinary analogue television. If you want to record subtitles, you will need a special video recorder or a teletext adapter. If you have digital television, you should find that any video recorder will record programmes with subtitles.

Products available to let you record subtitles are changing all the time – contact the NDCS Technology team for the latest information.

Q) Where can I see sign language on television?

- A) Over the years a small number of programmes have been made for deaf people such as Vision On, Sign On, The Vibe and Hands Up. These programmes all featured presenters who used sign language. Two programmes for deaf people that are currently being shown are the BBC's See Hear and Channel 4's Vee-TV.

By law, digital terrestrial channels have to provide a small number of programmes with sign language. Most channels show repeats of programmes with interpreters, many of who are deaf.

Q) What are closed captions?

- A) Many video cassettes are made with hidden subtitles, known as closed captions. These are identified by a special symbol on the video box.



If you want to watch closed captions you will need to connect a 'caption reader' to your video recorder.

Q) What about DVDs?

- A) DVDs are designed to be sold all over the world, so many of them include subtitles in several different languages, eg French, German and usually English. These English language subtitles can be very useful for deaf people who wish to watch the DVD. Since most DVD players include the option of displaying subtitles, no special decoder is needed. You will also find some DVDs include subtitles specifically designed for deaf people. These will include important additional information, such as descriptions of sound effects.

Computers in school

Many deaf children find computers really helpful at school. They can be used for everything from reading, writing and maths, to art and digital photography. There is also special software for teaching sign language and for speech therapy.

Equipment used by deaf children outside the classroom

Deaf children can benefit from specially designed equipment, used in the home and in many public places, to give equal access to everyday experiences. Whilst some of these pieces of equipment will not be used in school, they are essential to a deaf child's social and environmental awareness and therefore to their independence and personal development. It is important that teachers and pupils are aware of these issues in relation to deaf children within the mainstream school.

Alerting devices

Special alerting devices help deaf children to respond to devices which normally use sound, for example the doorbell or the telephone. Sometimes a slightly louder "ring" will be sufficient. However, often the sound is accompanied by a flashing light or vibration to gain the child's attention.

Alarm clocks – a flashing light at the bedside or a vibrating pad placed under the pillow will be used to waken a deaf child.

Doorbell – a single lamp or, if necessary, all the ceiling lights in the home can be specially wired to flash when a person rings the bell.

Telephone – a loud extension ring or flashing lights will indicate an incoming call.

Smoke alarms – these normally have both a flashing light and a vibrating pad for under the pillow as most children will not hear the alarm at night when they have removed their hearing aids or cochlear implant

Pagers – as an alternative to flashing lights around the home, some deaf children wear a pager, which can alert them to all of the above signals.

Loop systems

A loop system can help some deaf children to focus on one sound in an environment where background noise can be distracting. Inductive loops can be used in the home, most often to listen to the television or Hi-fi; in cinemas and theatres to help focus on the performance; and in shops, train stations, hotels and many other public buildings to help pick up the voice of the sales person. A sign with a symbol of an ear and "T" will indicate if a loop system is installed in a public place. Deaf children can use a loop system by moving the switch on their hearing aids or cochlear implant to the "T" or "MT" position.

Subtitles on TV

Many television programmes are now subtitled. Many videos have "closed captions" which can be shown by using a device called a caption reader. Nearly all DVDs provide English captions as a standard menu feature. All of these can be of great assistance to deaf children in developing language.

Telephones

Many children with a mild to severe hearing loss will be able to use a telephone with inbuilt amplification and inductive loop. Children with a more profound hearing loss may need to use a textphone, which has a keyboard and visual display where conversations are typed and read. Some deaf people prefer to use fax or email, or SMS ("texting") with mobile phones. Videophones are also available which enable sign language users to see each other over the telephone.

The NDCS Listening bus[®]

The Listening Bus is a mobile technology centre which travels all over the UK visiting schools for the deaf and mainstream schools with hearing impaired units.

The Bus provides deaf children and their families with an opportunity to try out the latest pieces of equipment and to find out how to obtain such equipment. The Bus carries a range of alerting devices, listening aids, telephones and textphones and computer software – all specially designed for deaf children and adults.

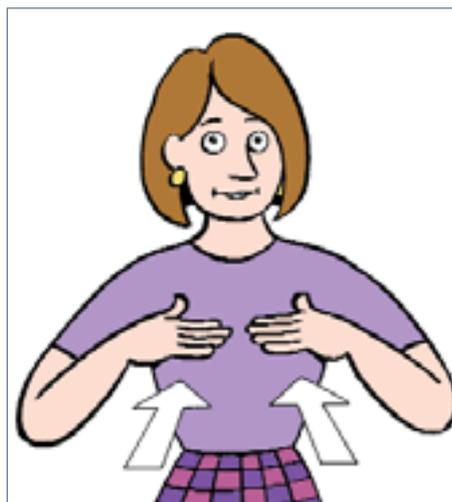
The Listening Bus schedule of visits can be found on the NDCS website and the roadshow team can be contacted at technology@ndcs.org.uk.

School signs

School signs/1



Assembly



Break time



Bullying



Exams / tests

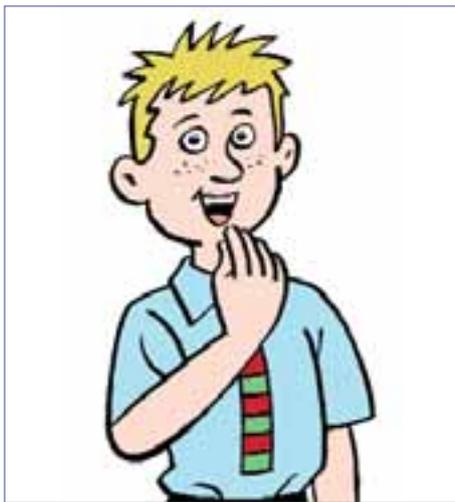


Home



Homework

School signs/2



Lunch / eat



Name



Play



School

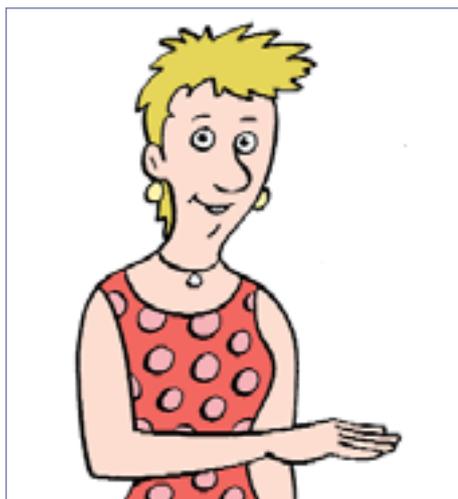


Taxi



Timetable

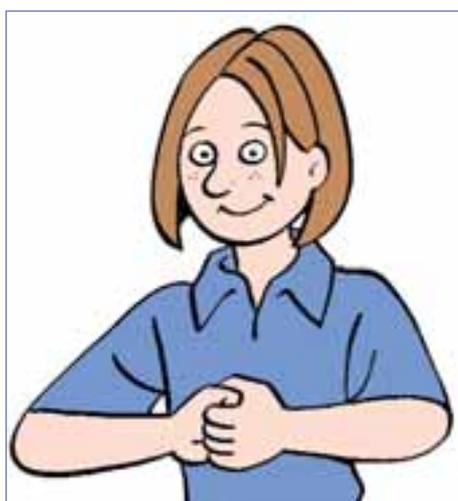
People signs



Children/Child



1. Communication Support Worker



Friends



2. Communication Support Worker

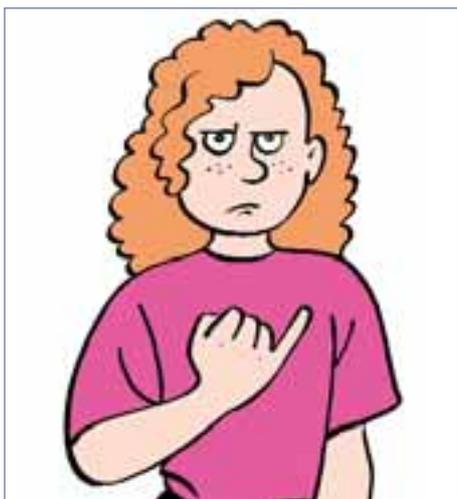


Teacher



3. Communication Support Worker

Emotional signs



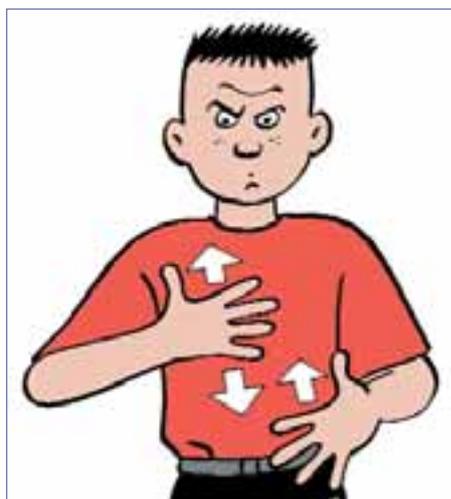
Bad



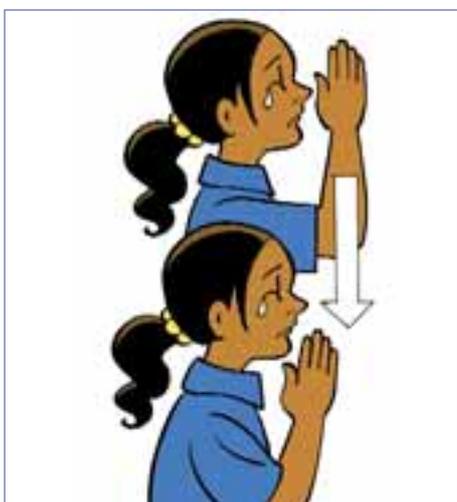
Good



Happy



Pain

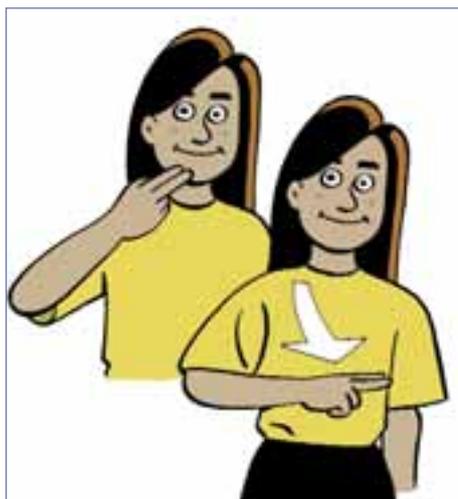


Sad

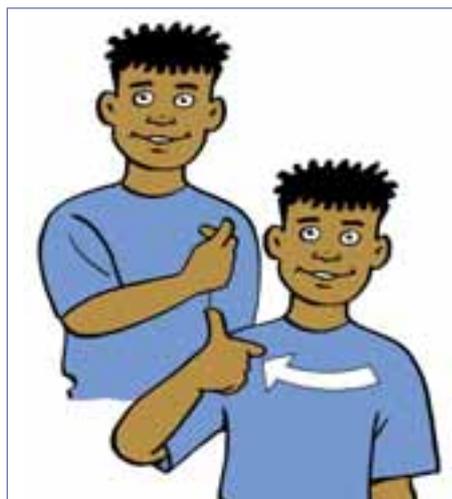


Upset

Useful signs



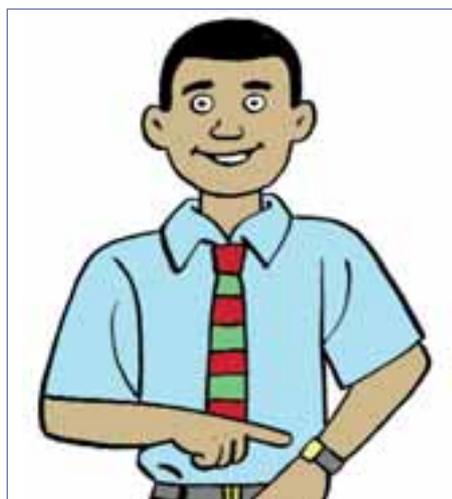
Afternoon



Morning



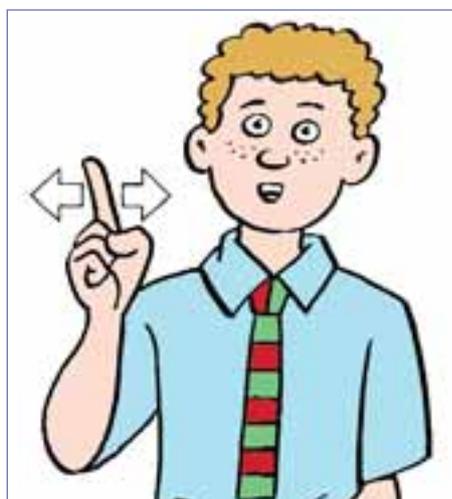
Please / Thank you



Time



Toilet



What

Useful addresses

Advisory centre for education (ACE)

Description: Independent advice on state education for children between 5-16. Special Educational Needs, exclusions, admissions, bullying, appeals and disputes and home/school transport. England/Wales only.

Address: 1c Aberdeen Studios, 22 Highbury Grove, London, N5 2DQ
Phone: 0808 800 5793 Mon-Fri: 2pm-5pm
Fax: 020 7354 9069 Email: enquiries@ace-dialnet.com
Website: www.ace-ed.org.uk

Anti bullying campaign

Description: Support and advice for parents whose children have been bullied at school. How to support children, what steps to take with the school and within the education system. Provides training for teachers and pupils.

Address: 185 Tower Bridge Road, London, SE1 2UF
Phone: 020 7378 1446 Mon-Fri 10am-4pm
Fax: 020 7378 8374 Email: anti_bullying@compuserve.com

British association of teachers of the deaf (BATOD)

Description: Professional association of teachers of deaf people. Provides information, advice, training and education and runs conferences and workshops.

Address: 21 The Haystacks, High Wycombe, Buckinghamshire HP13 6PY
Phone: 01494 464 190 Fax: 01494 464 190
Email: secretary@batod.org.uk Website: www.batod.org.uk

British deaf association (BDA)

Description: The objective of the BDA is in the interests of the Deaf community and to ensure greater awareness of their rights and responsibilities. It provides information and advice, organises conferences, undertakes research and campaigns on issues affecting deaf people.

Address: 1-3 Worship Street, London, EC2A 2AB
Phone: 020 7588 3520 Textphone: 020 7588 3529
Fax: 020 7588 3527 Email: helpline@bda.org.uk
Website: www.bda.org.uk

British educational communications and training agency (BECTa)

Description: Information and advice for teachers, other professionals and parents about the use of ICT for learners with disabilities including deafness.

Address: Science Park, Millburn Hill Road, Coventry CV4 7JJ
Phone: 02476 416 994 Fax: 02476 411 418
Email: becta@becta.org.uk Website: www.becta.org.uk

Council of the advancement of communication for deaf people (CACDP)

Description: The primary aim of CACDP is to promote communication between deaf and hearing people by offering high quality nationally recognised assessments and accreditation in Sign Language and other forms of communication used by deaf people.

Address: Durham University Science Park, Block 4,
Stockton Road, Durham SH1 3UZ
Phone: 0191 383 1155 Textphone: 0191 383 1155
Fax: 0191 383 7914 Email: durham@cacdp.org.uk
Website: www.cacdp.org.uk

Cued speech association

Description: A national charity that provides information, advice, courses and learning materials on Cued Speech. Cued Speech gives an exact visual representation of spoken language, which allows deaf children to develop their inner language and improve literacy and lip-reading. It clarifies the ambiguous lip-shapes of normal speech with eight hand shapes in positions near the mouth.

Address: 9 Duke Street, Dartmouth, Devon TQ6 9PY
Phone: 01803 832 784 Textphone: 01803 832 784
Fax: 01803 835 311 Email: info@cuedspeech.co.uk
Website: www.cuedspeech.co.uk

Deaf sign

Description: Deafsign is a new website which provides information, contacts and discussion on issues related to deafness and sign language. The site has a number of interesting features including; an interactive discussion forum, BSL sample section and resource for schools.
Website: www.deafsign.com

Deaf education through listening and talking (DELTA)

Description: DELTA is a nationwide support group of teachers and parents of deaf children. DELTA provides support, information and advice to guide parents in helping their children develop normal speech and to live independently within a hearing society. There are regional branches, which hold regular meetings and conferences. DELTA also runs courses for parents and families including summer schools for parents with hearing impaired children.

Address: PO Box 20, Haverhill, Suffolk, CB9 7BD
Phone: 01440 783 689 Fax: 01440 783 689
Email: enquiries@deafeducation.org.uk
Website: www.deafeducation.org.uk

Forest bookshop

Description: Specialists in books, CD ROMS and videos on deafness and deaf issues. Next day service, free 64 page colour catalogue and web-shopping site.

Address: Unit 2, New Building, Ellwood Road, Milkwall, Coleford,
Gloucestershire, GL16 7LE
Phone: 01594 833 858 Textphone: 01594 833 858
Fax: 01594 833 446 Email: forest@forestbooks.com
Website: www.forestbooks.com

National subtitling library for deaf people

Description: providers of videotapes with added subtitles that can be watched on a standard VHS recorder. No additional decoding equipment needed. Available through the local library network or through the Postscript Postal Video Hire Club.

Address: 3rd Floor, Victoria Mill, Andrew Street, Stockport, Cheshire SK6 5HN
Phone: 0161 449 9650 Textphone/Fax: 0161 449 9650
Email: members@nsl dp.freeseve.co.uk
Website: www.videoword.org

The national deaf children's society (NDCS)

Description: The National Deaf Children's Society is an organisation of parents, families and carers which exists to support parents in enabling their child to maximise their skills and abilities; and works to facilitate this process by every means possible.

Its fundamental role is to advocate for parents and carers as and when appropriate, whilst at all times ensuring the child's welfare is paramount.

Address: 15 Dufferin Street, London, EC1Y 8UR
NDCS Freephone helpline: 0808 800 8880 (voice and text)
Fax: 020 7251 5020 Email: helpline@ndcs.org.uk
Website: www.ndcs.org.uk

Royal national institute for the deaf (RNID)

Description: Aims to achieve a better quality of life for deaf and hard of hearing people. Does this by campaigning, lobbying, raising awareness of deafness, by providing services and through social, medical and technical research.

Address: 19-23 Featherstone Street, London EC1Y 8SL
Phone: 0808 808 0123 Mon-Fri 9am-5pm
Textphone: 0808 808 9000 helpline (freephone text)
Fax: 020 7296 8199 Email: informationline@rnid.org.uk
Website: www.rnid.org.uk

Royal college of speech and language therapists (RCSLT)

Description: Professional body of and for speech and language therapists (SLTs) in the UK & Ireland, setting professional standards. Produces leaflets, runs an information service and offers individual advice to its SLT members and the general public.

Address: 2 White Hart Yard, London, Greater London SE1 1NX
Phone: 020 7378 1200 Fax: 020 7403 7254
Email: postmaster@rcslt.org Website: www.rcslt.org

Signalong

Description: Offer a communication approach which is a sign-supported system based on BSL. Have a range of visual communication resources and offer training.

Address: Stratford House, Waterside Court, Neptune Way, Rochester, Kent ME2 4NZ
Phone: 0870 774 3752 Fax: 0870 774 3758
Email: mkennard@signalong.org.uk Website: www.signalong.org.uk

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Its fundamental role is to advocate for parents and carers as and when appropriate, whilst at all times ensuring the child's welfare is paramount.

NDCS services include:

- Providing clear, balanced information and advice on many issues relating to childhood deafness
- Advice on audiology, including information on glue ear
- Advice on technology and equipment
- A children's equipment fund (subject to availability) and an opportunity to try equipment in the home and at school
- Support with benefits claims and Disability Appeals Tribunals
- Education advice and support at Special Educational Needs Tribunals/Appeals
- The Listening Bus[®] which travels around the country with the latest technology
- Annual technology exhibition and conference
- Family weekends, special events and training for families of deaf children
- *TALK* magazine and a range of publications for both families and professionals, some leaflets in community languages
- A network of regional staff and local contacts
- Training and consultancy for professionals
- Personal development training for young deaf and hearing people
- Sports, arts and outdoor activities for young deaf and hearing people

The National Deaf Children's Society

Registered office: 15 Dufferin Street, London EC1Y 8UR

NDCS Freephone helpline: 0808 800 8880 (voice and text)

Open Monday to Friday 10am – 5pm

Switchboard: 020 7490 8656

Fax: 020 7251 5020

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Website: www.ndcs.org.uk



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