PERSONAL UNDERSTANDING OF DEAFNESS (PUD) UPDATED

A specialised curriculum for deaf children to promote independence and self-confidence

Dr Jackie Salter, Caroline Chettleburgh and Susan Winn

Introduction

- The Personal Understanding of Deafness (PUD) programme has been developed to address the specific social, communication confidence and self-esteem needs of children who are deaf and has been used effectively by many Teachers of the Deaf. It is designed for children who:

- Use a variety of technology - hearing aids, cochlear implants, BAHAs etc

- Use different communication modes including a combination of spoken and signed languages

- Attend any educational placements or as part of family partnership work

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 the wider community that uses spoken languages.

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

- Accept responsibility for ensuring effective communication as they are more knowledgeable of their own communicative needs and know how to help people to adapt to meet their needs

- Understand how hearing people communicate and use auditory information

- Understand how deaf people communicate

- 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.

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 deafness

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 ensure support for their communication is sustained across periods of transition and successfully established within the new context

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

The Strands

Each strand is a checklist that can be used to monitor an individual child's progress from initial fitting of audiological equipment. 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 of workshops that consider different aspects of technology management as identified in the checklist

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:

Session	Objectives	Activities	Resources
1	To be able to explain how an ear works. To understand how sound travels through the air and is affected by the environment.	Demonstration using the 'How the ear works!' resources Looking at model of the ear Computer simulations Labelling pictures of the ear	Model of ear Web resources Ear Pictures
2	To begin to develop strategies, with support, that will enable them to participate in a group conversation or activity.	Exploring ways of meeting people and telling them you are deaf. Joint discussion to generate ideas recording on a flip chart Role plays in pairs with support Demonstrate role play and discuss KS2 record some of the ideas	Flip Chart and coloured pens
3	To be familiar with an audiogram and that it shows what they can hear.	Using audiometer demonstrate how an audiogram is generated Pictures of audiograms Everyday sounds audiogram Colour an audiogram picture KS1, Colour and label an audiogram KS2	Poster of Audiogram Web sites Audiometer Audiogram pictures
4	To begin to develop strategies, with support, that will enable them to participate in a group conversation or activity.	Sharing ideas about why we lip-read, why it is important and then what makes it easy Using info generated by the children–produce a poster/leaflet to present to class teachers which explains how to make lip reading easier	Flip chart Laptops

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 and other IT resources

- 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 life experiences.

Below is 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

Visits and visitors might include:

- Deaf adults
- Local Audiologist, SALT, ENT consultant
- Hearing dogs
- Local supplier of technical equipment in the home
- Social workers
- Cinema / church to test loop systems
- Other educational provisions
- Deaf club or youth group
- Accessible theatre performances
- Clinics

Strand 1: Independent management of audiological equipment

N.B.The checklist for each strand is available in a separate word document

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

Hearing technology management-general	1	2	3
Sits still while aids inserted			
Accepts hearing aid for short periods of time			
Wears hearing aids for about half the day			
Wears hearing aids all waking hours			
Removes aids independently			
Knows how to switch aids off and on			
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			
Alerts adult if the hearing aids are not working			
Assists adult in cleaning ear moulds			
Can clean own ear moulds			
Can store hearing aids safely at bedtime			
Can change batteries / can put aid on to charge			
Knows to dispose of batteries responsibly			
Can name parts of hearing aid			
Has language to describe faults			
Understands the different programmes on the hearing aid			
Can re-tube own ear mould/replace slim tubes			
Knows where to get new batteries/tubing/slim tubes			
Knows how to arrange new ear mould appointment			
Can go to hospital independently for impressions			
Understands what to do if hearing aid is broken			

N.B.The checklist for each strand is available in a separate word document

Bone conduction aid management	1	2	3
Accepts bone conduction device for short periods of time			
Wears bone conduction device for about half the day			
Wears bone conduction device all waking hours			
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			

Cochlear Implants	1	2	3
Accepts the speech processors for short periods of time			
Wears the speech processors for about half the day			
Wears the speech processors all waking hours			
Informs adult when coil falls off			
Replaces coil by self			
Alerts adult if processors not working			
Knows not to put batteries or processor in mouth			
Puts processors on with help			
Puts processors on by self			
Knows how to activate the loop setting			
Names parts of processor			
Understands programmes and how to use			
Can change batteries/charge processors independently			
Knows to dispose of batteries responsibly			
Can contact implant centre for spares or ask adult to do this			

Radio Aid Systems	1	2	3
Attaches shoes or receiver to hearing aid/speech processor			
Knows how to charge the system			
Hands transmitter to appropriate adult			
Store receiver and transmitter safely			
Reminds adult to mute transmitter as appropriate			
Names parts of the radio aid			
Alerts adult to faults			
Understands the function and benefit of the radio aid system			
Is proactive in using the radio aid in a variety of situations			

Assistive Devices	1	2	3
Listens to electronic devices via hearing aids/speech processors/bone conduction device			
Knows how to receive a call via their audiological equipment			
Knows how to pair their equipment with electronic devices			
Can control their audiological equipment via an electronic device			
Knows about a range of assistive devices, vibrating alarm clocks, baby monitors and knows where to get advice/equipment from			
Understands how to connect audiological equipment to gaming			
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			

Strand 2: Knowledge of personal deafness

This form should be completed by the ToD in discussion with parents, child/student, teachers and teaching assistants or others who work closely with the child.

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

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

Strand 2: Knowledge of personal deafness	1	2	3
Key Stage 1			
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 gets 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 deaf.			
Key Stage 2			
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 that it 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 e.g. teacher of the deaf, teaching assistant, audiologist, teacher, parent, peers.			
Key Stage 3 and 4			
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 compares 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 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 e.g. 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.			

Strand 3: Communication (deaf and hearing) awareness

This form should be completed by the ToD in discussion with parents, child/student, teachers and teaching assistants or others who work closely with the child.

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

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

Strand 3: Communication (deaf and hearing) awareness	1	2
Key Stage 1		
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.		
To understand that hearing people do not always need to look at each other to be able to communicate.		
To know that hearing people are aware of people approaching without seeing them.		
To know that hearing people may respond to sounds out of the immediate context or hearing range of the child with a hearing loss.		
Key Stage 2		
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.		
To understand that hearing people can access visual and aural information simultaneously.		
To know that misunderstandings can occur if the hearing person does not appreciate the need for visual clues.		
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 have picked up has not made sense.		
Key Stage 3 and 4		
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.		
To have the confidence to address and discuss misunderstandings that have occurred due to a lack of deaf awareness by the hearing person. *To suggest strategies to deal with these difficulties.*		

Strand 4: Confidence and understanding to ensure effective communication

Strand 4: Confidence and understanding to ensure effective communication
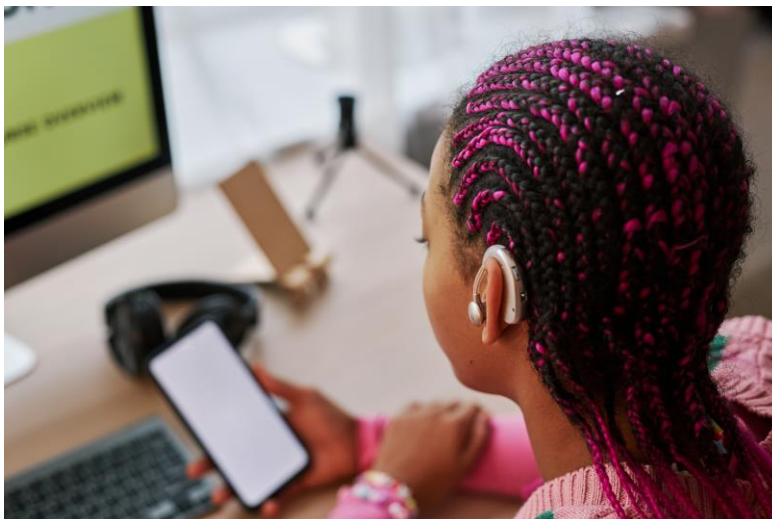
This form should be completed by the ToD in discussion with parents, child/student, teachers and teaching assistants or others who work closely with the child.

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

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

Strand 4: Confidence and understanding to ensure effective communication	1	2	3
Pre-school			
To accept that physical contact may be used to gain attention / initiate communication.			
To confidently ask a person to face them throughout a conversation.			
Key Stage 1			
To demonstrate an awareness of the need to initiate communication differently between children and adults.			
To ask for clarification when they are unsure of what has been said.			
To start to develop conversational strategies such as turn taking and eye contact.			
To be able to follow a conversation in a small group situation of two or three with support.			
Key Stage 2			
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 apply these strategies to small group situations.			
To begin to develop strategies to repair a conversation (confirmation/ clarification/repetition).			
Key Stage 3 and 4			
To request others to use 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.			

Strand 5: Transition

Strand 5: Transition

This form should be completed by the ToD in discussion with parents, child/student, teachers and teaching assistants or others who work closely with the child.

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

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

Strand 5: Transition	1	2	3
Key Stage 2 – preparation for Key Stage 3			
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 in a secondary school.			
To be aware of relevant safety issues.			
Key Stage 4 – in preparation for post 16 education			
To have a good understanding of their own needs in terms of accessing the curriculum.			
To be aware of a variety of support options e.g. BSL interpreters, note takers, lip speakers.			
To be aware of the variety of educational options at post 16.			
To be aware that some post 16 provision has entry requirements.			
To know about local careers services.			
To have an awareness of what reasonable adjustments post 16 providers can be expected to make in providing: • Communication support • Language support • Academic support • Social and emotional support • Equipment • Exam arrangements • Careers advice			
To know what public transport options are available and understand how to use them.			
To know about relevant benefits e.g. PIP, student support allowance, Access to Work.			
To be aware of any safety issues relating to their chosen area of work.			
Beyond Key Stage 4			
To know where to find information about student grants and loans.			
To be aware of current legislation relating to deafness and disability e.g. DDA.			
To know where to find information about disabled students' allowance.			
To have an awareness of what reasonable adjustments universities can be expected to make and how to access these services: • Communication support • Language support			
• Academic support • Social and emotional support • Equipment • Exam arrangements • Careers advice			