



Teaching strategies to use with deaf students

Advice for lecturers in
Higher Education

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Teaching Strategies to use with Deaf Students

Advice for Lecturers in Higher Education

Many of the following points constitute good practice for all students, whether deaf or hearing, but they are particularly helpful to ensure that deaf students, especially those who lip-read, participate fully and gain maximum benefit from your teaching.

Bear in mind that different teaching situations require different strategies to ensure that students have full access to information. It is often necessary to be adaptable.



Each deaf student is different.

Check with your student(s) which strategies would be most helpful.

PERSONAL DELIVERY

Lip-reading requires great concentration. Three quarters of it is guesswork so clear speech and contextual clues are vital for understanding.

Speech: Speak clearly and naturally at a reasonable pace.



Don't shout - this actually distorts lip patterns and makes you harder to lip-read!

Visibility: To be able to lip-read the deaf student needs to be able to see your face:

- ▶ Make every attempt to **face the class** at all times.
- ▶ Try not to cover your mouth or **obscure** your face.
- ▶ **Avoid** walking round the room or nodding your head too much.
- ▶ Try not to stand with a light or window **behind you** as this can cast shadows which makes your face difficult to see.
- ▶ **Pause** or **stop speaking** when writing on a board or flip-chart as you will have your back to students.

Face: Try to **maintain eye contact** when talking to a deaf student individually. Give **additional visual clues** by using facial expression and gesture.

Position: The deaf person should be seated where she/he can see the interpreter (if used) or you **easily and clearly**. Ideally, the student should have his/her back to windows or strong light sources.

Gaining Attention: Be sure to gain the deaf person's attention **before** you start speaking. Wave your hand, flash the light, or, if necessary, ask the person's neighbour to tap a shoulder or arm.

PRESENTATION

Context: Before starting a discussion or changing the subject let the deaf person **know** the topic being discussed, perhaps by writing up the title on the board. Lip-reading is much easier when the subject area is known.

Structure: Try to structure your session and **guide** students through changes of topics.

Content: Try to use **plain English** and **explain** technical/theoretical words and phrases. It is better to speak in complete sentences rather than single words or phrases and if the student doesn't understand, **rephrase** rather than repeat.

Pace: Try to allow a little **extra time** for the deaf student to assimilate information and respond before going on to the next stage. Break the session up so that the deaf student is not lip-reading for long periods at a time.

Contributions: Questions and contributions from elsewhere in the room may not be heard so it is helpful to **repeat the question** before going on to answer it.



VISUAL AIDS

Visual aids can be a tremendous help to deaf people but they need to **be prepared** and **used appropriately**.

When to use extra visual aids:

Vital Information: Ensure that verbal information such as room changes, cancelled sessions and assignment deadlines are **written down and understood**.

New Vocabulary: Try to provide new vocabulary in advance or write it on the board or OHP. Unknown words are **impossible** to lip-read.



When using OHPs, boards or flipcharts, allow the students time to read the information before starting to speak again. It is impossible to read new information and lip-read at the same time!

Videos and Tapes: Try to use **subtitled** videos wherever possible or contact the **Specialised Learning Resources Unit (SLRU)** to obtain a **transcript** of the commentary. If interpreters are being used, they will also need to see a copy of the video in advance. (Contact the **SLRU** for more information).

CHECKLIST

Things to provide for deaf students - in advance wherever possible.

- ☐ Your session plan
- ☐ Copies of handouts, OHTs and lecture notes
- ☐ Handouts which outline key points
- ☐ Lists of new technical terms/vocabulary
- ☐ Book lists

These steps allow deaf students to obtain correct spelling and meaning, to contextualise the content of lectures and prepare for the session, particularly with regard to new vocabulary.

SEMINARS AND GROUP WORK

A variety of different situations can arise in practical sessions and it is impossible to cover all of them here. Here is a selection of key points:

► **Size:** The optimum size of group for a deaf person is between **6 and 10**. If a group is bigger than this, it is unlikely that people will be near enough to lip-read and following contributions to discussions becomes more complicated.



Try to be flexible with the timetable to ensure that, as far as possible, any deaf students are members of the smaller groups.

► **Seating:**

- Arrange the room in a **circle or horseshoe shape** so that the student can see everyone.
- Make sure no one is silhouetted against the light.
- The student may like to sit next to the Chair as comments will be addressed that way, or alternatively next to a note-taker so that he or she can pick up on missed discussion and follow changes in subject.

► **Chairing:** Allocate a Chairperson for each seminar/discussion. You should ensure that this person controls the discussion, encourages members to speak up and prevents unnecessary interruptions when people are speaking.

It is particularly important in open discussions that other students take turns in speaking and give the student who is deaf time to look in their direction before starting to speak.



Make a rule that all contributors must raise a hand before they speak and that only one person speaks at a time.

► **Equipment:** If the student is using a radio microphone or loop system please remember that all contributors to the discussion will need to speak into the microphone. Ensure that is known to the group before discussion starts.

PRACTICALS, LAB AND STUDIO WORK

Hints and Tips:

- ▶ **Remember**, don't stand behind the student when he or she is working – he/she cannot watch the work and lip-read you at the same time.
- ▶ When teaching points arise during the session as a result of supervising the work of other students, remember to attract the deaf student's attention **before** speaking.
- ▶ During demonstrations make sure that the deaf student can see clearly what you are **saying and doing**.

"I suspect that when interpreters don't have knowledge about a subject it makes it hard to interpret the information. It would be good if tutors could send information in advance to the interpreter so that they can prepare for the subject."

Field Trips and Placements:

Special provision may have to be made for students on field trips or placements. A student who copes well with lip-reading in a lecture theatre may be quite unable to manage without **further support** when on a windy beach or moor or in a noisy factory. Be flexible and talk through the **possible options and solutions** with the student **well in advance** to avoid problems.

General Points:

- ▶ Encourage **social inclusion** for deaf students, eg opportunities should be made for hearing students to receive **deaf awareness** training. Contact an adviser for deaf students for details.
- ▶ Students may require **additional tutorials** after the session in order to clarify/explain concepts. An **interpreter** may need to be booked in advance for this session.
- ▶ In order to fully support the deaf students in your group please refer to page 7 **Guidelines for Working with Interpreters, Guidelines for Working with Note-takers and Language, Literacy and Deaf Students**.



Guidelines for Good Communication with Deaf Students

GENERAL GUIDELINES

- ▶ Approach the student directly (eg not through a hearing friend or interpreter).
- ▶ Get their attention (eg waving, tapping on the shoulder or moving into their line of vision).
- ▶ Face the student, speak normally and talk to the student directly (many students will lip-read you but if they do not understand you they will tell you).
- ▶ The student may ask you to:
 - Write down information
 - Repeat spoken information
 - Type information on a computer
 - Use mobile phone text (sms)
 - Communicate through an interpreter
 - Ask a notetaker to write down what you say
- ▶ Be patient and allow extra time to communicate.
- ▶ Remember that a student cannot do two visual tasks at the same time (eg writing and lip-reading).

GOOD COMMUNICATION

Environment

- ▶ In group sessions try to sit the students in a circle and ensure they speak one at a time.
- ▶ Try to pick a quiet area with minimum background noise (eg an area where there is no fan or other people talking).
- ▶ Good lighting is needed.

Language

For some deaf students, English is not their first language. It may help if you:

- ▶ Use plain language.
- ▶ Use shorter sentences (but still with full sentence structure).
- ▶ Repeat or rephrase information if you are not understood.

“At one time I would have thought doing a degree would be impossible. I assumed that my qualifications wouldn’t be good enough to be offered a place on a course. There is also the issue of English being my second language so I thought I would have to carry on working and going to college to improve my English skills. As time went on I became more aware of my rights as a Deaf person and that English shouldn’t necessarily be a barrier to HE, I could access courses through British Sign Language. So I decided to come and I’m happy to be here.”

Face and body expressions

- ▶ Use natural lip movement, body language and gesture.
- ▶ Shouting will make it difficult to lip-read.
- ▶ Do not cover your mouth, chew gum or eat when speaking because it makes it difficult to lip-read.
- ▶ Be aware that moustaches and beards can make lip-reading difficult.
- ▶ Try to maintain eye contact during conversation.

Working with Interpreters and Notetakers

- ▶ Address students directly, even though they will be watching the interpreter and not you
- ▶ Interpreting or taking notes take longer than listening. Occasionally you may be asked to repeat or clarify what you have said.

Breaks

Be aware that both interpreters / notetakers and students will need regular breaks.

Time delay

Writing information down or interpreting takes time. The deaf student will not receive the information at the same time as it is spoken. Allow some time for the students to respond.

Deaf Students: Language and Literacy Issues

Introduction

ACQUIRING LANGUAGE

For severely and profoundly deaf people, acquiring language is clearly a different process from the ways in which hearing people develop language. Language is acquired through plentiful exposure to meaningful linguistic interaction in early childhood. Severe deafness drastically reduces both the quantity and the quality of linguistic input available and accessible to the deaf person. Consequently, for a deaf student, English language development is rarely natural and automatic, but is instead a laborious process with numerous obstacles and pitfalls.

For many students this situation is exacerbated by a poor education system, where students may miss a great deal of information. This can hamper understanding of English grammar and result in a limited vocabulary and more restricted literacy skills than hearing peers.

ENGLISH AS A SECOND LANGUAGE

For many pre-lingual deaf students, those born deaf, English is their second language; British Sign Language being their first. However, unlike other students who do not have English as their first language, pre-lingual deaf students are physically unable to learn English the way a German or French native speaker learns English. They cannot be immersed in the language around them for they cannot hear it. In addition, since British Sign Language is entirely visual, deaf students do not have a written or spoken language on which to base their second language learning.

LINGUISTIC DIFFICULTIES

It is not surprising, then, that deafness often leads to linguistic problems. Difficulties manifest themselves most obviously in written work, where mistakes may be found with sentence structure, verb tenses, word omissions etc. When one considers a lifetime of not hearing articles, determiners, word endings and prepositions the mistakes become more understandable. To exacerbate the problem, carrier language, all those words which tie

language together (it, them, and, with etc.), is often "hidden" in fluent speech and therefore impossible to lip-read. The lack of audition and auditory memory severs the means by which to rehearse what is put down on the page. Furthermore, British Sign Language has a grammar and syntax which is quite different to that of spoken English which can also confuse the student.

READING DIFFICULTIES

Research shows that the reading age of deaf students leaving school is below the national average. Clearly, deaf people reaching higher education are functioning at a relatively advanced level of English. However, reading remains a very laborious task for deaf students, as their vocabulary is usually considerably restricted in comparison with their hearing peers. A deaf student will not have heard many of the words that fill the classrooms and lecture rooms around them. Unfamiliar words, or words which have not been specifically introduced to the student, cannot be lip-read. Consequently, deaf students often have to research not only the technical jargon relating to the subject, but also carrier language which is commonplace for hearing peers. An exceptional amount of time is thus spent on reading around and preparing assignments, often with the support of an individual Language Tutor.

LACK OF BACKGROUND INFORMATION

In addition, for a deaf student, the pathway to general knowledge has been significantly blocked. Hearing students learn so much information through "osmosis"; they absorb general knowledge through reading newspapers, listening to the T.V or radio, chatting in the Students' Union, eavesdropping on the bus and having discussions with other students in the refectory or pub. This incidental information often helps to form the opinions and develop the skills necessary for higher education. Yet, deaf students are often denied access to this whole wealth of general knowledge and life experience.

"If information was made more accessible, deaf students would be more independent."

Assessing Deaf Students' Work

SOME COMMON TRAITS

Deaf Students in Higher Education may exhibit some or all of the following traits:

- ▶ Difficulty in reading for meaning; including lecture notes, assignments and reference texts.
- ▶ Restricted vocabulary shown by:-
 - a) Acceptance of particular words as having fixed meanings relating only to previous experiences.
 - b) Understanding and use of a far more limited range of words than one would expect.
 - c) Difficulty and/or delay in absorbing and using 'new' technical terminology or the application of everyday words in specific technical contexts.
- ▶ Misinterpretation of information which is presented, particularly where there is possible ambiguity in terminology or phraseology.
- ▶ Incorrect verb endings and spelling mistakes in written work.
- ▶ Errors in syntax - eg incorrect word order, words missed out, or included unnecessarily and other abnormalities in the use of English.
- ▶ Inappropriate or immature styles of writing in assignments.
- ▶ Difficulty in producing discussion in-depth, or discursive elements of an assignment, particularly where they depend upon abstract thinking rather than practical observation.



Difficulties with reading mean that deaf students frequently need:

- a) More than average time to read, understand and assimilate information.
- b) More recourse to dictionaries, references and tutors to check their understanding, than the average student.
- c) Longer to plan, formulate, produce and check written work. Awareness of their own limitations often adds feelings of inadequacy and low confidence in the presentation of work.

These effects are **completely independent** of the intellectual ability or potential of a deaf student.

WHAT CAN HELP?

- ▶ Handouts which are written in a **clear, precise** style.
- ▶ Assignments which give clear information and state exactly what tasks are to be achieved.
- ▶ Examination questions or assessment briefs which leave no room for ambiguity and which avoid the inclusion of words that are not strictly necessary.



Recognition by tutors that peculiar errors in a deaf student's written work are likely to be a direct result of his/her disability, not merely the result of carelessness. We recommend accrediting correct content, but not penalising peculiarities unduly. (M.Miller: 1996)



MARKING DEAF STUDENTS' WORK

The following should be seen as a means of awarding marks which reflect the student's understanding of the subject rather than the level of their linguistic skills. Deaf students should be able to benefit from appropriate comments from tutors. The aim is to **level the playing field** rather than exhibit leniency:

- ▶ If possible, mark the work using two different coloured pens: one for comments about the material and the use of ideas, the other for comments about spelling, grammar, organisation of material, linguistic expression etc.
- ▶ Wherever possible, the mark recorded for the piece of work should be the mark awarded on the basis of the material, argument and analysis etc.
- ▶ Do make constructive comments about both the factual content and the use of language. Explain what is required or what is wrong.
- ▶ If you choose to mark the content only and to ignore spelling, grammar, punctuation and syntax etc, let the student know that you are doing so.



If possible, discuss the piece of work with the student. If you can do so...

- ▶ Check the student's level of understanding of the technicalities of language and presentation; sometimes there is conscious knowledge but an inability to use it; sometimes there is no conscious basic knowledge. Discuss the level of correction that the student will be able to use and what reference books the student might find useful.
- ▶ Mark errors in the margin against the line where they occur. The aim is to let the student find the errors and correct them.
- ▶ Use a system of symbols which is convenient, such as sp for spelling, ss for sentence structure, pn for punctuation, gr for grammar and lt for layout (or presentation).
- ▶ If the student has no conscious knowledge of language and presentation - you will need to talk through the errors in the course work and explain why the corrections are necessary.

COURSE AND ASSESSMENT ARRANGEMENTS

Deaf students' individual study needs are assessed at the beginning of the academic year. The University then endeavours to provide each student with appropriate support, including examination arrangements and provision of in-class support where necessary.

ON-COURSE SUPPORT

- ▶ Typically, a profoundly deaf student will have a **British Sign Language\English Interpreter** within the classroom, who will interpret everything which goes on within the lecture session. The information will be conveyed as accurately as possible, although you should be aware of limitations dependent upon the speed of delivery, vocabulary, technical jargon, etc. (See page 15: "**Working with a BSL\English Interpreter: Guidelines for Lecturers**")
- ▶ The deaf student may also have a **Note-taker** present in the classroom. This person will take down notes on behalf of the student who will be lip-reading or watching the interpreter (See page 15: "**Working with Notetakers: Guidelines for Lecturers**").
- ▶ Finally, because of the problems deaf students encounter in accessing English, each student is supported by a Language Tutor, who assists the student, outside of the classroom, with the understanding and production of written text.



THE ROLE OF A LANGUAGE TUTOR

Language Tutors work with the student, not for the student. A breakdown of their role includes:

- ▶ To help students prepare for assignments - ie checking comprehension of the task and the understanding of written materials; assisting with planning/organisation of projects, the structure of essays etc.
- ▶ To advise students about the presentation of written, signed or spoken work.
- ▶ To modify the language of course material to facilitate access to texts.
- ▶ To modify the language of examinations and assignment briefs where appropriate.
- ▶ You should liaise with the Language Tutor regarding examinations and course assessments.

ASSESSMENT ARRANGEMENTS

The overall aim is to **make assessment equitable for deaf students**. However, this does not mean lowering the standard expected from these students. Students' work should still be marked according to University assessment criteria given the caveat above, and this work should still reflect the cognitive skills and critical thinking expected of all university undergraduates.

However, the adoption of more innovative assessment strategies may well reveal the deaf student's true intellectual ability rather than recourse to the more traditional "essay" type questions and end-of-course examinations which often serve to illustrate the linguistic disability which accompanies their deafness.

Deaf students are often eligible for additional arrangements at examination\assessment time. You should have received notification of these arrangements at the beginning of the semester. If you are in doubt as to these arrangements, please contact the Adviser for Deaf Students on extension 2573.

"It would be helpful if sometimes information and events were promoted in a visual way rather than just in text - such as posters."

These arrangements include:

a) Timed examinations

- Extra reading time (usually 25%)
- Interpreter to sign the questions in British Sign Language
- Individual examination\assessment strategy designed specifically to meet the student's needs whilst maintaining the standards required by the course (see below)
- Separate room to facilitate the above
- Modified examination paper – it is rewritten in a language more appropriate to the student's needs. This is done in conjunction with you.
- Ideally, you can facilitate this process by writing exam papers in plain English.
- Student answers exam questions in BSL onto video. This is translated into English by an interpreter. (Contact Lynne Barnes for more information)

I Have a Deaf Student Doing an Exam – What Should I Do?

1. **Inform the deaf student as early as possible if they are having an exam so they can organise interpreters. This is the deaf student's responsibility.**
2. **Organise a separate room for the deaf student.**
3. Inform the Administrative Officer in the SLRU, extension 2299, that an exam is taking place, giving details such as the venue.
4. Send the exam paper securely and electronically to the SLRU, along with any other material necessary (articles etc.). This should be done as soon as possible or at least two weeks before the exam. The SLRU will then contact the student's Language Tutor, who will liaise with you regarding modifying the paper.

The answers you will see from the deaf student on the exam paper will not have been modified. Please refer to Guidelines for Marking Deaf Student's Work (page 9).

Ideally the exam paper should be written in plain English, in a format accessible to deaf students, as this will facilitate the modification process.

b) Course assessment

As previously mentioned, each deaf student meets regularly with a language tutor who works with the student to improve their English skills and to ensure that the written presentation of coursework is accessible for marking purposes.

Previously, course and module tutors have enquired as to the actual level of support that the deaf student receives from their language tutor, and have wondered if this support should be reflected in the grade awarded.

In order to answer these queries, students have been asked to hand in two pieces of work. One is the student's original draft, produced without any language support; the second is the same work with support from a language support tutor.

You should see that the content material and ideas remains the same for both pieces of work; the second draft should reflect discussion regarding structure, grammar etc. The latter is the work which should be assessed.

c) Individual Assessments

In some cases it may be more equitable and appropriate to change the method of assessment in order to meet the needs of the deaf student. For example, as more pre-lingual profoundly deaf students enter higher education, it may be more appropriate for them to be assessed in their first language, especially considering the fact that these students may have done their SATs, GCSEs, City and Guilds, NVQs and other examinations using British Sign Language rather than English. This should be discussed with an Adviser to Deaf Students.

"Having studied here for the last three years, I can honestly say I have really enjoyed it and believe that UCLan is a really good University for deaf students. Working alongside my language tutors, notetakers and interpreters I have learnt a lot from lectures. The support here is great and I'm glad I chose to come to UCLan."

Examples of good practice include:

- ▶ Long essay type examination questions replaced by short answer questions - these may be accompanied by a viva in British Sign Language (interpreter present).
- ▶ Audio / oral examinations (on Language courses) replaced by written examinations.
- ▶ Written dissertations replaced by more practical/visual projects.
- ▶ Oral presentations replaced by signed presentations (interpreter present).
- ▶ Some elements of the assessment signed to video camera and translated by an interpreter rather than written.



Advice on deaf students' access to audio-visual material

It is a requirement under the DDA part IV (SENDA) that reasonable adjustments in accordance with students' Needs Assessment and Exam Arrangements are made.

The policy for making adjustments for deaf students is therefore as follows:

Use of audio-visual clips / film screenings, in classroom tests / examinations and for audio / visual clips produced on Web CT :

If a Needs Assessment requires it, then the clip must be made accessible to the student. Access can be achieved via (a) an interpreter (if the student makes use of an interpreter) (b) a transcript (c) subtitles. Some (commercial) videos and all DVDs have subtitle options (for videos a caption decoder is required).

For (a):

Not all deaf students find subtitles accessible, particularly if the piece is complex. They may also need to have the information interpreted (check your student's Needs Assessment Report to clarify this).

An interpreter needs to be able to prepare if (s)he is to interpret. (S)he will therefore need advanced access to the material. Plan ahead, as interpreters are in short supply and consequently have busy schedules. Supply the video/ DVD to the SLRU who will, if feasible, make a copy for the interpreter to study, and return the original to you.

If the clip is of 5 minutes duration or less, then simply plan to show it twice. The interpreter and your deaf student will watch it through the first time, and then the interpreter will provide a live, simultaneous rendition during the second showing.

Do be mindful that a deaf student watching an interpreter does not have access to the original text (merely an interpretation of it), and cannot be expected to both observe the interpreter and note the finer points of screen play, direction, special effects, etc. If these are important to your teaching, consider a second screening, or providing (b) or (c) to your student in advance.

For a bib and braces approach, see also (b) and (c)

(especially if the audio-visual material is a key text).

(b) Transcripts.

These may be available from the internet or from the original production company, either as a free download or at a cost (this will vary depending on the film / programme).

To create original transcripts can be expensive and will take time to produce (at least two weeks notice is required to transcribe a video). This service can be provided in-house by the SLRU.

The process involves sending either a copy of the original tape to SLRU or asking the SLRU to make a copy of the original tape. To ensure that the transcript can be made fit for purpose, it is important to identify which section/s need transcribing, specify what type of transcription is required – eg a gist (summary) or a full (detailed) transcript - and indicate the purpose of showing the video. There will be a charge to the School for the production of each transcript (@ £30 per half hour of video tape, though the cost may vary depending on the complexity of the content). The advantage being that a transcript only needs to be produced once.

(c) DVDs.

These are the cheapest option. Good practice, where possible, would be to continue to build the DVD collection in the Library. Another option is the Fylde Learning Centre. The advantage is that the DVDs are available faster and both staff and students (as reference) can access them. The disadvantage is that the School pays for them. However, the University allocates money to the School to make reasonable adjustments.

"I'm happy with the course and generally I'd say it is accessible and the lecturer understands what I need. There was one problem though, when a lecture was delivered via Web CT as this included lecture slides with an audio presentation - I was the last person to get access to it because it had to be translated for me!"

Film Transcript Websites

<http://www.dailyscript.com>

<http://www.script-o-rama.com/table.shtml>

<http://www.simplyscripts.com>

<http://www.BestMovieScriptsForFree.com>

<http://www.Dave'sScript-O-Rama, JoBlo.com>

<http://www.MovieScriptSource.com>

<http://www.SimplyScripts.com>

<http://www.WeeklyScript.com>

<http://www.Twiztv.com/scripts/>

NB This list is not exhaustive – there are many more film transcript websites available

“Support for the Deaf is good. I like the way my lecturer lets me know the day before if they are going to be off and who will be teaching instead. One lecturer used to email me a copy of a transcript if a film was to be used in the lecture. The environment here is good, it's easy to communicate with people and they are helpful.”



Video Transcriptions Checklist

Are you planning to show a video to a class where a deaf student is present? Have you thought how the deaf student will access your video?

- Does the video have subtitles?
- Is there a transcription of the video available?

Ways of making your video material accessible:

- ✓ Is your video a BBC/ITV/CH4 programme?...check their websites to see if a transcript is available.
- ✓ Are you recording the programme yourself?...if you have Sky television you can record subtitles which will appear as you play the video.
- ✓ Can you set up a caption reader video recorder in your school?...this will record subtitles from terrestrial television.
- ✓ Is there someone in your department who could make a transcript? Is this something you could do yourself?
- ✓ Are you showing a film?.....check the internet for downloadable transcripts (try the website list attached).
- ✓ Is there a DVD with subtitles available from a video hire shop?
- ✓ Why not contact SLRU?.....we may have a transcription of your programme in our archives.
- ✓ The SLRU could provide a transcript?.....ideally we would need the video at least two weeks before you plan to show it. Let us know which section/s you would like transcribing and exactly what type of transcription you require - a gist (summary) or a (full) more detailed transcript. Please note that following changes to government guidelines on how DSA funding can be spent, it is no longer possible to charge students for this type of adaptation. There will be a charge for this service - @ £30 per half hour video tape.

Tel: 01772 892299 / 22271

Email: SJDuncan@uclan.ac.uk or
crogerson@uclan.ac.uk

Working with a Notetaker

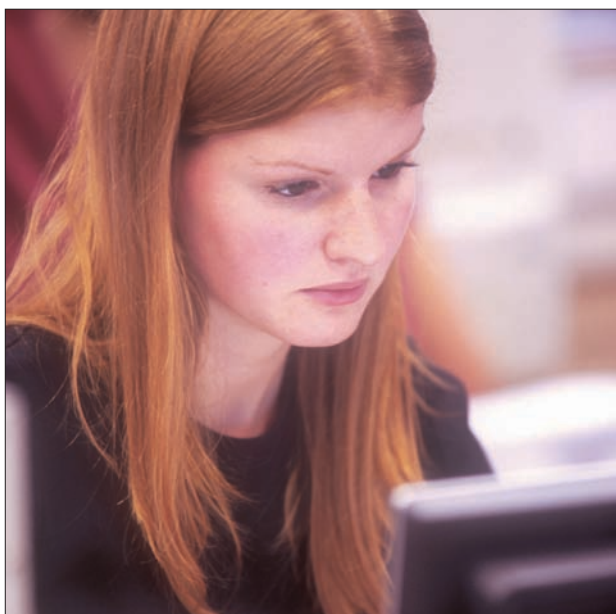
A notetaker takes a comprehensive set of notes on behalf of the student, who has been assessed to need the services of a notetaker. The student may be unable to physically take their own notes, or may be watching an interpreter or concentrating on lip-reading the tutor. As far as possible, the notetaker will record all information. This may also include student discussions, asides, jokes, or interruptions.



It is useful to be aware of the following information when working with a notetaker:

- It is helpful for the notetaker to have information **beforehand** about the session, including the topic for and the format of delivery eg lecture, seminar, group discussion etc.
- If possible, it would be helpful if tutors could supply copies of handouts and visual aids such as PowerPoint slides at the start of the session for notetakers to annotate/reference. This allows the notetaker to annotate the handouts along with your accompanying commentary/explanation.
- The notetaker may or may not sit next to the student, but the notetaker will need to sit in a position that is most conducive to them taking notes ie where they can clearly hear and see. Please assist the notetaker to carry out their role effectively by making sure that the room is well lit and that noise levels are minimised.
- If you are using video/audio material, it is important that you arrange for this to be made accessible for the student. It may be necessary for you to arrange for a **transcript of the material** to be made prior to the session for the student to follow. Please try to organise this as far in advance as possible. It is the responsibility of the school to make learning materials in the classroom accessible for all. The SLRU is able to arrange for this work to be carried out. Please contact them with at least a week's notice and let them know your school re-charge code, the SLRU will produce the transcript and make an internal re-charge to your school for the work.
- A notetaker's role **does not** involve participation in the session so don't ask for their opinions or invite them to join in discussion! Accordingly, notetakers should not give advice or offer personal opinions in any teaching session.
- A notetaker follows a code of practice which means that they work in a **confidential** and **impartial** way; a copy of this is available on the SLRU website.
- Should you have any further questions about the role of a notetaker or any concerns about working with a notetaker in class, please feel free to contact the Head of the SLRU, for advice.

"Notetakers would find it useful if they are given handouts/slides before the lecture to help them when they are taking notes".



Working with a BSL / English Interpreter

An interpreter is a trained professional whose role is to facilitate communication for all.

It is useful to be aware of the following information when working with an interpreter:

- ▶ Interpreting is a physically and mentally demanding process. The quality of interpreting drops after twenty minutes. Interpreters will require appropriate breaks and sessions of 2 hours or more/intensive sessions will require more than one interpreter.



Before your first session, negotiate regular breaks with your interpreter

- ▶ In order to effectively represent your subject expertise the interpreter will need information in advance to help them prepare:
 - a. Please inform the interpreter how the session will be delivered– lecture, seminar, etc.
 - b. Supply information about the topic to be covered, the aims/objectives of the session and maybe any specific terminology you will use.
 - c. If an audio/visual recording is being used (e.g. video/DVD/radio programme) the interpreter will need to have access to it beforehand. The student may also need a transcript if the programme doesn't have subtitles.



- ▶ It is important that the deaf student has a clear view of the interpreter. The interpreter may need to make practical adjustments to facilitate the interpreting process.

- ▶ When using visual aids (e.g. Power Point presentations), please consider allowing extra time for a deaf student to access both the interpreter and the visual aid.

- ▶ You should speak directly to the deaf student, but do remember that the deaf student will be watching the interpreter whilst you speak. This may seem unnatural at first, but soon becomes familiar.

- ▶ Interpreted communication can seem strange and there are often unfamiliar pauses. Speak at your normal rate.

- ▶ The deaf student receives the information several seconds after other students. This is due to a time lag between the interpreter hearing the spoken message and processing this information into BSL. This will affect how deaf students contribute to discussions and so please allow for this by making time to check for comments before changing direction of the discussion.



Asking individuals to raise a hand before speaking may be one method of managing student interactions

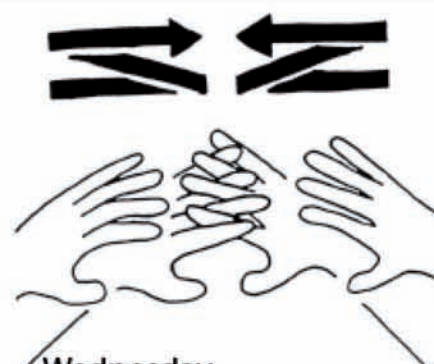
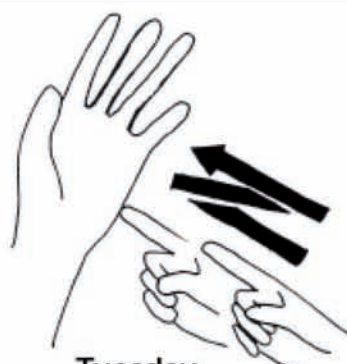
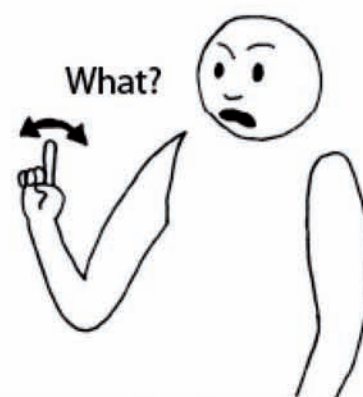
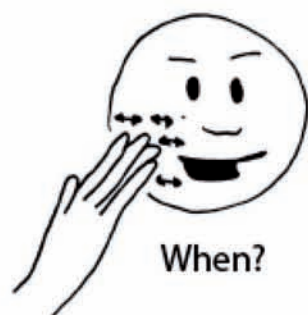
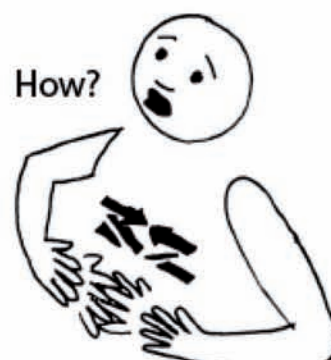
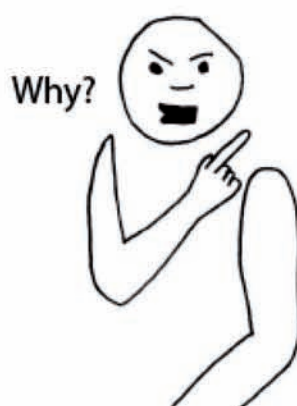
- ▶ The interpreter may sometimes interrupt you for clarification.



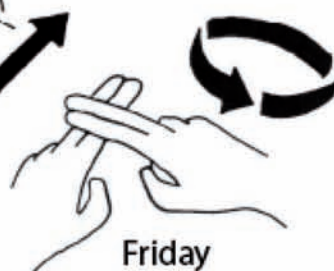
Writing up new names / new vocabulary on the board is useful for all students

- ▶ When you are teaching please try to signal topic changes clearly.
- ▶ The other students in your sessions also need to know how to work with an interpreter, particularly in presentations, peer assessments and group tasks.
- ▶ Interpreters follow a code of practice.

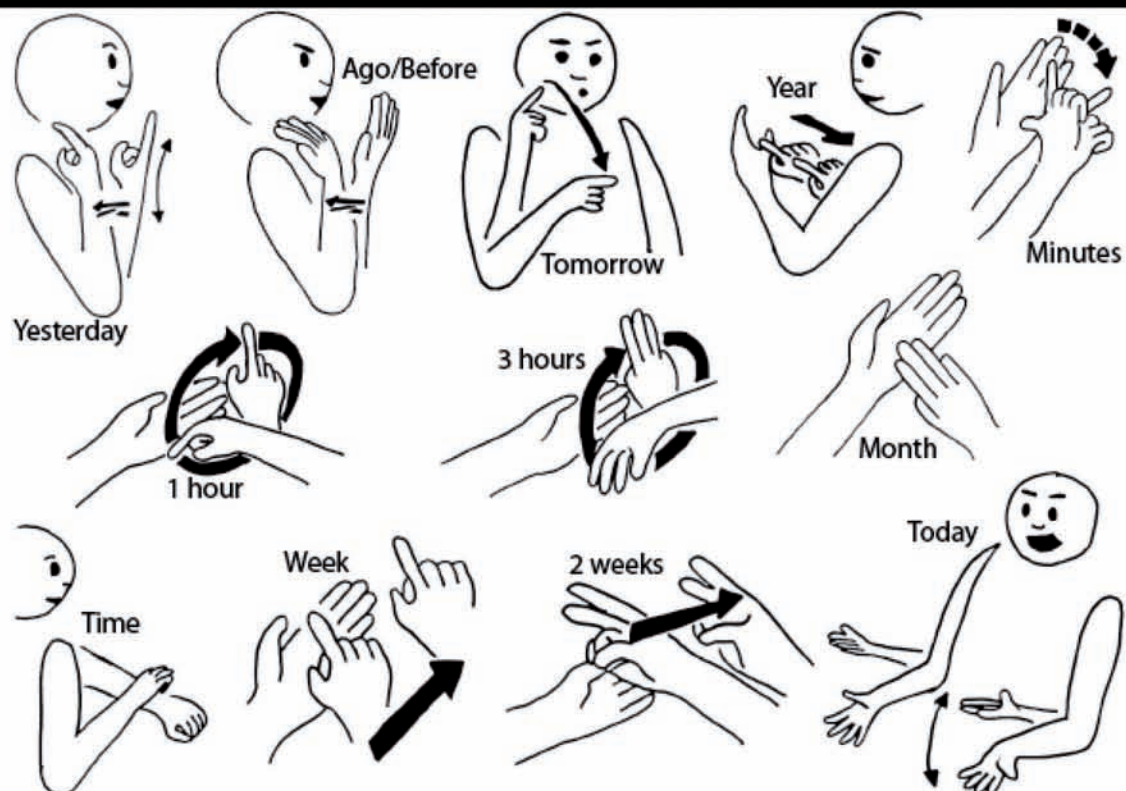
Basic sign language



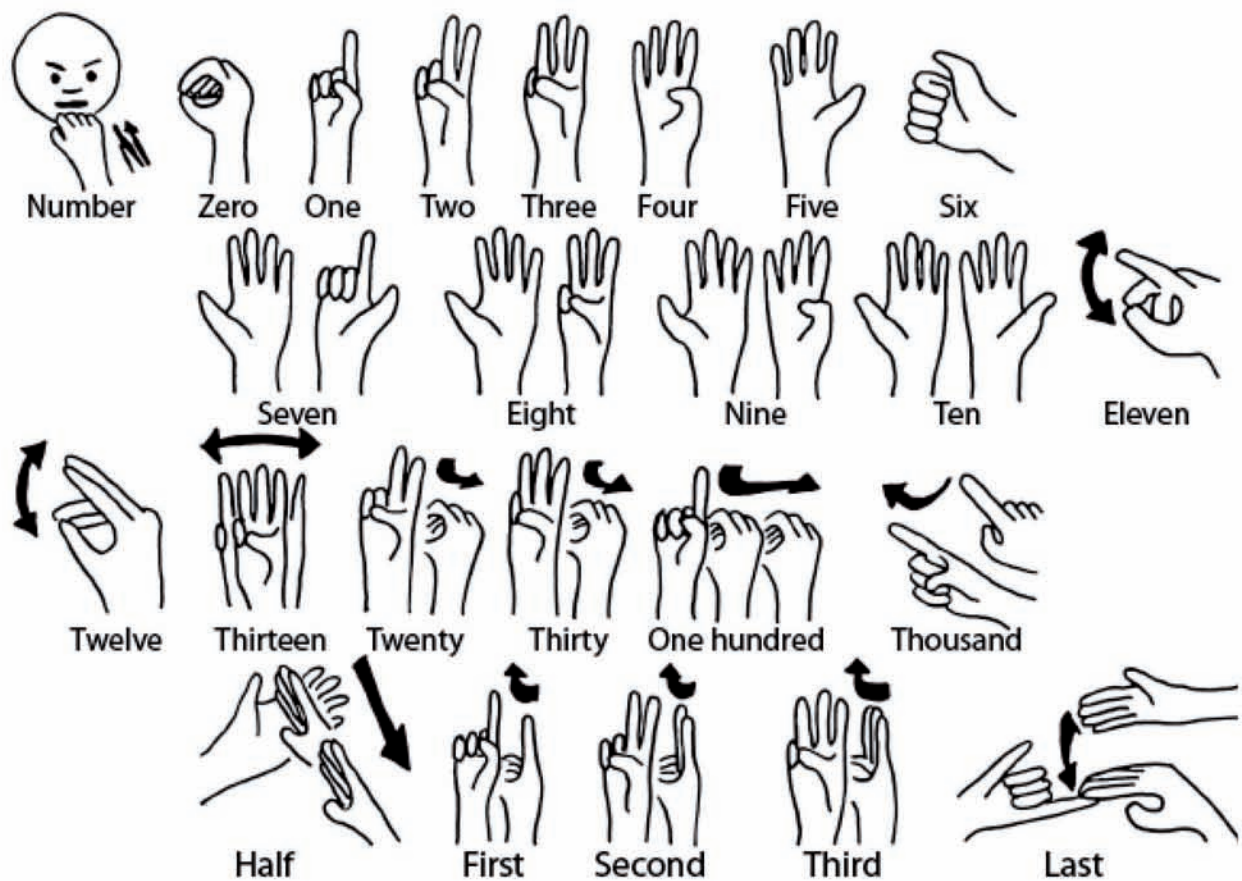
Weekday



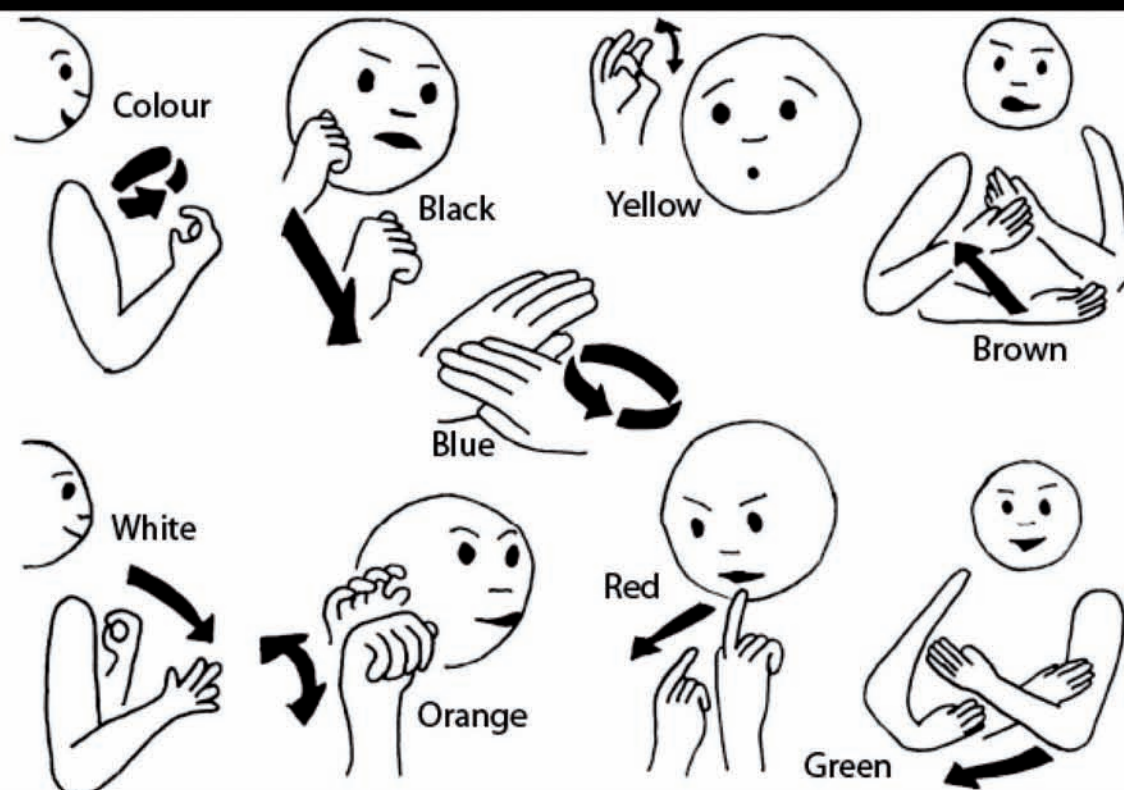
Time



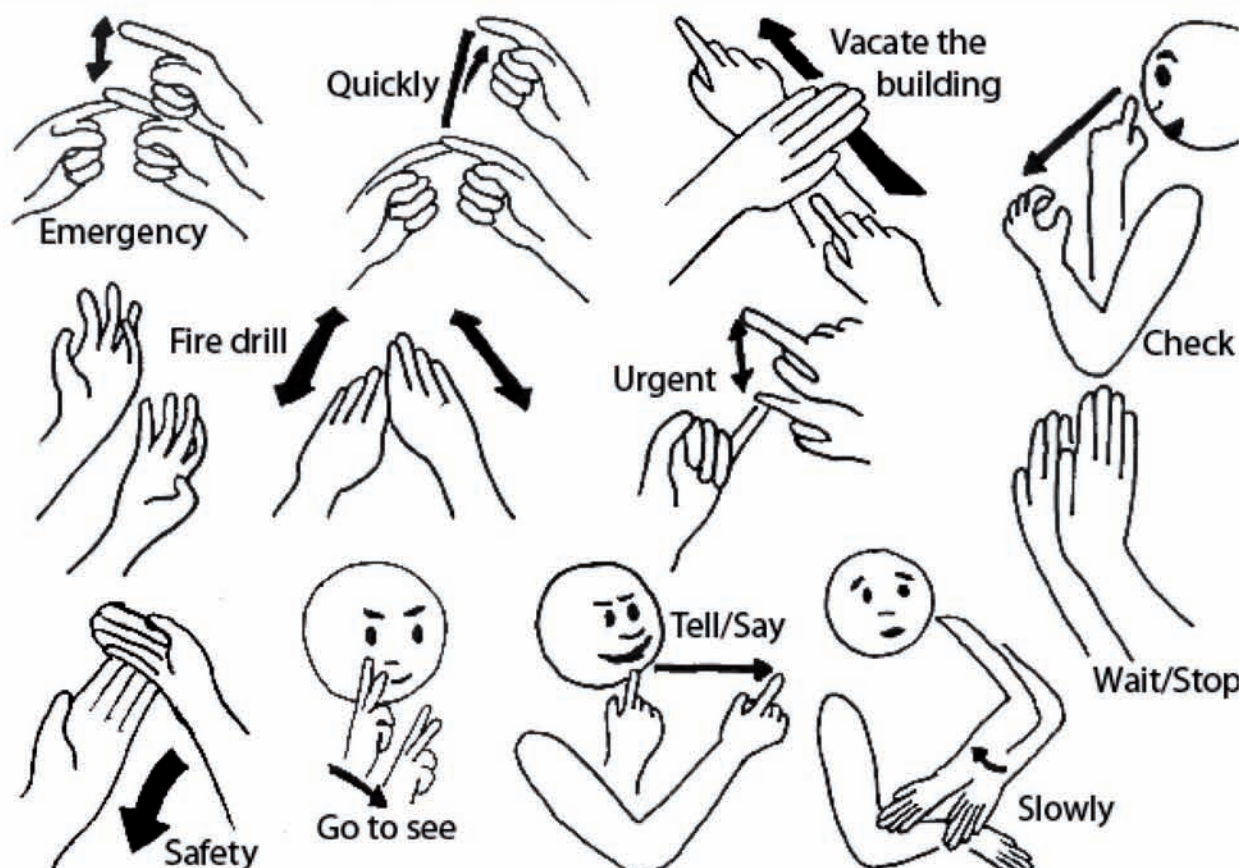
Numbers



Colours



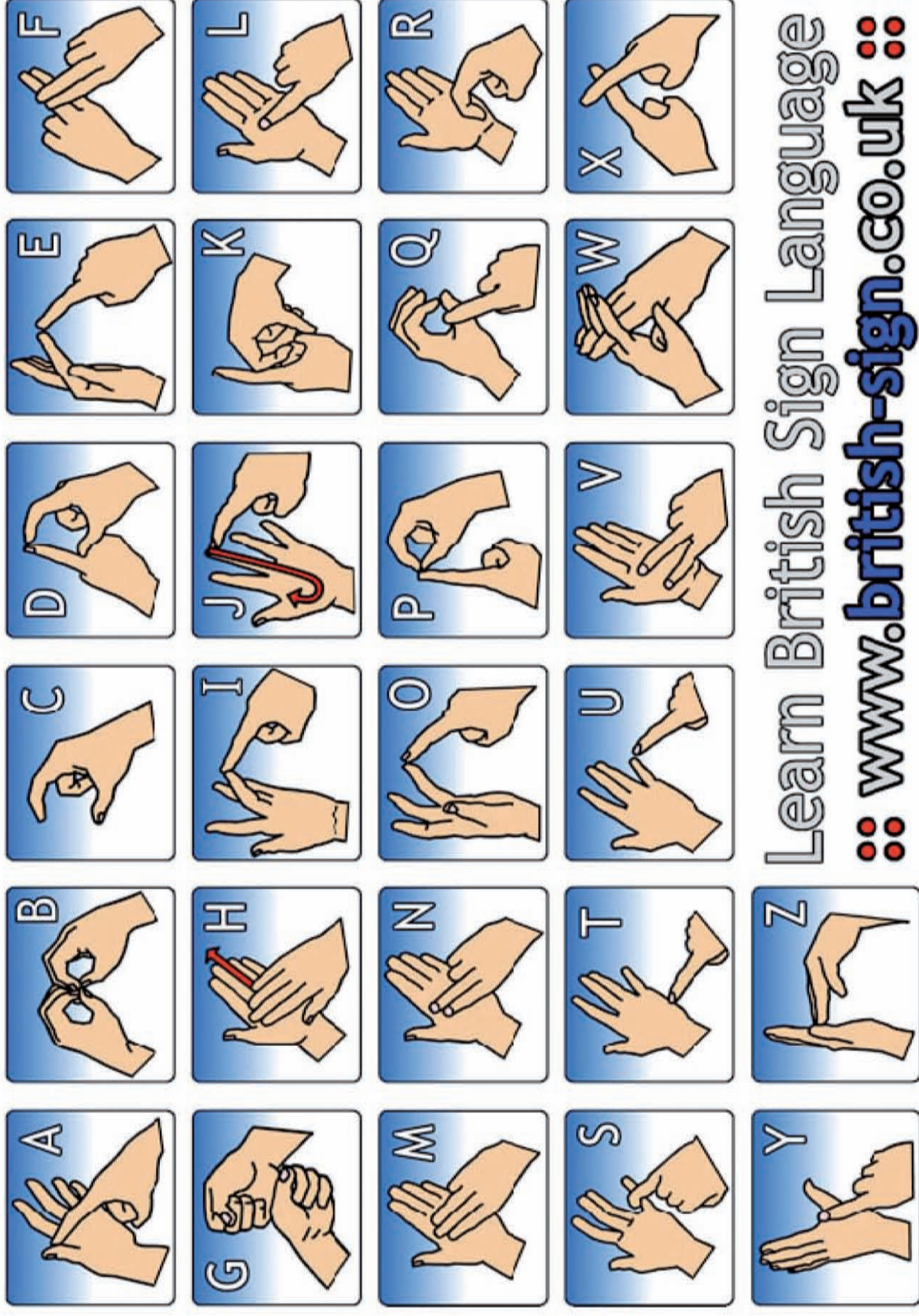
Health & Safety



Other useful signs



BSL Fingerspelling Alphabet



Learn British Sign Language

www.british-sign.co.uk