



The Ear Foundation

Rotherham  
Metropolitan  
Borough Council



Where Everyone Matters

# PERSONAL UNDERSTANDING OF DEAFNESS P.U.D.

*A specialised curriculum for hearing impaired children aged 3-16, to promote independence and self confidence*





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### Introduction

The Personal Understanding of Deafness (PUD programme) was developed over a number of years to address the specific social, communication confidence and self-esteem needs of children with a significant hearing loss. It is designed to accommodate children who

- Use a variety of aids - hearing aids, cochlear implants, BAHAs
- Use a different communication modes
- Attend a variety of educational placements.

Consequently it is skeletal in its structure to allow for flexibility of planning and delivery.

The motivation to develop the programme grew from

- a recognition of common issues that often arise for deaf children through their school years;
- a need to prepare them for adult life as a deaf person,
- a desire to ensure they are confident young people who understand the nature of their own deafness and how it will impact on their lives within a hearing world.

### Aims

The PUD programme aims to help teachers of the deaf to deliver a programme that will enable children and young people to:

- Be confident with who they are as a deaf person
- Understand the nature of their deafness and the impact it will have on their lives
- Understand how hearing people communicate and use auditory information
- Accept the responsibility for ensuring effective communication and knowing how to help people to adapt
- Feel confident to move on from someone who is not prepared to make adaptations
- Understand the hearing aid technology they use, know how to maintain it and to be aware of other technologies that can help
- Know and understand the role of the different professionals they will encounter
- Manage times of transition effectively
- Remain safe



As real-life situations occur the programme objectives can be used to reinforce the learning opportunity created. These are often the most valuable experiences so it is important to ensure they are fully utilised.



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### How to use the PUD programme

The PUD programme consists of 5 strands, each of which consists of a set of progressive learning objectives.

1. Independent Management of Audiological Equipment  
A checklist of audiological management skills, including a range of technologies
2. Knowledge of Personal Hearing Loss  
To develop an understanding of how ears work and their own specific hearing loss
3. Deaf and *Hearing* awareness  
To develop and understanding of the differences between how deaf and hearing people communicate
4. Confidence and Understanding to Ensure Effective Communication  
To develop the skills to enable them to anticipate, understand and resolve communication difficulties
5. Transition  
To understand the particular needs their deafness brings at periods of transition

N.B. Issues of safety particular to deafness are embedded throughout the strands.

The programme objectives are designed to be used in a flexible manner so could be delivered:

- Individually by a peripatetic teacher of the deaf
- To a small group of pupils attending resourced or specialist provision
- To a small group of children attending different schools brought together on an occasional or regular basis

### Strand 1 (Individual Management of Audiological Equipment)

This strand is different from the other 4 and is in the nature of a checklist that can be used to monitor an individual child's progress. Objectives could be used a part of pupil's short-term target setting or part of a more structured programme.

Alternatively, small groups of pupils could undertake a series workshops that considers different aspects of technology management as identified in the checklist



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### Strands 2 – 5,

These are arranged in key stages, can easily form part of an individual or small group teaching programme, such as in the example below:

#### Example of group planning:

	Objectives	Activities	Resources
Tuesday 12.9	<p>To be able to explain how an ear works.</p> <p>To understand how sound travels through the air and is affected by the environment.</p>	<p>Demonstration using the 'How the ear works!' resources</p> <p>Looking at model of the ear</p> <p>Demonstrations on the pc</p> <p>Labelling pictures of the ear</p>	<p>Ear box</p> <p>Model of ear</p> <p>PC</p> <p>Ear Pictures</p>
Mon 18.9	<p>To begin to develop strategies, with support, that will enable them to participate in a group conversation or activity.</p>	<p>Exploring ways of meeting people and telling them you are deaf.</p> <p>Joint discussion to generate ideas recording on a flip chart</p> <p>Role play in pairs with support</p> <p>Demonstrate role play and discuss</p> <p>KS2 record some of ideas</p>	<p>Flip Chart and coloured pens</p>
Tues 26.9	<p>To be familiar with an audiogram and that it shows what they can hear.</p>	<p>Using audiometer demonstrate how an audiogram is generated</p> <p>Pictures of audiograms</p> <p>Poster of audiogram with pictures to illustrate sounds</p> <p>Demonstration on pc</p> <p>Colour an audiogram picture</p> <p>KS1, Colour and label and audiogram</p> <p>KS2</p>	<p>Poster of Audiogram</p> <p>PC web sites</p> <p>Audiometer</p> <p>Audiogram pictures</p>
Mon 2.10	<p>To begin to develop strategies, with support, that will enable them to participate in a group conversation or activity.</p>	<p>Lip Reading</p> <p>Sharing ideas about why we lip-read, why it is important and then what makes it easy</p> <p>Using info generated each child, with varying amounts of support to produce a poster/leaflet to present to class teachers which explains how to make lip reading easy</p>	<p>Flip chart</p> <p>Lap tops</p>



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The methods of achieving the learning objectives will vary and depend on individual children and circumstances. Activities could include

- Discussion
- Role play
- Visits and visitors
- Making books and diaries
- Use of the internet
- Software programmes
- Video



Throughout, the aim of the PUD programme is to develop children's self-awareness, knowledge and confidence. Sessions should therefore encourage open discussion and exploration of the issues, however sensitive, in a safe environment.

### Ideas for resources

Many schools and services have developed resources that could form part of this programme and are designed to meet the needs of specific individuals and groups of children. It is important that the activities and materials are carefully chosen to ensure the objectives can be met for each individual and their particular set of experiences.

Below are a list of some resources that have been useful in implementing the PUD programme, there will be many more

#### Resources include:

Ear models and diagrams  
Wipe-clean audiograms  
Audiometers, sound level meters, test boxes  
Hearing aid / Cochlear Implant / BAHA maintenance kits  
Posters  
Computer demonstrations  
Diaries

#### Examples of Published resources:

Early Support Materials  
SEALS  
RNID technology catalogue  
Manufacturers' catalogues  
NDCS various resources  
NDCS / NSPCC safety booklet





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### Examples of Software/ web-based resources

Soundfield Tutorial (Phonic Ear)  
Understanding of hearing (Oticon)  
How a cochlear implant works (Cochlear)

### Websites

Phonak	<a href="http://www.phonak.co.uk">www.phonak.co.uk</a>
Oticon	<a href="http://www.oticon.co.uk">www.oticon.co.uk</a>
Phonic Ear	<a href="http://www.phonicear.com">www.phonicear.com</a>
PC Werth	<a href="http://www.pcwerth.co.uk">www.pcwerth.co.uk</a>
Connevans	<a href="http://www.connevans.com">www.connevans.com</a>
Cochlear	<a href="http://www.cochlear.com">www.cochlear.com</a>
Advanced Bionics	<a href="http://www.advancedbionics.com">www.advancedbionics.com</a>
Med-el	<a href="http://www.medel.com">www.medel.com</a>
Early Support	<a href="http://www.earlysupport.org.uk">www.earlysupport.org.uk</a>
NDCS	<a href="http://www.ndcs.org.uk">www.ndcs.org.uk</a>
RNID	<a href="http://www.rnid.org.uk">www.rnid.org.uk</a>
Ear Foundation	<a href="http://www.earfoundation.org.uk">www.earfoundation.org.uk</a>
Connexions	<a href="http://www.connexions-direct.com.uk">www.connexions-direct.com.uk</a>

### Visits and visitors:

Local Audiologist, SALT, ENT consultant  
Deaf Adults  
Hearing Dogs  
Local supplier of technical equipment in the home  
Social Workers  
Connexions

Cinema / church to test loop systems  
Other educational provision  
Clinics  
Shops etc to practice communication and interaction





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### Personal Understanding of Deafness Strand 1: Independent Management of Audiological Equipment

This form should be completed by the ToD in discussion with parents, child/student and educational audiologist.

Please put the date in the boxes as skill level achieved.

Competence Levels:

1 = skill introduced

2 = skill emerging

3 = skill established

	1	2	3
<b>Hearing aid and earmould management</b>			
Sits still while aids inserted			
Accepts hearing aid for short periods of time			
Wears aids for about half the day			
Wears aids all the time			
Removes aids without switching off			
Switches aid off when removed			
Assists adult in placing moulds in ears			
Places moulds in ears with minimum of help			
Places moulds in ears and aid behind ear			
Knows not to put batteries or hearing aid in mouth			
Switches hearing aids on without reminder			
Alerts adult if the hearing aids are not working			
Assists adult in cleaning earmoulds			
Can clean own earmoulds			
Can store hearing aids safely at bedtime			
Can change batteries			
Knows to dispose of batteries responsibly			
Assists with test box checks			
Can name parts of hearing aid			
Has language to describe faults			
Understands the different programmes on the hearing aid			
Can re-tube own earmould			
Knows where to get new batteries			
Knows how to arrange new earmould appointment			
Can go to hospital independently for impressions			
Understands what to do if hearing aid broken			



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<b>BAHA® Bone conduction aid management</b> <small>©BAHA is registered to Cochlear</small>			
Accepts baha® for short periods of time when attached by adult			
Wears baha® all the time when attached by adult			
Can attach processor independently			
Knows how to switch the processor on and off			
Knows not to put batteries or processor in mouth			
Knows how to keep the abutment clean			
Switches processor on without reminder			
Alerts adult if the processor is not working			
Can store processor safely at bedtime			
Can change batteries			
Knows to dispose of batteries responsibly			
Has language to describe faults			
Understands the different programmes on the processor			
Knows where to get new batteries			
Understands what to do if the processor is broken			
<b>Cochlear Implants</b>			
Informs adult when coil falls off			
Replaces coil by self			
Alerts adult if processor not working			
Knows not to put batteries or processor in mouth			
Puts processor on and switches on with help			
Puts processor on by self and switches on independently			
Knows how to activate the loop setting			
Names parts of processor			
Understands programmes and how to use			
Can change batteries by self			
Knows to dispose of batteries responsibly			
Knows the importance of using the correct leads when attaching processor to mains equipment			
Is aware of sources of static electricity and why this should be avoided			
Can contact implant centre for spares or ask adult to do this			
<b>FM Systems</b>			
Puts FM receiver around waist (body warn system)			
Attaches shoes or reciever to hearing aid / CI			





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Charges batteries at home with adult support			
Hands transmitter to appropriate adult			
Turns off and removes equipment by self			
Store receiver and transmitter safely			
Reminds adult to switch transmitter on/off as appropriate			
Names parts of the radio aid			
Alerts adult to faults			
Will ask adult for spares			
Understands the function and benefit of the FM system			
<b>Assistive Devices</b>			
Can use telephone with adult support			
Knows how and when to use T setting on hearing aid			
Is able to use telephone independently, socially and to receive and convey messages			
Knows about amplifiers for phones, vibrating alarm clocks and knows where to get advice / equipment from			
Understands how to use TV, computer adaptor			
Understands use of portable / static sound field system			
Understands the importance of using appropriate assistive devices which aid personal safety such as vibrating or flashing fire alarms, pager systems			



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**Personal Understanding of Deafness  
Strand 2: Knowledge of personal hearing loss**

Please put the date in the boxes as skill level achieved.

Competence Levels:     1 = skill introduced  
                                  2 = skill emerging  
                                  3 = skill established

	1	2	3
<b>Key Stage 1</b>			
To have an awareness that different children hear in different ways			
To be familiar with an audiogram and that it shows what they can hear			
To understand that children use their ears for hearing and that their hearing aids and or cochlear implant helps them with this.			
To be aware that sound appears to get quieter as you get further away from the sound source.			
To understand it is important to tell an adult if their ears hurt.			
To know the name of 'their' teacher of the hearing impaired			
<b>Key Stage 2</b>			
To understand that different people have different degrees or types of hearing loss.			
To be able to understand an audiogram and explain simply what it means			
To understand how sound travels through the air and is affected by the environment.			
To be able to explain how an ear works.			
To begin to understand how a cochlear implant or hearing aid works to improve their access to sound.			
To know how to take care of their ears by keeping their ear moulds clean and alerting their parents to potential wax and ear infections.			
To have a simple understanding of any surgical/medical procedures connected with their hearing loss.			
To be aware of the impact of their hearing difficulties on road safety			
To be aware that noise is often used as an alarm signal, that they may not hear or recognise, especially when not using their hearing technology			
To know that there are various sources of help/support eg. teacher of the hearing impaired, ISW, audiologist			
<b>Key Stage 3 and 4</b>			
To be able to understand an audiogram fully and be able to explain what implications this has for hearing different speech sounds.			
To be able to explain how an ear works in detail and how their ears function.			
To be able to explain how their hearing aid or cochlear implant works; what it provides and how this compare with normal hearing.			
To know the possible causes of their deafness if appropriate and any long term prognosis this may involve.			
To be responsible for seeking medical advice in relation to ear			



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problems.			
To be able to explain any surgical/medical procedures connected with their hearing loss			
To be aware of the impact of their hearing difficulties on their personal safety when out			
To take responsibility for their own safety in new situations eg. Location of fire exits, ability to hear alarms			
To be confident to inform people of their specific safety needs in new situations.			
To understand the roles of different professionals and support services, including the adult services that may be of use to them in the future.			



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**Personal Understanding of Deafness  
Strand 3: Deaf and *Hearing* Awareness**

Please put the date in the boxes as skill level achieved.

Competence Levels:     1 = skill introduced  
                                  2 = skill emerging  
                                  3 = skill established

	1	2	3
<b>Key Stage 1</b>			
To understand they need to get someone's attention and make sure they can see their face clearly before they start a conversation.			
To understand that some rooms are hard to hear in.			
To be able to alert a deaf person in an age appropriate way.			
To have an awareness of different modes of communication.			
<i>To understand that hearing people don't always need to look at each other to be able to communicate.</i>			
<i>To know that hearing people are aware of people approaching without seeing them.</i>			
<i>To know that hearing people may respond to sounds out of the immediate context or hearing range of the child with a hearing loss.</i>			
<b>Key Stage 2</b>			
To be able to list and explain the main aids to lip reading.			
To know that room acoustics influence how easy it is to communicate with others.			
To know a range of appropriate ways to alert and communicate with a deaf person.			
To understand the different modes of communication including BSL, SSE and spoken language and how they can be used.			
<i>To understand that hearing people are able to access visual and aural information simultaneously.</i>			
<i>To know that misunderstandings can occur if the hearing person does not appreciate the need for visual clues (-Don't take it personally!)</i>			
<i>To understand that some information is gained indirectly from overheard conversations. To be aware that they need to ask for clarification if the information they've picked up has not made sense</i>			
<b>Key Stage 3 and 4</b>			
To identify features that may impact on the quality of acoustics in a room.			
To be able to suggest modifications that would improve the room acoustics.			
To be confident to discuss strategies for effective lip reading with unfamiliar people.			
To know there are interpreting services available to aid communication (both ways)			
<i>To have the confidence to address and discuss misunderstandings that have occurred due to a lack of deaf awareness by the hearing person.</i>			
<i>To suggest strategies to deal with these difficulties.</i>			



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**Personal Understanding of Deafness**  
**Strand 4: Confidence and understanding to ensure effective communication**

Please put the date in the boxes as skill level achieved.

Competence Levels:     1 = skill introduced  
                                   2 = skill emerging  
                                   3 = skill established

	1	2	3
<b>Pre-school</b>			
To accept that physical contact may be used to gain attention / initiate communication			
To confidently ask a person to face them throughout a conversation			
<b>Key Stage 1</b>			
To demonstrate an awareness of the need to initiate communication differently between children and adults			
To ask for confirmation when they are unsure of what has been said.			
To be able to follow a conversation in a small group situation of two or three with support.			
<b>Key Stage 2</b>			
To have the confidence to inform a teacher/adult, that their technical equipment is not functioning correctly.			
To understand and begin to apply the etiquette of a conversation including turn taking, eye contact, listening skills and appropriate contributions.			
To begin to develop strategies, with support, that will enable them to participate in a group conversation or activity.			
To begin to develop strategies to repair a conversation (confirmation/ clarification/repetition)			
<b>Key Stage 3 and 4</b>			
To request strategies, in both formal and informal situations, that will enable them to participate in a group conversation or activity.			
To understand and apply the etiquette of a conversation including turn taking, eye contact, listening skills and appropriate contributions			
To have strategies to repair a conversation (confirmation/ clarification/repetition).			
To have the confidence to explain, to an unfamiliar person, the strategies necessary to aid effective communication.			



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**Strand 5: Transition**

Please put the date in the boxes as skill level achieved.

Competence Levels:     1 = skill introduced  
                                   2 = skill emerging  
                                   3 = skill established

	1	2	3
<b>Key Stage 2</b>			
To have an awareness of their own needs in terms of accessing the curriculum			
To know what a timetable is, and how to read one			
To know what the different subjects are and what they involve			
To know key people who they can go to at secondary school			
To be aware of relevant safety issues			
<b>Key Stage 4</b>			
To have a good understanding of their own needs in terms of accessing the curriculum			
To be aware of a variety of support options eg. note takers, lip speakers.			
To be aware of the variety of educational options at post 16			
To be aware that some colleges etc have entry requirements			
To know about the Connexions service			
To have an awareness of what reasonable adjustments colleges can be expected to make: <ul style="list-style-type: none"> <li>• Providing support</li> <li>• Providing equipment</li> <li>• Special arrangements for exams</li> <li>• Pastoral support</li> </ul>			
To know what public transport options are available, and understand how to use them			
To know about relevant benefits eg DLA			
To be aware of any safety issues relating to their chosen area of work			
<b>Beyond Key Stage 4</b>			
To know where to find information about student grants and loans			
To be aware of current legislation relating to deafness and disability eg DDA			
To have an awareness of what reasonable adjustments universities can be expected to make: <ul style="list-style-type: none"> <li>• Providing support</li> <li>• Providing equipment</li> <li>• Special arrangements for exams</li> <li>• Pastoral support</li> </ul>			



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