



## Deaf Awareness / working with deaf participants

This is a quick-fire guide on working with deaf young people.

At the workshops, you will soon find that a deaf person's perception of music will be entirely unique and depends on a wide range of factors such as level of hearing, type of technology, auditory processing, support networks, school/family backgrounds etc.

It is believed that deaf people can appreciate music in their own way and partake in music, and play any instrument they want to.

### **Tips for a successful workshop:**

Arrange seating in a horseshoe shape and ensure that the room is well lit. Position yourself away from the window (if applicable)

Now that everyone is ready:

- Make sure you have their attention e.g tap shoulder, flashing lights, 'deer heads'
- Eye contact is important, face the group when talking to them.
- Regularly check they are understanding
- Speak one at a time
- Direct attention to the person who is talking/contributing so that everyone knows who said what.
- Don't shout (especially when wearing a radio aid)

### **Body language:**

Deaf people are skilled at reading facial expressions and body language. Smile when you are happy, and bring eyebrows down (for example) when you want to check information. Use your hands/body for visual timing (e.g. counting fingers), clapping rhythms, demonstrating when using an instrument etc. Conducting can be visual too.

It is also useful to write down keywords/ plans/ things on a large board/powerpoint and tell them what we are going to do in the next hour or so.

### **Other tips:**

- Using visual rhythm cards to help them develop rhythmic capabilities (attached)
- Where possible, include school staff in the music project, they can act as positive role models, and give reassurance and support to young people.

### **Working with BSL interpreters**

Depending on the needs of Deaf Students - a BSL interpreter could be standing next to the workshop leader. Remember to take time when talking and the interpreter will translate. Try to be concise as this will support the interpreter with their translation (avoid convoluted sentences and ums, ahs etc). Make sure everyone is watching you before you speak again.

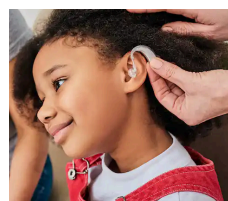
The next page explains what it means to be deaf, the types of assistive technology for students and information about communication/sign language.

## How does hearing loss affect people

Difficulty hearing over background noise  
 Loss of clarity of sounds and distortion  
 Difficulty hearing high pitched sounds  
 Social isolation and confidence  
 Communication challenges/lack of deaf awareness  
 Tinnitus

## Types of hearing aids

Behind the ear hearing aids  
 Bone Anchored hearing aids (BAHA)  
 Cochlear implants  
 FM Systems (radio aids - you may be asked to wear it)



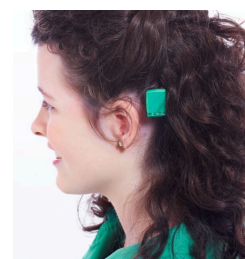
Hearing aid



Cochlear Implant



Radio aid



BAHA

## About Sign language

BSL is a complete language with its own grammar, syntax, and structure. Linguistically it includes Non Manual Feature (NMF) and the use of space and movement to convey meaning.

Always show expression, happy, sad, worried.  
 NMF: When asking a question, eyebrows go in.

## How can sign language be considered musical?

Finger spelling your name is great thing to do  
 General signs - good morning, good afternoon  
 My name is.....

## Tips for good practice

- Remember, you will not get everything right all the time and that IS OKAY. Persist and you will get there
- Try and think visually and if one communication method doesn't work, try another (e.g writing things down/drawing/demonstration)
- Give deaf children time to understand you
- Don't say 'oh it doesn't matter' as it does.
- There is nothing to be afraid of, it is simply communication. Be fun!

BRITISH FINGERSPELLING ALPHABET RIGHT-HANDED VERSION			
	A	B	
C	D	E	F
G	H	I	J
K	L	M	N
O	P	Q	R
S	T	U	V
W	X	Y	Z