

INTELLECTUAL OUTPUT 2

PROGRAMME OF EDUCATIONAL ACTIVITIES

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To be revised with feedback from the following partners:

- CVIV
- UNB
- Racio



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INTRODUCTION

This deliverable is a methodological manual containing an outline for people with hearing impairments on the use of assistive technology. It forms part of intellectual output 2. The aim of this output is to develop a programme of educational activities and seminars for adults from the target groups (see below for details) in the field of assistive technologies for people with hearing impairments, as well as implement pilot seminars in all partner countries of the project.

DESCRIPTION OF O2

A methodological manual containing an outline for people with hearing impairments on the use of assistive technology. The main themes will be grouped in modules, providing orientation in the field of assistive technologies. The content of the modules will be complemented by O1 (methodology for primary lecturers in the use of assistive technologies) and O3 (interactive online catalogue of assistive technologies + educational videos and videos containing model situations).

The second part of the output is series of pilot seminars carried out according to the manual, using the methodology for the target groups from all 3 partner countries.

An important part of O2 will be the evaluation of the feedback from the users of the manual and the final modification of the output based on an analysis of the feedback.

The manual is available online in digital format for download at:

<https://www.unieneslysicichbrno.cz/vzdelavani-dospelych-v-oblasti-asistivnich-technologie-pro-osoby-se-sluchovym-postizenim/t1162>

The manual is developed by equalizent, in cooperation with the other partners, who provide feedback and country-specific information relating to Austria, Czech Republic and Slovenia. The manual is translated into each national language and is available in Czech, Slovenian, German and English.



TARGET GROUPS

Different target groups will be interested in different aspects of the ASSIST project outputs. The target groups and their potential areas of interest are detailed in the table below:

	Description of target group	Focus of interest	Theoretical background
1	Specialists working in the field of adaptive and assistive technologies such as: otorhinolaryngologists, specialists working at people with hearing impairment's advisory centres, salesmen and other service providers.	Interactive Catalogue of hearing aids and Assistive communication and compensation devices, Legislative and financial support	O1 Chapters II. Hearing Aids III. Other assistive and communication devices V. Legislative and financial support O3 all content
2	Social service providers for people with hearing impairments.	Interactive catalogue of hearing aids and assistive communication and compensation devices, Legislative and financial support Apps for hearing impaired persons	O1 Chapters II. Hearing Aids III. Other assistive and communication devices IV. Applications (Apps) for smartphones V. Legislative and financial support O3 all content except induction loops
3	Teachers, educational consultants and technicians working at kindergartens, preliminary, elementary and high school institutions for people with hearing impairments	Interactive catalogue of hearing aids and assistive communication and compensation devices, Legislative and financial support Induction loops	O1 Chapters II. Hearing Aids III. Other assistive and communication devices V. Induction loops VI. Legislative and financial support O3 all content
4	Specialists working at centres dedicated to university students with special needs	Interactive catalogue of hearing aids and assistive communication and compensation devices, Induction loops Legislative and financial support	O1 Chapters: II. Hearing Aids III. Other assistive and communication devices IV. Applications (Apps) for smartphones V. Induction loops VI. Legislative and financial support O3 all content

5	Planners, architects, investors, building authority staff members, etc. who deal with planning, construction, adjustments and regular maintenance of hearing loops and other assistive technologies at public institutions, theatres, cinemas, public transportation etc.	Technical, legislative and financial support of using of induction loops and assistive visual devices	O1 Chapters: V. Induction loops VI. Legislative and financial support O3 Induction loops Other assistive aids
6	People with hearing impairments who should benefit from project activities - through target groups stated above - elimination of communication barriers between people with hearing impairments and hearing society.	Hearing aids Other assistive and communication devices Apps for smart phones Legislative and financial support for the purchase and use of assistive devices and technologies for HIP in the partner countries of the project.	O1 Chapters: II. Hearing aids III. Other assistive and communication devices IV. Applications (Apps) for smart phones V. Induction loops VI. Legislative and financial support for the purchase and use of assistive devices and technologies for HIP in the partner countries of the project. VII. Interactive catalogue user manual O3 all content



DEVELOPMENT OF THE METHODOLOGY: MAIN COMPONENTS

Based on the proposal requirements, the objectives of the methodology should focus on facilitating the acquisition of competencies and knowledge relating to assistive technology. The goal is either to augment the knowledge and competencies of people from target groups 1-5, working with people with hearing impairments, as well as hearing-impaired persons themselves.

These objectives will be achieved through pedagogical approaches and activities (method) that will be implemented in a series of pilot seminars. With respect to content, decisions were made on the content *per se*, as well as the nature, resources and accessibility of the materials to be used. In other words, the content of the manual was developed upon the actual content of the activities, the type of materials suggested (e.g. visual focus in presentation and use of videos), accessibility (including easy to read texts), as well as the resources available for each country.



LEARNING OBJECTIVES

LO 1.1 Understanding for and awareness of the needs of the deaf and hard of hearing people

LO 1.2 Understanding related terminology and definition of assistive technology

LO 2.1 Understanding of the legal position in-country and in Europe

LO 2.2 Understanding of financial instruments for assistive devices

LO 3.1 Understanding the anatomy and physiology of hearing

LO 3.2 Awareness of variety of assistive technology available

LO 4. Learning different, less conventional ways to communicate and support communication.

LO 5. Learning by doing: Understanding how assistive technology works and its uses.

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LO 6. Insight from a user's point of view: assistive technology



FRAMEWORK

The timing of the seminars is intended to be flexible. The methodology can be adapted to be carried out during a one-day workshop – however adaptations must be made and only a selection of activities and presentations used. Selected modules can be presented alone if required or according to need.

In the same way, activities can be added or carried out in detail if modules are conducted on consecutive days / weeks to form a longer or more intensive training experience.

The focus of the modules is as follows:

Module 1 > Motivation

Module 2 > Legislation

Module 3 > Theory

Module 4 > Effective communication

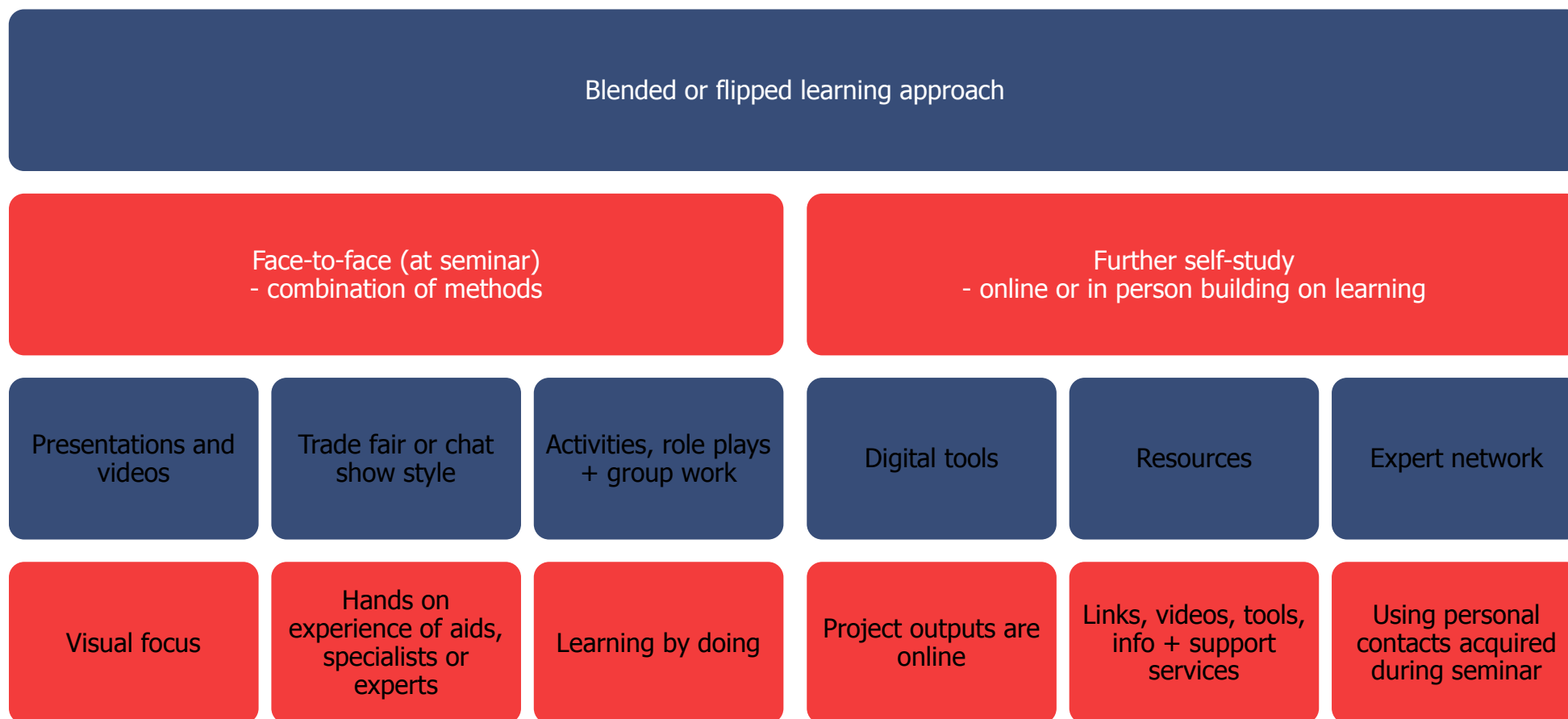
Module 5 > Assistive Technology

Module 6 > Vision



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FIGURE 1: METHODS & APPROACHES



MODULE OVERVIEW

MODULE	OBJECTIVES	AWARENESS / KNOWLEDGE / SKILLS	SUGGESTED ACTIVITIES
MODULE 1 MOTIVATION	LO 1.1 Understanding for and awareness of the needs of the deaf and hard of hearing people LO 1.2 Understanding related terminology and definition of assistive technology	Awareness: <ul style="list-style-type: none"> ▪ Sensitization ▪ Needs of the hearing impaired persons Knowledge: <ul style="list-style-type: none"> ▪ Definition of assistive technology ▪ Basic information sources Skills: <ul style="list-style-type: none"> ▪ Understanding and empathy ▪ Social behavior ▪ Interpersonal skills 	A1.1 Warm up activity A1.2 Short introduction about modern assistive technologies for persons with hearing impairments. <ul style="list-style-type: none"> • Overview • Definitions and terminology • Assistive technology and self-determination • Thematic grouping of assistive technologies The presentation should be visual, using graphics and images rather than long text. Expert speaker / Handout with useful links



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<p>MODULE 2</p> <p>LEGISLATION</p>	<p>LO 2.1 Understanding of the legal position concerning assistive aids and technologies for hearing impaired persons in-country and in Europe</p> <p>LO 2.2 Understanding of financial instruments for assistive devices</p>	<p>Awareness:</p> <ul style="list-style-type: none"> ▪ What is currently available and what is not <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Legal situation ▪ Rights and adaptations in legislation and policy <p>Skills:</p> <ul style="list-style-type: none"> ▪ Understanding and empathy ▪ Teamwork + presentation skills ▪ Ability to adapt to the needs of others ▪ Social behavior ▪ Interpersonal skills 	<p>A2.1 Warm up activity</p> <p>A2.2 Presentation on legislation relating to assistive technology (maybe a short video?):</p> <ul style="list-style-type: none"> • When and where? • Private / public areas • Induction loops or similar equipment • Diversity management • Legislation on employment hearing impaired persons and assistive technology (country-specific and within the European Union). • Subsidies on assistive equipment (hearing aids, smart phones, tablets etc.) both country-specific and at European Union level. • Applying for subsidies for assistive technology / support. <p>Expert speaker / Handout with useful links</p> <p>A2.3 Group work Groups are invited to discuss and then present information that was new to them in the presentation.</p>
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<p>MODULE 3</p> <p>THEORY</p>	<p>LO 3.1 Understanding the anatomy and physiology of hearing.</p> <p>LO 3.2 Awareness of variety of assistive technology available.</p>	<p>Awareness:</p> <ul style="list-style-type: none"> ▪ How hearing works and possible ways of compensating for hearing loss <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Understanding of anatomy and function ▪ Causes of hearing impairments ▪ Available compensation aids <p>Skills:</p> <ul style="list-style-type: none"> ▪ Understanding and empathy ▪ Teamwork 	<p>A3.1 Warm up activity</p> <p>A3.2 Group work Groups are given a model of an ear and asked to identify the parts (pooling group knowledge)</p> <p>A3.3 Expert presentation (ENT specialist) on parts of the human ear and their function (physiology and anatomy), types and level of hearing impairments, basic terms from acoustic and electroacoustic theory (Fletcher-Munson curves, decibel, acoustic power, level, distortion, sensitivity, effectivity etc.), basic technical parameters of hearing aids (explaining how to understand this parameters), parameters of next compensation aids.</p> <p>A3.4 Time for questions and answers from participants</p>
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<p>MODULE 4</p> <p>EFFECTIVE COMMUNICATION</p>	<p>LO 4. Learning different, less conventional ways to communicate and support communication.</p>	<p>Awareness:</p> <ul style="list-style-type: none"> ▪ Empathy and understanding for Deaf / hearing impaired people. ▪ Deconstructing stereotypes <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Understanding for how communication can work ▪ Links, tools and other resources for clever communication <p>Skills:</p> <ul style="list-style-type: none"> ▪ Communication tips and tricks ▪ Ability to adapt to the needs of others ▪ Social behavior ▪ Interpersonal skills 	<p>A4.1 Warm up activity</p> <p>A4.2 How to communicate – dos and don'ts (demonstration / videos / role playing)</p> <p>A4.3 Practical exercise – does lip reading work?</p> <p>A4.4 I cannot sign – what should I do?</p> <p>Some basic signs, tools and resources for effective communication</p> <p>A4.5 Communication apps Practical demonstration – examples of apps</p> <p>A4.6 Time for questions and answers from participants</p>
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<p>MODULE 5</p> <p>ASSISTIVE TECHNOLOGY</p>	<p>LO 5. Learning by doing</p> <p>Understanding how assistive technology works and where it can be used</p>	<p>Awareness:</p> <ul style="list-style-type: none"> ▪ Understanding and empathy ▪ Assistive technology in practice <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Different uses for assistive technology in different settings ▪ Learning by doing <p>Skills:</p> <ul style="list-style-type: none"> ▪ Collecting information ▪ Interpersonal skills 	<p>A5.1 Trade fair style presentation of assistive technologies to enable guests to walk around, visit the “stands” and ask questions of the specialists in various areas of assistive technology:</p> <p>Main areas (stands)</p> <ul style="list-style-type: none"> • General (hearing aids) • In public • At work • At home • Leisure time <p>Stands will be prepared with information, devices to try, visual aids (posters etc ...).</p> <p>A5.2 Questions and Answers from the audience</p>
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<p>MODULE 6</p> <p>VISION</p>	<p>LO 6. Insight from a user's point of view: assistive technology</p>	<p>Awareness:</p> <ul style="list-style-type: none"> ▪ Understanding and empathy <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Understanding of personal experience <p>Skills:</p> <ul style="list-style-type: none"> ▪ Empathy ▪ In-depth information on function of certain assistive devices from a user's point of view. ▪ Ability to adapt to the needs of others ▪ Social behavior ▪ Interpersonal skills 	<p>A6.1 "Meet the experts"</p> <p>Chat show style format:</p> <p>Users of assistive technology present their own experience and invite audience questions</p> <p>Experts may include:</p> <p>Hearing aid user, acoustic specialist, deaf person with assistive technology at home (e.g. flashing alarm clock, doorbell and more ...)</p> <p>The chat show is moderated. The moderation introduces the experts, ensures timekeeping, collects questions from the audience and keeps the debate / discussion moving.</p>
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| MATERIALS FOR EDUCATIONAL ACTIVITIES & SEMINARS



MODULE 1 - MOTIVATION

A1.1

WARM UP ACTIVITY

A1.2

LINK TO IO1 / CHAPTER 1

<https://www.unieneslysicichbrno.cz/vzdelavani-dospelych-v-oblasti-asistivnich-technologiei-pro-osoby-se-sluchovym-postizenim/t1162>

THE PROBLEMS PEOPLE WITH HEARING IMPAIRMENTS FACE

Invisible and repressed

Hearing loss is an invisible disability; it is only recognised when there are problems of understanding in communication.

Because hearing loss still has a very negative image for many people, those affected often do not want to admit it and try with great effort to repress it and deny it. The unaffected person notices it, but perhaps remains silent out of courtesy. This makes dealing with this disability even more difficult.

No silent hearing

Hearing loss is rarely associated with lesser hearing; rather it is a disorder in the various frequency ranges. Therefore, shouting at a hard-of-hearing person or loud speech is not a solution; it often even worsens the situation.

Listening and understanding are not the same thing. People with hearing loss do also hear, but due to the disturbances in the inner ear and failures in certain frequency ranges (especially in the linguistic area), understanding is more difficult. It is even more difficult in situations with loud noise, e.g. in a restaurant, at the train station or when several people speak at the same time.

Therefore, the avoidance of noises, a slower speech, a good articulation and to look into the hard-of-hearing persons face while talking are already essential understanding, because even hearing aids cannot completely solve this problem.



Isolated

Hard-of-hearing people often experience isolation, in many situations they do not feel like they belong to somewhere. Therefore, it is necessary to remove barriers that prevent communication. These include special methods in communication, listening systems in public spaces, optical visualization of calls and announcements, the use of hearing aids, and others.

People who are hard of hearing also have to help themselves by pointing out their disability in time, providing themselves with the "right" hearing aids and learning how to handle them.

No wrong judgements

The effects of hearing loss are hard to understand. An example: those who shut their ears with their hands at best produce mild hearing loss and more a muted hearing. The loss of frequency ranges in speech and music, the distortion of the tones and the often associated "noise sensitivity" are part of the life of the hard-of-hearing-person. Therefore, people with hearing impairment should not be mocked.

Source: Österreichische Schwerhörigen Selbsthilfe

Link: <https://www.oessh.or.at/hoerspuren/problemesh>



MODULE 2 - LEGISLATION

A2.1

WARM UP ACTIVITY

A2.2

PRESENTATION ON LEGISLATION RELATING TO ASSISTIVE TECHNOLOGY (MAYBE A SHORT VIDEO?)

- When and where?
- Private / public areas
- Induction loops or similar equipment
- Support for hearing impaired children in elementary schools, high schools and universities
- Diversity management
- Legislation on employment and assistive technology (country-specific and EU).
- Subsidies on assistive equipment (hearing aids, smart phones, tablets etc.) both country-specific and at EU-level.
- Applying for subsidies for assistive technology / support.

IO1 Guide to the world of assistive technologies for primary lecturers – pages 31 - 33

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<https://www.unieneslysicichbrno.cz/vzdelavani-dospelych-v-oblasti-asistivnich-technologiei-pro-osoby-se-sluhovym-postizenim/t1162>

Expert speaker / handout with useful (country-specific) links

A2.3

GROUP WORK

Groups are invited to discuss and then present information that was new to them in the presentation.



MODULE 3 - THEORY

A3.1

WARM UP ACTIVITY

A3.2

GROUP WORK

Groups are given a model of an ear or a puzzle with parts of an ear and asked to identify the parts.

Suggestion: to use an anatomically correct model of an ear

https://www.betzold.at/prod/9926/?qclid=EA1a1QobChMlvcTm4J-s4wIVyKqYCh0Psw2HEAQYASABEqKZf_D_BwE

https://www.betzold.at/prod/E_755359/

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A3.3

EXPERT PRESENTATION

The presentation should be made by an expert in the field, such as an invited ENT specialist. The presentation includes explanations of the parts of the human ear and their function (physiology and anatomy), types and level of hearing impairments, basic terms from acoustic and electroacoustic theory (Fletcher-Munson curves, decibel, acoustic power, level, distortion, sensitivity, effectivity etc.), basic technical parameters of hearing aids (explaining how to understand this parameters), parameters of next compensation aids.

CAUSES OF HEARING IMPAIRMENT AND HEARING LOSS

LINK: IO1 Guide to the World of Assistive Technology for Primary Lecturers” section II / 2 (pages 5 - 8)

<https://www.unieneslysicichbrno.cz/vzdelavani-dospelych-v-oblasti-asistivnich-technologiei-pro-osoby-se-sluhovym-postizenim/t1162>

A3.4

SUGGESTION TO END WITH A QUESTION AND ANSWER ROUND FROM THE AUDIENCE



MODULE 4 - EFFECTIVE COMMUNICATION

A4.1

WARM UP ACTIVITY

A4.2

HOW TO COMMUNICATE WITH PEOPLE WHO ARE HARD OF HEARING BECAUSE EFFECTIVE COMMUNICATION HAS TWO SIDES.

Communication tips for communicating with people with hearing impairments

- Talk clearly (but not exaggerated) and not too fast
- A normal volume is sufficient; do not talk too loud, although some people think this is the best way. For hard-of-hearing people and people with hearing aids, speaking loudly can be uncomfortable and even painful. Further, speaking loudly causes distortion, which makes it difficult to understand. Hard-of-hearing people don't hear more quietly but their hearing rate is disturbed.
- When getting in touch on the phone, it is essential to talk clearly, not too fast and not too loud because a reference to the mouth cannot be made in that particular case.
- Do not whisper or talk into the ear of a hard-of-hearing person, understanding without seeing mouth or face is impossible most of the time.
- Do not call a hard-of-hearing person from a great distance. In order to talk to him or her, walk closer
- During a conversation, make sure to look into the face of the hard-of-hearing person. Do not walk around during talking.
- When talking, make sure that your face is not covered by hair (for example, a beard), do not put your hand over your mouth when talking.
- Do not talk while eating or chewing and do not chew gum. A cigarette in the mouth disturbs the ability to read from the lips.
- Your mouth and face should be lit during the conversation, so do not stand in front of a window. Otherwise, the hard-of-hearing person cannot see your facial expressions and the movement of the lips to get important information.
- Try to avoid noises and generally ambient noise (radio, TV, telephone calls, music ... etc.) During a call, look for low-noise and acoustically pleasing rooms instead.
- It is beneficial to draw attention to yourself before talking to a hard-of-hearing person. This will give the person the opportunity to focus on you and avoid frightening him (because he may not have heard your coming).



- Speak clearly and in short sentences, because a hearing-impaired person has to think and combine a lot of things while watching you talk. Nesting sentences and too rapid changes of topics are difficult to understand.
- Important information such as time, date, addresses, telephone numbers, etc. is best given in writing (note sheet) because such information is difficult to interpret.
- Never answer in a discussion for a hard-of-hearing person. Give the person a cue, so that he can give an answer by himself. A paternalism would create mistrust and the hard-of-hearing person does not feel taken seriously. Hearing impaired persons need longer to understand a question and cannot answer so quickly.
- In societies and meetings hard-of-hearing people should be integrated into the conversation. Being lonely among people can be a painful experience. Briefly inform the hard-of-hearing person about the respective topic of the conversation. The fact that only one person should speak during a round is generally part of the conversation culture.
- Something misunderstood or a wrong answer often excites merriment in a round. It is important to tell the hard-of-hearing person that he is not laughed at.
- If a hard-of-hearing person asks, do not change the volume of your voice, but repeat the sentence in a simple form or say the keywords again. Because to know the topic makes the hard-of-hearing person understand easier.
- Do not make quiet side-by-side comments in front of a hard-of-hearing person.
- Understanding makes people uncertain and is often negatively related to their own person.
- Never tell a hard-of-hearing person that he is "glad not to be blind". This can be hurtful because any kind of disability is a huge burden on the person concerned and cannot be compared to other disabilities.
- Hearing impaired people hear differently in different situations, they can hear good or badly (room acoustics, weather, tiredness ...), even with a hearing aid. It has nothing to do with their mood, so do not interpret this as "he only hears what he wants". That would be unfair.
- Those who find it difficult to talk to people who are hard of hearing - which is undoubtedly more often the case - should at least remember that hearing-impaired people have a harder time because they first have to process, assign and understand what they hear.



Communication tips if you are a person with hearing impairments

- The hard-of-hearing must necessarily contribute to the success of a conversation and not just leave it up to others.
- Inform your conversation partner about your hearing loss and tell them your needs and wishes as precisely as possible.
- If you wear your hearing aid clearly visible, your conversation partner keeps an eye on your disability and is more likely to take your hearing situation into account.
- Find yourself a pleasant place for a conversation: e.g. with adequate lighting, a quiet environment etc.
- If you speak clearly and slowly yourself, then your conversation partner will be more likely to do so.
- Ask for repetition in time and tell your conversation partner what you did not understand, then your partner does not have to repeat everything again.
- Do not feign understanding of the spoken content, you might annoy your own conversation partner if he notices this.
- Say it honestly if you are tired of a conversation. However, watch out too on the signs of fatigue in the partner, because even for him the conversation can be annoying.
- Use technical aids (e.g. hearing aids and cochlear implants) as needed if they help you to understand better.



About the essence of communication

The ear is the "most social" organ of man. Listening and understanding simply means "to belong". Every communication and encounter of people is always connected with language, the perception of signals is vital and our culture and education is essentially focused on listening. Language is more than information; it always creates relationship and mood at the same time.

Deafblind Helen Keller briefly summarizes her life experience: Not to see separates from things, not to hear separates from people.

Already one in five is hard of hearing, and one in three is over 65 years old. Not only older people, increasingly young people are affected by this disability. A hearing loss is often a taboo subject and is still associated with many negative opinions and feelings. Hearing loss is very often associated with terms such as "hard of understanding", "stubbornness" and even "stupidity". While one meets a blind person with respect, the hard-of-hearing person is quite often victim of laughter due to misunderstood conversations instead. It follows that many affected people try to hide their disability. In addition, the public has little knowledge or awareness of the needs of hard-of-hearing people (e.g. listening facilities or room acoustics).

Deafness is invisible. However, hard-of-hearing persons as well as their family members and friends suffer from this disability, because both sides often know too little about possible aids and methods. The result is a retreat of those affected and communication is left aside although it is essential for us as human beings.

Source: *Österreichische Schwerhörigen Selbsthilfe*

Link: <https://www.oessh.or.at/hoerspuren/umgangschwerhoerige>



QUESTIONS AND ANSWERS ON HEARING IMPAIRMENTS AND DEAFNESS

Suggestion: The questions and answers could be prepared as cards for use in small groups or pairs.

- Hearing-impaired and deaf people hear just as normal hearing people when they wear their hearing aid(s).

FALSE: A hearing aid does not replace a normal hearing because performance and technical progress have been limited so far. The sounds heard will always be different from those heard of normal hearing people. In speech therapy sessions, pronunciation can be properly trained. A deaf or hearing-impaired person may respond to speech, but he may not understand the content.

- All deaf people communicate in sign language.

FALSE: Many deaf people use sign language in communication in everyday life; others prefer to communicate orally, supported by lip-reading.

- Deaf people are mute too.

FALSE: The term "deaf-mute" is a discrimination and inappropriate for deaf people, some deaf people are quite capable of speaking, this in turn is related to the individual talent, but also with the personal effort that one wants to do. Deaf people cannot hear themselves talking. Therefore, it often comes to "wrong" or "loud" pronunciation.

- Deaf and hard-of-hearing people are less intelligent.

FALSE: Communication problems of deaf people are not caused by an intellectual disability, but to the difficulties in accessing information and knowledge.

- Deaf people have difficulties in understanding written language.

TRUE and FALSE: Some deaf people easily understand written language and do also read texts. Others have problems understanding written language.

- Deaf people belong to the same culture as hearing people.

TRUE and FALSE: There is a deaf culture with its own history, celebrities, social practices and values, with its own artistic expression and sense of humour.

- Noise does not bother people who have hearing-impairments or who are deaf.

FALSE: A loud atmosphere can create even more confusion and make it even more difficult to understand because of the background noise. In addition, loud noises (e.g., dropping of heavy objects, slamming doors, etc.) create vibrations that may also be disturbing and / or stressful.

A4.3

PRACTICAL EXERCISE – DOES LIP READING WORK? GROUP WORK

Lip reading: Lip reading consists of interpreting the words of the interlocutor based on his mouth shape. On average, only 30% of what is said is readable, with the remaining 70% being completed by the context of the spoken word. This requires a permanent concentration of the deaf or hard-of-hearing person and often leads to misunderstandings.

GROUP WORK

The moderation asks two volunteers to come to the front. Each volunteer is given a moderation card with a short sentence on it. One at a time, each volunteer reads out his/her sentence without using his/her voice and the other tries to decipher what is being said. Repetition is not possible (not possible in real life either).

PAIR WORK

In pairs try and decipher what the other person is saying (without using their voice)

Examples (each country needs their own examples):

<ul style="list-style-type: none">• It's time to pay.• It's time to play• It's time to pray.	<ul style="list-style-type: none">• I need a map.• I need a mat.• I need a cap.
<ul style="list-style-type: none">• It's in the fire.• It's in the flyer.• It's in the file.	<ul style="list-style-type: none">• Where's the movie?• What's the movie?• Why's he moving?
<ul style="list-style-type: none">• You need to do the maths.• You need to do the mass.• You need to do the map.	<ul style="list-style-type: none">• Green gas.• Clean gas.• Free gas.
<ul style="list-style-type: none">• That was a terrible fight.• That was a terrible flight.• That was a terrible fright.	<ul style="list-style-type: none">• It's on the web.• It's on the bed.• It's on the bill.



ASSIST

A4.4

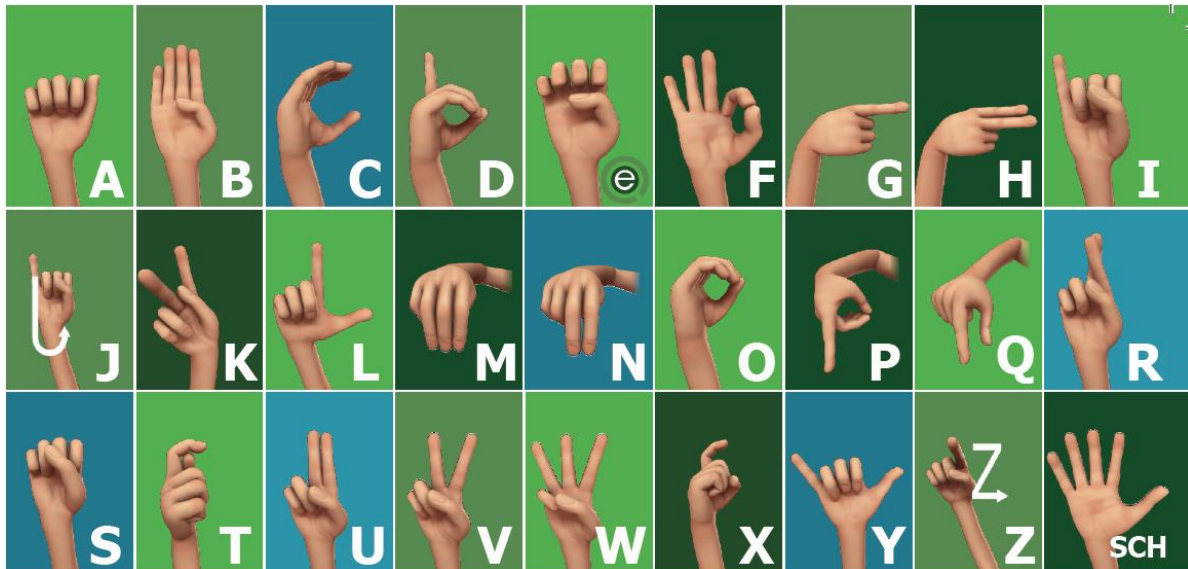
I CAN'T SIGN – WHAT SHOULD I DO?

You do know how to sign! Intuitively, 10% of the time we already use gestures during everyday communication. This is a good prerequisite for learning sign language!

Can you communicate the meaning of some of these words using gestures?

Cry	Yes	Swim	Straight on
Come here	Super	Left	Eat
No	Write	Right	Please
Telephone	Sleep	Cold	Call me
Hallo	Hot	Dance	Drink

Austrian finger alphabet



A4.5

COMMUNICATION APPS




Welcome to Project **ASSIST** - Adult education in assistive technologies for hearing impaired persons (HIP) English

ASSIST Co-funded by the Erasmus+ Programme of the European Union

HOME CATALOGUE OF ASSISTIVE TECHNOLOGIES ▾ MANUALS ▾ VIDEOS PARTNERS

APPLICATIONS
CATALOGUE

CLICK TO SEARCH



Practical demonstration of a communication app from the catalogue:

<https://www.unieneslysicichbrno.cz/vzdelavani-dospelych-v-oblasti-asistivnich-technologie-pro-osoby-se-sluhovym-postizenim/t1162>



MODULE 5 - ASSISTIVE TECHNOLOGY

A5.1

TRADE FAIR

Providers of assistive technology products and associated services are invited to set up trade fair style stands around the venue to enable participants to walk around and visit the “stands”. At the same time, they can ask questions of the specialists in various areas of assistive technology and try the assistive devices out for themselves.

Main areas (stands)

- General (hearing aids)
- In public
- At work
- At home
- Leisure time

Stands will be prepared with information, devices to try, visual aids (posters etc ...).

The organising partner should also have a stand with project information and tablets, which guests can use to access the catalogue of assistive technologies compiled by the project partners: <https://www.unieneslysicichbrno.cz/vzdelavani-dospelych-v-oblasti-asistivnich-technologiei-pro-osoby-se-sluhovym-postizenim/t1162>

Welcome to Project ASSIST - Adult education in assistive technologies for hearing impaired persons (HIP) English

ASSIST Co-funded by the Erasmus+ Programme of the European Union

HOME CATALOGUE OF ASSISTIVE TECHNOLOGIES MANUALS VIDEOS PARTNERS

HEARING AIDS CATALOGUE CLICK TO SEARCH

USER MANUAL

VIDEOS

A5.2

ASSIST

QUESTIONS AND ANSWERS FROM THE AUDIENCE



MODULE 6 - VISION

A6.1

“MEET THE EXPERTS”

In a “Chat Show” style format, there is a moderator interviewing invited experts who use assistive technology themselves. They are invited to present their own experience and afterwards, the audience is able to ask questions

Suggestions for experts may include:

CI user, hearing aid user, acoustic specialist, hearing-impaired person with assistive technology at home (e.g. flashing alarm clock, doorbell and more ...)

The chat show is moderated. The moderation introduces the experts, ensures timekeeping, collects questions from the audience and keeps the debate / discussion moving.

EXAMPLES

Portrait of Nicole Sischka

My name is Nicole Sischka. I am 24 years old and I come from Waidhofen an der Thaya in the Waldviertel. I have three older siblings (two sisters, one brother). I was diagnosed with a high-grade high-frequency hearing loss when I was in kindergarten. At the age of six, I got my first hearing aids adapted.

Although I almost went to a school for children with special needs because of my hearing loss, in the end I went to a normal primary and secondary school. The junior high school was a very difficult time in my life. I was often bullied and verbally abused because of my hearing loss. Since my grades were always good, I stayed strong and did not give up fighting.

After this time in 2009, I wanted to continue my academic career in a foreign environment and so I visited the HAS Ungargasse in Vienna from where I also graduated with high grades.

I was housed in a boarding school directly attached to the school. There I lived in a group of seven to ten girls with and without disabilities. I made friends with my teachers and was always taken seriously with my hearing loss.

In October 2016, I passed the Berufsreifeprüfung (an alternative to A-levels). I have been back in the Waldviertel since June 2014. I found a job, working in my sister's bakery.



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Since I have always been a very social person who loves to be with people - and especially people with disabilities have always been important for me – I am now training to become a specialist social care with focus on working with people with disabilities.

One of my goals is also to inform “normal” hearing people about hearing loss and thus to promote a normal approach and understanding between these people. My first project was a lecture at the commercial school in Waidhofen an der Thaya. I am a big Julian le Play fan (Austrian Singer) because his songs give me strength. For me, I live a normal and fulfilled life with my hearing loss. Without my hearing loss, I wouldn't be where I am now in life.

Source: Schwerhörigenzentrum Niederösterreich

Link: <https://www.hoerenswert.or.at/betroffene-berichten>

