

Discussion Paper No. 12

Rights of Hearing-Impaired
People in the Workplace

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This is the twelfth paper in the Human Rights Commission's Discussion Paper Series.

The Discussion Paper presents the strategies for protecting the human rights of hearing-impaired people in the workplace developed in the course of a series of hearing awarent's6' seminars convened on behalf of the Commission in 1984 and 1985.

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FOREWORD

Following a number of approaches to the Commission concerning the problems faced by hearing-impaired people, particularly in relation to education, employment and general service provision, the Commission was fortunate to obtain the services of Ms Merril Cook to undertake community education work in this area. A particularly successful aspect of Ms Cook's work was a series of hearing impairment awareness seminars which she convened for Personnel and Equal Opportunity Officers in large organisations and government departments. These workshops yielded much practical information about steps that can be taken to safeguard the rights of hearing-impaired people in the workplace. Lest this valuable information be lost, Ms Cook was asked to preserve it in the form of a report. The present Discussion Paper is the result.

The Paper will prove useful not only to those with responsibility for ensuring that the rights of hearing-impaired people in the workplace are protected, but also to anyone who has hearing-impaired colleagues. Indeed, it will also prove a useful resource for many hearing-impaired people themselves, for it provides useful advice on what they can do to minimise the handicap which results from their disability.

The practical assistance the paper offers is supplemented by important background material on the various types of hearing impairment, the means available for dealing with them, and community attitudes towards those who suffer from hearing impairment.

The Commission greatly appreciates the energy and dedication Ms Cook has put into her community education activities and the resulting report.

ABBREVIATIONS

AAD	Australian Association of the Deaf
AAWWD	Australian Association of Welfare Workers for the Deaf
ABS	Australian Bureau of Statistics
ACC	Australian Caption Centre
ACROD	Australian Council of Rehabilitation for the Disabled. This is now ACOD: Australia's Council on Disability .
ADC	Australian Deafness Council
ADS	Adult.Deaf Society
AFDS	Australian Federation of Deaf Societies
AUSLAN (ASL)	Australian Sign Language
BHA	Better Hearing Australia
CAE	College of Advanced Education
CHIPS	Commonwealth Hearing Impaired Public Servants
DACA	Disability Advisory Council of Australia
DCS	Department of Community Services
DEAC	Disability Employment Action Centre
DR:IYY:VDS	'Deaf Rights: International Year of Youth', Victorian Deaf Society, Melbourne, 1985
DS	Deaf Society
HEAR	Hearing Education and Rehabilitation Services
HPR	<u>New Directions: Report of the Handicapped Programs Review</u> , AGPS, Canberra, 1985
LAPA	Language Availability Performance Allowance
NAATI	National Accreditation Authority for Translators and Interpreters
NAD	National Association for the Deaf (USA)
NAL	National Acoustic Laboratories
NLP	A national Language Policy: Report by the <u>Senate Standing Committee on Education and the Arts</u> , AGPS, Canberra, 1984

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NTID	National Technical Institute for the Deaf (USA)
PSB	(Commonwealth) Public Service Board
RNID	Royal National Institute of the Deaf (UK)
SHHH	Self Help for H ard of Hearing People
SHOUT	Self Help Organisations United Together
TAFE	Technical and Further Education
TEAS	Tertiary Education Assistance Scheme
TEDCEP	Technical Equipment for Disabled Commonwealth Employees Program
TIS	Telephone Interpreter Service
TTY	Telephone T ypewriter

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CHAPTER 1: INTROWCTION

This paper sets out a number of options aimed at minimising the consequences of hearing impairment in the workplace. In so doing it seeks not only to salvage the wasted social and economic potential which results from the gross misconceptions concerning hearing-impaired people prevalent in the community, but also to diminish the widespread denial and infringement of human rights that they experience. At the outset it is important to identify the particular human rights which in the case of hearing-impaired people are likely to be infringed. These are listed below in the order they appear in. the Declaration on the Rights of Disabled Persons and the International Covenant on Civil and Political Rights:

Declaration on the Rights of Disabled Persons

Paragraph 3

Disabled persons have the inherent right to respect for their human dignity. Disabled persons, whatever the origin, nature and seriousness of their handicaps and disabilities, have the same fundamental rights as their fellow-citizens of the same age, which implies first and foremost the right to enjoy a decent life, as normal and full as possible.

Paragraph 4

Disabled persons have the same civil and political rights as other human beings; paragraph 7 of the Declaration on the Rights of Mentally Retarded Persons applies to any possible limitation or suppression of those rights for mentally disabled persons.

Paragraph 5

Disabled persons are entitled to the measures designed to enable them to become as self-reliant as possible.

Paragraph 6

Disabled persons have the right to medical, psychological and functional treatment, including prosthetic and orthetic appliances, to medical and social rehabilitation, education, vocational training and rehabilitation, aid, counselling, placement services and other services which will enable them to develop their capabilities and skills to the maximum and will hasten the process of their social integration or reintegration.

Paragraph 7

Disabled persons have the right to economic and social security and to a decent level of living. They have the right, according to their capabilities, to secure and retain employment or to engage in a useful, productive and remunerative occupation and to join trade unions.

Paragraph 8

Disabled persons are entitled to have their special needs taken into consideration at all stages of economic and social planning.

International Covenant on Civil and Political Rights

Article 14.3

In the determination of any criminal charge against him everyone shall be entitled to the following minimum guarantees, in full equality:

- (a) To be informed promptly and in detail in a language which he understands of the nature and cause of the charges against him; ...

- (f) To have the free assistance of an interpreter if he cannot understand or speak the language used in the court.

Article 17.1

No-one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his honour and reputation.

Article 19.1

Everyone shall have the right to hold opinions without interference.

Article 19.2

Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds; regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.

Article 25

Every citizen shall have the right and the opportunity ...

- (c) To have access, on general terms of equality, to public service in his country.

- Article 26

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 27

In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language.

Many of the most fundamental human rights which Australians like to assume-are enjoyed by all, remain for hearing-impaired people little more than empty phrases in the absence of positive steps to overcome the consequences of their disability. As this paper will show, many hearing-impaired people are denied genuine opportunities for the education, training, rehabilitation services, and so on, which would enable them to develop their capabilities and skills to the maximum. Many find it difficult to attain a decent level of living or obtain employment commensurate with their abilities.

The consequences of hearing impairment are not always obvious to those who belong to the mainstream hearing culture. For example, it may be wrong to assume that a deaf person who has been in Australia from birth speaks 'English' and so will be able to understand court proceedings against him or her.

Privacy, in the case of hearing-impaired persons, can be easily violated, having to depend as they do on interpreters and other

helpers to relay information for them. The right to hold opinions without interference and the freedom to seek, receive and impart information will amount to very little for hearing-impaired persons unless they have access to mainstream communication. Having the right to do something presupposes that one is in fact able to do it. Unless steps are taken to improve the participation and autonomy of hearing-impaired people, human rights will remain for many what they are now: theoretical terms which have little basis in the everyday reality of life in society and the workplace.

As the following chapter shows, much can be done to minimise infringement of the rights of the hearing-impaired, and what can be done need not necessarily be costly. Indeed, it could be argued that by helping to diminish under-employment of hearing-impaired persons, any steps taken are likely to return a profit in economic as well as human rights terms. The strategies that need to be pursued may be summarised in terms of the following general categories:

1. Providing access for hearing-impaired people to mainstream communication.
2. Supplying resources such as appropriate vocational training, rehabilitation for hearing-impaired individuals and families, as well as assertiveness training.
3. Providing to hearing-impaired people, in a form that can be readily understood, information concerning the human rights and broader social implications of their disability and what they themselves can do about it; and
4. Undertaking public education relating to the nature and consequences of hearing impairment in order to change community attitudes.

Hearing impairment is a generic term used in relation to any hearing loss or any person with a hearing loss of some kind which modifies his or her ability to communicate. This includes both those with a noticeable hearing loss in one ear, since noisy surroundings affect their ability to hear; and those who are deaf, that is, who have limited residual hearing but are unable to understand speech without supplementary means such as hearing aids, speech reading and/or interpreters. The term 'hard of hearing', is used in relation to those who can use their residual hearing to communicate through hearing and speech either with or without the use of a hearing aid.

Approximately one million Australians are hearing-impaired. According to an ABS survey in 1978, 7.4% of the Australian population over 15 years are hearing-impaired. _ According to one completed six months later, 2% of the population under 15 have trouble hearing and/or possess a hearing aid. In addition, approximately 25 000 persons claim workers' compensation for noise induced hearing loss per year, making this the most prevalent compensatable occupational injury.

The 1978 survey showed that 464 643 individuals or 4.5% of the total population experienced hearing problems some of the time, with more than one third of such cases involving mild to severe hearing loss. A further 206 508 individuals or 2% Of the total population experienced difficulty in hearing most of the time, and may be assumed to suffer from severe to profound hearing loss.

In relation to age of onset of hearing impairment, some 728 000 individuals were found to have acquired deafness, of which one in four cases involved hearing loss caused by noise. Another 40 000 people had prelingual deafness, with one-quarter of them relying on manual rather than oral means of communication.

In connection with general statistics such as these it must be stressed that each hearing-impaired person copes with his or her particular hearing loss in an individual way. Most develop communication tactics and methods which best suit, themselves, such as speech reading and/or signing. Since all depends on the individual and the nature of his or her particular loss one person will require different resources to another, and sometimes different resources according to the communication demands of a given situation. There is no set formula for solving the communicating difficulties of all hearing-impaired people.

The number of factors which influences the effectiveness of communication by hearing-impaired people reinforce this fundamental point of the uniqueness of each act of communication. The factors involved are:

type of hearing loss
 degree of hearing loss
 age when hearing loss occurred

- suitability and availability of technological aids
 personality (adaptability, perseverance, approachability)
 - concentration ability
 - self-confidence and assertiveness
- other disabilities relating to age, sight, mobility etc.
- range of communication skills and languages, e.g. speech reading, deciphering distorted sound input, Australian Sign Language and its dialects, Signed English, cued speech, reading, writing English
 - family and professional support
 - environment of the communication act (factors such as lighting, background noise, sight lines affect the clarity of message being received)
 - the speaker involved, - whose ability to communicate will depend on manner of speech (clear? articulate? slow? gestures?), quality of voice, idiosyncracies (accent? facial hair?), and type of response (impatient? receptive?)

Although the uniqueness of the disability of each hearing-impaired person must constantly be borne in mind, together with the fact that each individual communication act is conditioned by its own particular conjunction of circumstances, nevertheless there are a number of basic generalisations about hearing impairment which can be made on the basis of the major factors involved. These general considerations, which are discussed in detail in Chapters 3 and 4, form the basis for the strategies for minimising the Consequences of hearing impairment in the workplace set out in Chapter 2.

**CHAPTER TWO. STRATEGIES FOR IMPROVING THE SITUATION
OF HEARING-IMPAIRED PEOPLE- IN THE WORKPLACE**

1. General orientatign

Strategies for improving the situation of hearing-impaired people in the workplace were developed in the course of the hearing awareness seminars organised on behalf of the Human Rights Commission. Those seminars focused on the two basic elements required for improved communication which are emphasised throughout this paper: the necessity that hearing-impaired people make their communication needs known to their hearing audience or colleagues, and the necessity that hearing people be aware of, and understand, the problems faced by those- suffering from hearing impairment. More particularly, the seminars aimed to assist hearing-impaired people to be their own advocate by:

- enabling them to speak in front of an audience about their own needs;
- showing how other hearing-impaired people assert their needs and negotiate solutions;
- enabling them to participate in ideal communication situations with an interpreter, loop system and visual aids.

They aimed to increase awareness and understanding of hearing people of the implications of hearing impairment by:

- familiarising them with a variety of hearing-impaired people and their different communication skills;
- training them in basic communication skills, such as fingerspelling, lip reading and simplifying language if required;

alerting them to the need to adjust communication strategies to suit the person they are talking to (the person does not necessarily have to be hearing-impaired); and

indicating ideas for solving some communication difficulties, e.g. access to interpreters, and technological solutions such as flashing lights for safety purposes.

2. Setting up ideal communication situations for hearing-impaired people

The communication strategies required in a given situation will depend on the ability of the persons involved to hear and/or read. Most hearing-impaired people will already have developed ways of adapting to suit their particular needs and will be able to suggest appropriate strategies. However, there are a number of basic needs of hearing-impaired persons relevant to all situations:

the need to be able to decode the lip movements of people with a variety of accents, voice characteristics and facial features (especially moustaches);

the need to identify who is speaking;

the need for time to assimilate what has been said in order to prepare feedback; and

the need to have the basic requirements for participating in communication, i.e. knowing the topic of discussion and when to respond, join in or interrupt.

Ideally, responsibility for setting up a favourable communication situation will be shared by both the hearing and the hearing-impaired persons involved, and should involve the following preliminaries:

(a) Checking the communication environment

(i) seating arrangements should take into account:

sightlines for interpreter
sightlines of speakers in discussions (circular
or horseshoe arrangements work best)
glare of light behind speakers
position of chairperson
desk placement in order to see approaches and
office movements in peripheral vision

(ii) lighting and background noise e.g. airconditioning;

(iii) visual material, e.g. summary of program, copies of
papers, minutes and/or agendas.

(b) Checking the communication requirements of hearing-impaired
people in the situation at hand:

(i) preferred communication mode;

(ii) preferred form of communication access, e.g. sign
language, interpreters, lipspeakers, technological
aids;

(iii) since jargon, names, acronyms are hard to
decipher, many hearing-impaired people find
invaluable:

- name tags
- a list of jargon acronyms prior to talk (e.g.
descriptive vocabulary required at the
interview, organisational chart and orientation
material for induction courses);

(iv) provision for recording discussion, since it is
difficult to lipread or watch an interpreter and
write notes at the same time. Provision may include

a minutes secretary, a notetaker, or a 'buddy'
(someone assigned to write notes).

(c) One-to-one discussion

Work situations which depend on one-to-one communication skills include interviews, communication with the public, instructions from supervisors, liaison with colleagues and some induction for new employees.

In one-to-one discussions, attitudes, awareness and expectations are particularly important. For many hearing-impaired persons, this is the optimum communication situation, involving as it does only one speaker who may speak slowly, allow more feedback and has the opportunity to alter communication methods, such as by writing down messages.

However, the fact that someone communicates well on a one-to-one basis does not necessarily mean they are able to cope in all communication situations, nor that they are able to overhear information and informal talk.

The communication skills required in speaking with a hearing-impaired person are also useful for more effective communication within organisations generally. Necessary skills include:

1. Flexibility

- rephrasing
- more gestures and/or mime
- use of pad to write or draw diagrams
- demonstrations (remembering that the hearing-impaired person can only focus on either your face or the object you are describing)
- use of diagrams and charts
- hands-on experience, use of examples and case -studies

2. Feedback

make sure that the person has understood the message
and that your guidelines are clear

3. Sensitivity

adjust vocabulary according to person's communicating
ability rather than own expectations

adjust communication tactics according to person,
e.g. writing in way he or she writes notes, using
similar vocabulary

do not assume that because one may have to speak more
simply the person in question is not intelligent

face the hearing-impaired person even though the
person is watching the interpreter

4. Visual eye contact

get the hearing-impaired person's attention before
speaking

Specific factors which may hinder the ease of communication
include:

a. Language difference

The hearing-impaired person may be a signer using
Australian Sign Language, a different language from
English.

b. General knowledge

This may be poor particularly in the case of those
with low literacy skills. If the hearing-impaired
person does not understand the context, there may be
a need to provide background information.

c. Vocabulary and idioms

When someone does not overhear, their vocabulary and knowledge of idioms may be limited. Consider, for example, the problems someone cued only for literal meanings is likely to have with expressions such as 'dead heat' or 'pressure-cooker course'. Acronyms are hard to distinguish aurally and therefore difficult to pick up.. The same applies to jargon. Unless it is explicitly taught or explained it may not be picked up.

d. Ignorance

- Knowledge of the ways one can communicate with hearing-impaired people depends on prior acquaintance with people with a range of hearing disabilities. Knowledge of the ways communication can be improved obviously is also essential.

3. Communication in formal groups

Group communication situations can either be formal or informal. Formal groups are usually directed by one key person, who if a clear speaker can serve as a useful focus for hearing-impaired people. Communication situations of this sort include meetings, conferences, interviews, training sessions, lectures, classroom instruction and court hearings. Major functions of this sort of communication include the dissemination of information, laying plans and strategies for future action, allocation of tasks, articulation of needs and requirements, decision making and the sharing and refining of ideas. •

Failure to participate in formal group communication usually has serious consequences. Information is not gathered, with the result that the competence and merit of the hearing-impaired

person may come under question. When such a person tries - unsuccessfully - to participate the result may be misinterpretation of behaviour. For example, interrupting someone one does not know was speaking is likely to lead to the charge of rudeness; suggesting a strategy or idea already discussed is likely to lead to suspicion of vagueness; making assertions which cut across a conversation one, has not been able to follow is likely to lead to a charge of dogmatism or arrogance. Such misinterpretations of behaviour over a period of time will result in seriously inaccurate assessment of the hearing-impaired person's character and abilities.

The following comments are representative of those made by hearing-impaired people at Commission hearing awareness seminars concerning their min experiences in formal group situations1

People often say 'It doesn't matter', if I ask what they said.

My input into meetings is not effective because I don't know what's being said.

I made up the minutes since I couldn't understand the chairperson. He approved them, saying I did a good job although I made a calculated guess based on the agenda.

I am often ignored in groups.

As has already been pointed 04, when a meeting is controlled by a chairperson the hearing-impaired person will be more reliant on the communication abilities of the chairperson than anyone else. The chairperson can do much to help in this regard by:

- introducing a topic or item;
- stating the purpose of the discussion;
- encouraging feedback and participation by all involved;
- clarifying the issues at hand and resolving misunderstandings;
- summarising discussions when they have been completed;
- repeating and rephrasing information that has not been clearly expressed;

inviting written summaries of proposals to be discussed prior to the meeting and providing written agendas whenever possible.

Should **the** chairperson be difficult to understand due to environmental factors (lighting, background noise), personal idiosyncracies (lip movements, facial hair, accent) or the hearing-impaired person's lack of fluency in the language spoken, it may be necessary to resort to one or more of the following:

- . Interpreters (oral/lipspeakers, Sign Language)

if possible, may be employed by the organisation; staff with additional qualifications at NAATI Level 2 standards could have interpreting allocated as part of their duties with remuneration for their skills, such as LAPA.

2. Notetakers

specially trained to coach unfamiliar vocabulary and concepts in addition to providing full notes;
can operate under a buddy system whereby one person is allocated to take full notes;

the hearing-impaired person can sit next to the minutes secretary, if he or she uses longhand;

- briefing after the meeting.

3. Technological aids, particularly loop systems.

4. Visual information, such as on the spot demonstrations, agenda, minutes, diagrams, charts, handouts. (Preferably, these would be distributed in advance to enable hearing-impaired people to read them).

5. List of jargon words, vocabulary and concepts used in courses and in the workplace.

Of the above, it is interpreters that provide the best access to mainstream communication, followed by technological aids. Some situations, in which accurate communication is essential, clearly necessitate the presence of an interpreter chosen, as far as possible, by the deaf person. These include medical situations involving doctors or hospitals; legal situations involving police, lawyers, the courts; educational situations such as induction courses, training and schooling; and employment situations such as interviews or counselling sessions. The other sorts of communication methods listed are essentially compromises to be used when resources are limited. Nevertheless, some can also play a supplementary role in conjunction with the preferred options.

Both the organisation in question and the hearing-impaired individual have responsibilities for ensuring that communication access is available in formal group situations. The organisation has a responsibility to make available the best means of communication its resources will allow; it also should familiarise itself with the communication needs of the hearing-impaired persons relying on it to develop organisational communication skills through training programs. The hearing-impaired individual has a responsibility, it requiring the services of an organisation, to make sure it knows about his or her disability, to liaise with whoever sets up the room in which the formal group is to meet, and to arrive early in order to be able to position her or himself for optimum communication. For example, the hearing-impaired person should sit close to the key speaker so as to be able to read the speaker's notes, making sure also that the lines of sight for speech reading are clear.

Modification of communication modes in formal groups to meet the needs of hearing-impaired individuals is likely to bring benefits not only to those who are hearing-impaired but also those without hearing problems. It will:

- slow discussion down and make it more deliberate and explicit;
- clarify decisions and delegation of tasks;
- encourage everyone present to think about what they say and to listen more carefully to what others are saying;
- reinforce communication by giving it another dimension;
- help to develop observation skills.

4. Job interviews and the selection process

Of all the formal group communication situations encountered in the workplace, the most important of all, for the hearing-impaired person just as for anyone else, is surely the first one : the job interview. In a job interview, the interviewer is on the alert for any clues in the interviewee's conduct and communication concerning capabilities, attitudes, personality. First impressions are important, and it is obvious that in such a situation a hearing-impaired person will be seriously disadvantaged unless the members of the interviewing panel are aware of his or her disability and have made reasonable adjustment for it.

It was clear from comments in Commission hearing impairment awareness seminars that most hearing-impaired people regard interviews as a major stumbling block in their career_ development. Many choose not to admit their disability in order to make sure they are selected on the basis of personal merit and to avoid possible overcompensation by the interviewing panel (for example, being addressed in baby talk when applying for a senior research position). Such people are prepared to gamble on the communication skills of the members of the panel and risk not being able to follow a significant part of what is said.

In order to address the major obstacles interviews present for those with hearing disabilities, during September 1985 Australian Public Service recruitment officers and hearing-impaired seminar participants concentrated on developing

reasonable adjustment strategies that would improve interview conditions. If an interview is to be fair it is essential that the interviewers are forewarned of the interviewee's hearing impairment and that the hearing-impaired person is confident that it is his or her ability rather than disability that is being assessed. The specific adjustment strategies suggested are presented in detail below.

During recruiting

<u>Stage</u>	Responding to advertisement Obtaining Duty Statement
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1. All advertisements for positions should have a contact address, so that those with a hearing-impairment can:write for information or visit in person.
2. Install a Telephone Typewriter (TTY) in the personnel area, so that a TTY user can enquire about the position advertised and can be contacted directly for an interview if placed on the short list.

Figure 1

The Department/Organisation can provide the following facilities for your interview. Please let us know if any are suitable for your needs. Feel free to make any additional suggestions, and we'll do our best to help. Please rank in order of priority.

1. Interpreters

Lipspeaker/Oral interpreter

Australian Sign Language

Please state your dialect i.e. where did you learn your sign language?

Signed English

Do you have a colleague with whom you communicate fluently, who can and is prepared to act as interpreter? Please state name and contact number.

2. Technological Devices

Loop system e.g infra-red system from PSB

Other (Please state* _____)

3. Agvocates

Who can suggest adjustments to work environment and articulate communication needs?

Another hearing-impaired person

Special Placements Officer

Participant of Bearing Awareness Seminar

Someone with experience of range of hearing-impaired people

Previous Supervisor

Union Representative

Other : _____

Recommend names and contact numbers:

Stage II: Contacting applicants for interviews

1. Use the TTY if the person has indicated their TTY number.
2. It was suggested that at this point the recruitment officer ask all interviewees whether there is any reasonable adjustment required for their interview. Given that persons are aware they have been selected for an interview on the basis of merit without their disability having been known, they may suggest adjustments.

When the recruitment officer is informed of a person's disability (hearing impairment or other), they could ask a series of standardised questions relating to interview requirements. Figure 1 is a model for questions specifically on adjustment for hearing impairment.

Stage III: Examine Selection Criteria

Most selection criteria include- that of having good communication skills. What does this mean?

Ability to talk in English with clear diction and with an educated Australian accent?

- Adaptability to communicate in different modes and on different language levels, according to the person one is talking to, without being patronising?

Sensitivity to the effectiveness of one's own communication?

Awareness of the need for feedback to check on the other party's communication?

Good written communication in English?

Hearing-impaired people, because of the very difficulties they have with communication, may be more aware of the fallibility of communication and therefore take measures to

ensure they understand instructions and messages clearly. Hence, they may well have better communication skills than someone who looks as though they communicate well.

Stage IV: Informing the interview panel and consulting the hearing-impaired person

Preparing the interview. The interview panel **could consider:**

1. General guidelines for interviewing hearing-impaired persons, which **could** include allocation to one panel member responsibility for gathering relevant background information, including Public Service Board EEO guidelines on hearing impairment, community organisation publications, Departmental instructions from the EEO Officer or Welfare Officer, and relevant sections of this report.
2. The range of interview techniques to be used, which could include the following:
 - references from former supervisors regarding the applicant's abilities;
 - where a hearing disability has been acknowledged, ask the hearing-impaired person to demonstrate interpersonal skills by suggesting ways of overcoming potential communication breakdown, and suggesting solutions to problems the panel feel may arise as a result of his or her hearing impairment;
 - consider appointing an additional panel member who is familiar with the implications of hearing impairment and/or the abilities and potentiality of the hearing-impaired person, e.g. a former supervisor (with the permission of hearing-impaired person, of course);
 - those who have difficulty with descriptive language may find it easier to demonstrate their ability and to use equipment or files in the presence of the interviewing

panel. If the tasks are new, this procedure would test hearing-impaired person's ability to receive

instructions in a new environment, for example, by imitating the behaviour of the person demonstrating the tasks;

have a written test, where appropriate.

3. Provide the interviewee beforehand with written questions and literature on the organisation. For all interviewees, but particularly those who are hearing-impaired, it is useful to provide an organisational chart outlining the functions of the various sections of the organisation, so that the overall operational role of the position to be filled is clarified,
4. Provide the hearing-impaired interviewee with a written itinerary which includes the names, titles and positions of the members of interviewing panel (names and titles are particularly hard to lipread),. An alternative is to provide name tags.
5. Ensure that the receptionist is fully informed beforehand of the particulars of the hearing-impaired applicant.

Interviewees can also take steps to make their interview a more positive experience. For example, they can request a preliminary tour of the section in which the position was advertised in order to familiarise themselves with its layout, mode of operation, and so on. They can also demonstrate their negotiating abilities by suggesting modifications to the work environment to eliminate any disadvantage arising from their disability, demonstrating how they would cope with communication breakdown, or by providing ideas on what constitutes reasonable adjustment for their particular form of hearing impairment.

The interview itself. If no preparations have been made beforehand, due either to time constraints or the hearing-impaired person's failure to admit their disability, and communication proves difficult, it is probably best to postpone the interview. In such cases the setting up of the interview environment will fall mainly on the shoulders of the interviewing body, hence members of the interview panel need to be familiar with:

the use of technological aids (e.g. if microphones with a loop system are used, amplification is only directed towards the hearing-impaired person);

the use of interpreters (e.g. although the hearing-impaired person will be looking at the interpreter, it is courteous to speak directly to the hearing-impaired person).

The panel also will need to have on hand pen and paper in case written communication is required, written questions if appropriate, and any forms or documents that may feature prominently in the job in question.

So that optimal use can be made of the interpreter, the interpreter should be asked to come early in order to:

assess the arrangement of the room, lighting, etc.

- read through the interview schedule so as to be familiar with the context of the interview (e.g. the interpreter, too, may not be familiar with acronyms and jargon used in connection with the position).

allow members of the interview panel to familiarise themselves with the speech rate the interpreter can manage (it takes longer to sign many sentences than to say them).

In the case of an applicant whose English vocabulary is limited and does not know the jargon being used the following strategies can be helpful.,

1. First the interpreter should translate questions word for word,
2. If a question is not understood it should be rephrased to minimise technical jargon and simplify the vocabulary.
3. If the question is still not understood the panel should rely on the interpreter's ability to translate the question into Australian Sign Language and further simplify English. The applicant should vocalise while signing his or her answer to the interpreter in order to assure the panel that the answer it will receive is indeed that of the applicant and not the interpreter.
4. Direct questions are easier to understand than hypothetical questions. For example, rather than asking, 'If you were a supervisor, what would you do?', it would be better to put the question more concretely : 'In your last job you did this. You had so and so as your boss. Pretend you have so and so's job and one of your employees is late one day. What will you do?'

Techniques to prevent communication breakdown in the interview include the following:

- a. Gain the applicant's attention before speaking.

Cue the applicant by introducing background information to a question or issue.
- b. Speak naturally but slowly in order to give the hearing-impaired person time to decipher the message and prepare a response.

- c. Identity who is speaking..
- d. Make a conscious effort to keep the proceedings relaxed. If members of the panel are tense it will be difficult for them to decipher speech or understand what is causing communication breakdown. If the hearing-impaired person is tense it is harder for him or her to hear and to understand.

After the interview. If the interviewee was successful the information gained about the communication needs of the hearing-impaired person should be passed on to those sections of the organisation likely to require it. This procedure can be streamlined by the use of a standardised form. Despite its availability in the Public Service, follow up counselling is not often provided for unsuccessful hearing-impaired applicants, either because the applicants are unaware that they have access to the reports of the interview panel, are unaware that there is a job counselling service, or find that service inaccessible over the phone. Consultation with a counsellor aware of the implications of hearing impairment is of course best, and this can be done in writing if necessary. It is important that where a hearing-impaired job applicant is unsuccessful, he or she has drawn to their attention grounds other than their hearing impairment that led to the selection of another candidate, such as relevant experience and qualifications.

5. Communication in informal groups

Informal group communications are characterised by the absence of any focal speaker or controlling identities. Informality tends to imply a general equality among all members of the group, a freedom to take up whatever speaking and social positions the communication situation happens to provide. The primary image of informal group communication is that of the social gathering, such as gossip over drinks, at lunch, or spontaneous discussions which arise in the course of work.

However, other types of informal group communication can also be important, such as informal learning situations of the sort common in tertiary education, or, in relation to the workplace, the informal contact that often precedes an interview and may be vital in determining the ultimate success or otherwise of an application.

The fundamental psychological importance of informal social interaction hardly needs to be emphasised. Social acceptance is crucial to self-confidence and a sense of personal worth. But especially in the workplace, informal group communication serves other functions as well. It is a major source of information on such things as conditions of service, job procedures, the personalities of colleagues and superiors and strategies for coping with them, and many other aspects of the world of work. (Informal information exchange frequently compensates for the deficiencies in the formal organisational communication network).. It develops interaction and communication skills, develops political acumen and an appreciation of the range of opinions and perspectives others hold. (Those who have never had the opportunity of overhearing a variety of opinions from an early age can find it difficult to appreciate the subtlety of social interaction and exchange of views among hearing people.)

For hearing-impaired people most informal group situations are not relaxing; in fact, the comparative lack of structure in such situations may make some even more stressful than formal group participation. Difficult enough even in ideal circumstances, speech reading and decoding distorted sounds quickly becomes impossible when more than one person is speaking at once, when there is background noise or interference. Consequently the hearing-impaired person is likely either to fall behind in the discussion, due to the effort of deciphering messages and formulating responses, or to end up lost altogether. Social isolation is the likely result, and with it a chronic, lack of the commonplace but nevertheless indispensable information that the individual requires to function successfully in an

organisational setting. Confidence and self-esteem are eroded, setting in motion a vicious circle as the lack of those qualities further inhibits social interaction and communication. Forced to rely more and more on such snippets of information as others volunteer or remember to give them, the autonomy of hearing-impaired persons and their sense of ability to cope are soon further diminished.

The very nature of informal group situations makes it much more difficult to intervene to make them less stressful for hearing-impaired people. Much will inevitably depend on the goodwill of individuals. Nevertheless, some steps can be taken. Where a number of hearing-impaired people are employed, lunchtime get togethers for them will achieve a lot to diminish any sense of social isolation. The appointment of a buddy responsible for keeping a hearing-impaired person 'socially' informed and including him or her in informal group situations can be particularly helpful. It must not be assumed that the person is standoffish : first get their attention, then issue a direct invitation to participate in the occasion. Sensitivity of staff generally to the implications of hearing impairment can be greatly enhanced through the organisation of one or more hearing awareness seminars.

The induction course is one informal group communication situation the hearing-impaired person is likely to encounter in the workplace, and serves as a useful illustration of the sort of thing that can be done to minimise the handicap resulting from hearing impairment in an informal workplace situation:

1. For everyone, whether hearing-impaired or not, the organisation should provide information concerning organisational structure, responsibilities of individual positions and the persons occupying those positions. A video with captions could be useful.

2. A list of standard conditions of employment should be provided, relating to such matters as lunch breaks, leave, procedures such as informing one's superior when unable to come to work.
3. Ensure that the hearing-impaired person's supervisor receives details of his or her communication needs from the recruitment section.
4. The section in which the hearing-impaired person is to work should be briefed about his or her communication needs, preferably by someone who is hearing-impaired and is familiar with the variety of hearing disabilities and communication needs arising from them. Colleagues should be briefed before rather than after the hearing-impaired person starts work.
5. Appoint a buddy who is to keep the hearing-impaired person informed and introduce other staff socially.
6. Use staff circulars where possible' (of course this will depend on the person's literacy).
7. Hire an interpreter for the hearing-impaired person's first day at work,
8. In cases where the person has entered the Public Service by means of a Special Placement, provide a full explanation of permanency and what it involves.
9. If possible, use someone familiar with hearing impairment to provide induction.
10. The hearing-impaired person's supervisor should be available to answer any questions.
11. Everyone should try to relax, since tension inhibits communication.

6. Telephone communication

The telephone provides immediate contact and demands immediate attention. It enables work to be done quickly and efficiently, and ability to communicate easily by telephone is essential to many positions. The following list of telephone functions may seem obvious, but will help to show how seriously hearing-impaired people unable-to use a telephone are disadvantaged in the workplace. The telephone:

provides quick information concerning the resources and functions of other organisations;

facilitates co-ordination of staff and resources within an organisation;

enables emergencies to be overcome quickly;

permits extended discussion and negotiation where face-to-face contact is impossible;

increases flexibility and efficiency;

is indispensable in crises which are not work-related, such as accidents, fire, etc.

As is discussed further in Chapterfl, the fastest growing areas of employment currently include the professional and technical occupations, and administrative and clerical work. It is precisely in these types of occupations that ability to use the telephone is most important. Those occupying senior positions are able to rely on their support staff to do much of their telephoning for them, but it is difficult for hearing-impaired people ever to rise to such positions.

There are three main options for minimising the problems telephone communication raises for the hearing-impaired:

technological aids;

- the development of compensatory telephone techniques by hearing and hearing-impaired people;
- the utilisation of some form of interpreting over the telephone.

Technological aids are not to be regarded as universal panaceas. Nevertheless, the following can be helpful:

volume control telephones, which enable the hearer to adjust the volume according to the speaker (some voices are quieter than others);

loop devices to cut out background noise (These can either be installed in a headset or used portably. They can be used only in conjunction with a hearing aid which has a Telephone Switch, which means that hearing-impaired persons must be informed about their function);

.quiet surroundings;

telephone typewriters (TTY) and computer linkages by telephone.

For all their usefulness, telephone typewriters still have limitations. One of these is the cost of long distance calls, since it takes considerably longer to type than to speak a message. The cost of the equipment itself is also considerable, presently ranging from \$300 to \$700. This means that they are not widely used, which in turn limits their practicality, since both sender and receiver have to have one. Most TTY's are currently located in offices, so that the user is often reliant on someone at the other end to bring the call to the attention of the person he or she is trying to contact. Many people hang

up on an incoming TTY call, either because they do not recognise the signal or because- they do but do not know how to operate the equipment. The effectiveness of TTY's is greatly enhanced by the use of a TTY Relay Service operating 24 hours per day, whereby the operator can interpret a telephone message onto the TTY or vice-versa. Such a service has been installed by the Victorian Deaf Society and the New South Wales Deaf Society is doing likewise.

Mention must also be made of technological aids for detecting telephone signals. Phone bells of varying pitch and loudness are available, as are light signals or flashers which respond to telephone signals (a high intensity flash will attract the attention of someone sensitive to light at a considerable distance. There are also FM beepers which are carried by the hearing-impaired person and emit warning vibrations.

Adaption of telephone technique by hearing and hearing-impaired persons can also help to minimise difficulties. The hearing-impaired person can:

1. indicate their hearing loss when necessary;
- 2- suggest ways hearing people can adapt, e.g. by slowing down, speaking clearly rather than loudly, speaking at a higher or lower pitch;
3. remind the hearing person that they are doing their best to understand, that phone work takes a lot of concentration and guesswork;
4. minimise guesswork particularly with names and place names used in introductions to a phone call by:
 - (a) getting someone else to answer the phone, identify the caller and the basic message, and then talking over the phone personally;

(b) checking information is understood by:

'parrotting' e.g. when taking down a message or phone number, voice while writing, relying on the other party to make any necessary corrections

- asking yes/no questions (If one can hear the difference between -e- (yes) and -0 (no), one can ask such questions as 'Is 810754 your phone number?' With prearranged signals such as one tap for YES, two taps for NO, and three taps for DONT KNOW, even more severely deaf people can use this technique.);

when spelling words, use radio codes used on aircraft or ships for letters (a - abel, b-baker, c-charlie ...)

5. be aware their performance depends on:

concentration, which varies with well being,
familiarity with voice, and
individual hearing loss,

so they can choose to make their phone calls at their own peak time.

At the same time the hearing person can:

1. recognise the accent of a hearing-impaired person, and adjust phone behaviour accordingly;
2. speak slowly and clearly, allowing time for guesswork. DO NOT AT ANY TIME „SHOUT, unless asked to speak up;

3. make sure that the hearing-impaired person knows who you are by supplying as much information as you can about yourself (e.g. My name is I work for ...,.You met me at I want to....
- 4, keep your message brief and direct, leaving social chit-chat for the time you meet the person face to face;
- 5, rephrase if need be; different words may be easier to identify;
6. be tolerant when the hearing-impaired person parrots in an attempt to make sure they have the correct message. Check if you are uncertain that the hearing-impaired person has understood the message.
- 7, be aware that the hearing-impaired person's performance depends on:
 - concentration, which varies with well being
 - familiarity with voice, and
 - individual hearing loss

so that they can make the necessary allowances.

The third way of improving telephone communication by the hearing-impaired is by the use of interpreters. There are a number of options in this regard. If duties and remuneration can be arranged to suit, a member of staff with appropriate skills can serve as interpreter for both incoming and outgoing calls, providing the hearing-impaired person with a word for word message orally, in writing, or in sign language. Professional interpreters can also be booked by the hour to interpret outgoing calls. Another alternative is for the hearing-impaired person to arrange for the receptionist or telephonist to take in detail all messages on their behalf and reply by another means, such as by letter.

In summary, a great deal can be done to improve the telephone communication capabilities of hearing-impaired people in the workplace, and much of this may properly be regarded as managerial responsibility. The necessary adaptations by an organisation can be set out as follows:

1. Rearrangement of office. A hearing-impaired employee should be seated where they can use eye contact and peripheral vision to keep in touch with office movements and be alert to anyone trying to attract their attention, such as when the telephone rings. They should also be located where background noise is minimal.
2. Rearrangement of staff duties. Staff members with interpreting skills should be allocated telephone duties as required. Where a receptionist or telephonist is required to interpret and receive messages on behalf of a hearing-impaired person, due allowance for that should be made in the allocation of duties. Supervisors need to be aware that TTY calls take much longer than ordinary telephone calls.
3. Training of hearing and hearing-impaired staff. All staff should be taught to improve telephone techniques, including techniques for communicating with a hearing-impaired person. They should be trained in the use of a TTY and how to recognise an incoming TTY call. A sticker on the telephone which receives TTY calls, alerting users to that possibility, may be desirable.
4. Resources. It is necessary to meet the costs of technological devices (e.g. modems for computers, loop systems, volume control telephones), payment of interpreter services (e.g. LAPA allowance for staff members with the appropriate qualifications, and fees for outside interpreters), and any additional expenses in the training of staff.

Such costs would certainly bring with them benefits, and not only for hearing-impaired persons. The organisational adaptations discussed would result in confident and more effective telephone technique on the part of all staff, and the telephone network would of course be extended to incorporate hearing-impaired persons. Receptionists and telephonists would gain experience in alternate modes of communication, so improving their ability to deal with the public. General communication and negotiation skills would improve on the part of everyone, as would lipreading and sign language skills, and the level of community awareness of the implications of hearing impairment.

7. Occupational safety

°Considerations of safety have always been used as a major reason for not employing hearing-impaired people. At best this argument has been based on unquestioned folk wisdom concerning hearing impairment and frequently has amounted to no more than . the flimsiest pretext for not employing anyone with a disability. In critical situations, for example, hearing-impaired persons may well prove more observant than others, and in any case will rarely fail to notice what their fellow workers are doing. Simple adaptation strategies can further diminish the possibility of danger.. For example, an FM beeper can be set to respond to fire alarms, as can bright light signals.. The buddy system can also be used to alert hearing-impaired person of any danger, and if signs and written instructions of what to do have been provided beforehand there is no reason to suppose that the hearing-impaired person will be more at risk than anyone else.

CHAPTER THREE. THE NATURE OF HEARING IMPAIRMENT

In the introduction it was pointed out that the ability of hearing-impaired individuals to communicate is determined by the interaction of a large number of variables, variables which relate, among other things, to the personality and abilities of the person in question, type and degree of hearing loss, age when hearing loss occurred, the types of technological aids and support systems available, the environment in which the particular communication situation occurs, and the characteristics of the other parties involved in the communication situation. Some of these factors will here be discussed in detail in order to increase awareness of the variability of hearing problems and the complex and frequently subtle consequences which flow from them.

1. Type/Cause of hearing loss

The type or cause of hearing loss affects the quality of sound perceived by the hearing-impaired person in the absence of any hearing aids.

In the case of conductive hearing loss (misnomer: bone deafness) the quality of sound is faint, but clear. The loss usually does not exceed 60 decibels (dB), so that conversation at a distance of one to two metres can be understood. Consequently, hearing aid amplification can be useful, and medical treatment is possible. With sensori-neural hearing loss (misnomer: nerve deafness), due to irreparable damage to hair cell nerve endings by excessive noise and disease, the quality of sound is distorted. This is often accompanied by recruitment phenomena (sound is perceived to be louder than it is) and/or tinnitus (head noises). This cannot be overcome by use of a hearing aid since a hearing aid merely amplifies distorted sound. Distortion does not correlate with amount of hearing loss.

— Amount/Degree of hearing loss

A hearing loss is measured as a capacity to respond to the stimuli of sound of different pitches (frequency) and volume (intensity). The scale below indicates what can be heard with different degrees of hearing loss, measured in decibels.

EMILL: 10-25 dB of loss. No significant difficulty hearing faint speech

SLIGHT: 25-40 dB loss. May or may not pass unnoticed; the person may have difficulty hearing faint or distant speech.

MILD: 40-55 dB loss. Generally understands conversational speech when the distance is limited (1 to 2 metres)

MODERATE: 70-90 dB loss. Sounds must be loud and distance small for conversation to be heard.

SEVERE: Over 90dB loss. The deaf person feels physical vibrations.

Any degree of hearing loss affects communication in some situations. Those with slight to moderate hearing loss rely mainly on their hearing, with a visual supplement for those situations which make hearing more difficult, such as those with much background noise.

Given this, it cannot always be assumed that these people have heard everything (e.g. a message called from another room) although they seem to hear quite well most of the time. For someone with a mild hearing loss, what is literally face to face communication can make all the difference since:

- the volume of the speaker's voice is louder;
- visual clues can be obtained from the speaker's face; and
- the speaker can make sure the message has been received by observing hearing-impaired person's reaction.

Those with severe to profound hearing loss rely mainly on their vision for communication, utilising everything from observation of gesture, body language to speech reading and sign language. It is their residual hearing which is merely a supplement, rather than the other way around.

For those who lose a significant amount of hearing later in life a major reorientation is required. They are compelled to move from communicating through hearing to communicating through seeing in what is a predominantly aural culture. This requires hearing-impaired persons and their families to develop new strategies for communication. A failure to appreciate the fundamental nature of this reorientation can result in a sense of social isolation on the part of the hearing-impaired person and a denial of hearing loss by pretending to hear, with a tendency either to camouflage or not to use a hearing aid.

3. Age of onset

Prelingual deafness is that which occurs before the child has a fluent command of his or her native language, which is usually before the age of five years. Post lingual or acquired deafness may occur at any time after the crucial first five years of language learning.. A special sub-category is identified by the term are-vocational deafness, which is used in relation to those who are deaf before entry into the workforce, usually at the age of 16 to 19 years. The reading, knowledge acquisition and socialisation skills of such persons are restricted by their inability to 'overhear' information.

The implications of age of onset are many and need to be considered closely. This is particularly so in the case of prelingual deafness. It is commonly believed that deaf people differ from hearing people only in their inability to hear, yet for the prelingually deaf at least, such an assumption is misleading. The eyes of prelingually deaf people may see what the eyes of others see, but not the implications of what they

see. These come from hearing and communicating, from an awareness of shared meanings, common associations and opinions. It is failure to appreciate the implications of prelingual deafness which lies behind the common view that deaf people are 'dumb', mentally deficient as well as unable to speak. But of course deaf people have the same range of intelligence as hearing people, though they may appear stupid due to limited speaking ability and access to general information. Their intelligence may be expressed in culturally different ways.

The inability of the prelingually deaf to 'overhear', to speech read without prior knowledge of their native language, has many consequences. The most obvious of these relate to language acquisition. Being unable to overhear the constant repetition of words, idioms, sentence structures and tones of everyday conversation, the prelingually deaf person can acquire no more than a crude outline of grammar and the most basic of vocabularies. Context is not enough to provide a guide to the subtler aspects of expression. Hearing children pick up grammar and vocabulary by hearing others speak, by getting feedback to their own speech from others, as well as receiving casual input from radio and television. Imitation and mastery of the nuances of tone are particularly difficult for children without hearing..

For prelingually deaf people far more than for others, it is mastery of literacy which is crucial for intellectual and social competence. Once they obtain literacy skills they are able to broaden their vocabulary and general information; they are able to begin asking questions. However, many prelingually deaf people in Australia leave school at 15 years with a reading ability of the upper primary level at most. The majority are functionally illiterate. This has nothing to do with intelligence but only with a lack of opportunity to hear the patterns of spoken language and perceive the meaning of what is perceived visually. High intelligence helps those deaf people who have it if it enables them to generalise patterns from fewer examples than the average hearing person requires.

The effects of prelingual deafness on socialisation can be equally severe. A paucity of information about what other people do and feel, approve and disapprove, affects knowledge of social mores (e.g. polite behaviour, the different rules governing public and private institutions); knowledge of communication conventions (e.g. letting your supervisor know you are sick); knowledge of socially acceptable ways of expressing emotions (e.g. accepting frustration verbally is more acceptable than physical violence).

Without awareness of how other people function, a deaf person will find it difficult to empathise or to hypothesise about future situations; their imaginative ability is impaired. Nevertheless, the prelingually deaf can acquire these skills. There is nothing inevitable about the common but superficial impressions which are currently widespread that deaf people are self-centered, concrete thinkers devoid of conceptual ability. As long as such beliefs remain prevalent it will be difficult for deaf people to realise their potential either at work or in society.

The consequences of prelingual deafness are also grave for the acquisition of the skills necessary for independent living. Not being able to overhear how others order their lives makes it difficult for deaf people to develop budgeting skills, knowledge of financial systems or the implications of borrowing money, understanding of the legal system and its requirements (e.g. the need for a will), or familiarity with the political system and service organisations. Initiative, resourcefulness, independence are impossible without a confident grasp of this sort of information.

The consequences of post-lingual deafness on the whole are rather different from those of prelingual deafness. Since with the former language and social skills are well established before the onset of deafness, post-lingual deafness results in the following:

speech can deteriorate if it is not monitored;
 self-esteem of the person may suffer, due to the stigma of deafness and being confused with prelingually deaf people;
 a tendency to avoid difficult communication situations;
 loss of ability to overhear current information and new jargon;
 the loss of ease of communication; and
 increased anxiety and stress levels, due to a diminished sense of competence and control, sensitivity to community attitudes, the need to utilise unfamiliar skills and alter lifestyle and employment.

4. Communication options

There are four main communication options open to hearing-impaired people:

1. The first of these is the aural/auditory mode used by hearing people. For hearing-impaired people this involves communicating through speech in conjunction with reliance on speech reading and hearing aids.
2. The second communication option, Australian Sign Language (ASL), is a visual mode. It does not reflect English except in mouth movements and fingerspelt words. Australian Sign Language has been recognised as a community language by NAATI.
3. Signed English is the third communication option. It combines possible communication techniques, including those mentioned above. Which communication mode predominates depends on the demands of the particular situation. However, Signed English is not to be confused with Australian Sign Language. Signed English is a literal translation of English into signs, whereas ASL imitates what one observes and uses more body and facial expressions.

4. Reliance on written English is the other main communication, option open to hearing-impaired people. Many of them rely heavily on reading and writing despite their uncertainty concerning proper usage.

However, each of these four options, offers only limited help in overcoming the communication problems resulting from hearing impairment and are the subject of widespread misunderstanding in the community at large. It is important to be aware how little popular beliefs concerning ways of 'overcoming' hearing impairment reflect the actual situations of hearing-impaired people.

MYTH. Speech reading and/or hearing aids provide clear language input and enable hearing-impaired people to hear normally.

The reality is far different. Speech reading is no more than an aid to improve communication and can never be an alternative to hearing, as is clear from the following considerations:

1. Forty to sixty percent of phonemes (basic sounds) look alike on the lips when spoken. (Try to distinguish 'pat', 'men' and 'bed' when silently voicing the words in front of a mirror).
2. Speech reading depends on prior knowledge of English and social context. It involves much guesswork to imagine sounds filling gaps and to decipher what is likely to be said in certain social situations. This means that for prelingually deaf people who have little experience of hearing English or overhearing conversations, speech reading is particularly difficult. In fact untutored hearing teenagers have been found to speech read equally well as trained deaf speech readers.

3. It requires a good visual memory in order to remember lip movements long enough to decipher them in light. of information that follows.
4. Lip movements vary according to the speaker. Actual physical movements depend on factors such as facial muscles, dental structure and tightness of skin around mouth. Thick lips are easier to see than thin ones.. The amount of animation and facial expression used also influences readability, as do accents.
5. Visibility and clarity of lip movements are impaired by facial hair, lighting, people obstructing sight lines and by hands, cigarettes and pens held near the speaker's mouth.
6. Concentration is required for speech reading, and ability to concentrate depends on general well being, age, . interest, tension and health.

Considered together, these factors make speech reading a precarious undertaking, one which undeniably has its uses but can be seen only as a supplement to oral communication, not as a substitute. Nevertheless, speech reading can be helpful in developing skills for use in other than face to face situations. For,example, anticipation and deduction skills gained from speech reading can be useful on the telephone for someone with very limited residual hearing. If the person at the other end speaks slowly and distinctly the hearing-impaired person may be able to deduce what is being said from the combination of sound actually heard, speech pattern, context, and so on.

MYTH. Hearing aids are for hearing, what glasses are for sight.

The limitations of hearing aids as a means of overcoming a hearing disability are similar to those of speech reading. Hearing aids are merely aids; they do not clarify speech or enable hearing-impaired persons to regain hearing acuity, and have many disadvantages:

1. Hearing aids are an amplifying device only. They indiscriminately amplify unwanted as well as wanted sounds. Unfortunately, the former sounds often dominate the latter, resulting in an undecipherable cacophony.
2. Because sensory neural hearing loss results in distorted perception of sound, hearing aids produce amplified distortion.
3. Due to recruitment sounds appear louder than they actually are.
4. Hearing aids are ineffective in the presence of background noise.
5. Their usefulness depends on the individual's tolerance of loud noises and amount of residual hearing. In the case of profoundly deaf people, a hearing aid may do no more than alert them to warning signals. For those with more residual hearing and appropriate auditory training, hearing aids can make it possible to perceive speech rhythms, which can yield a lot of information.
6. This leads to the general point that auditory training and support services are required if effective use is to be made of hearing aids.
7. With hearing aids, clarity of sound is more important than volume, so shouting - a common reaction to someone with hearing-impairment - does not necessarily help.

.Nevertheless, hearing aids can be very useful. Depending on the hearing loss of the individual, they can improve access to the spoken word and sound generally. They contain a telephone magnetic coil which, when used with assistive devices, can cut out background noise and also 'reduce' the hearing distance between speaker and listener to the equivalent of one metre. This latter function is particularly useful in auditoriums.

MYTH. Deafness implies dumbness (mutism and/or imbecility).

Mutism is a misleading concept in association with deafness, since the majority of deaf people can in fact use their voice. Whether or not it is useful is a different question. For those with intelligible speech, the main problem is that people too easily forget they can't hear since there is no visible reminder of their deafness. Some choose to continue signing whether or not their audience needs it, in order to make their deafness visible; others choose to wear 'Speak Clearly' buttons.

Voice control:depends on being able to hear one's own speech. The ability to initiate sounds is related to •the facility of hearing clearly one's own voice feedback as well as that of others. The feedback available to a hearing-impaired person is of course limited, even if hearing aids are used. For those who have lost their hearing relatively late in life, monitoring of their speech may be sufficient to maintain its quality. The situation of the prelingual deaf, however, is very different. Such people rely on feel for voice control, which is one reason it tends to be nasal and monotonous. Lacking adequate knowledge of the structure of English, they may not reproduce speech patterns or English syntax because many short words are not obvious aurally. Speech tones are hard to perceive visually; facial expressions are generally accentuated as a form of compensation for inability to use tone. Much training and motivation is required for a prelingually deaf person to use voice in what appears to them as a vacuum. Since voice is of little use to them personally, many deaf people choose not to

use it though in the company of those familiar with their deaf accent they may do so. Being good mimics, many mouth words, which makes it easier for those who lipread.

MYTH. Sign language is universal.

In reality, the sign languages used by the hearing-impaired are various, even within the English speaking world. Moreover, the relation of such sign language to the spoken vernacular is by no means simple. Australian Sign Language is not English, but a visual language incorporating gestures (signs) and two handed ringer spelling in which the 26 letters of the alphabet are represented by different digital configurations. (Note: in the USA ringer spelling is one handed). Lacking as it does the agglutinations of English, such as tense and plural endings, it is best regarded as a language in its own right.

In Australia a conceptual sign vocabulary like that of US sign language is only now developing. A major reason for this late development is the past intellectual impoverishment of Australian manual deaf persons that has resulted from lack of access to tertiary education. A committee in Melbourne is currently surveying and approving new signs to be added in the interest of standardisation throughout Australia. Currently there are as many dialects of sign language in Australia as there are state public and private education systems! However, thanks to intelligence and adaptability, most fluent signers are able to pick up the idiosyncratic signs of the region within half an hour.

The simultaneous method of communication, or signed English, is something which is frequently confused with what is known as Total Communication. Total Communication is essentially the advocacy of flexibility in providing communication options for deaf people, including auditory training and speech, sign language and/or simultaneous communication. Simultaneous

communication involves synchronising speech (English) with a literal translation of English by means of the hands. This is an attempt to provide access to English that cannot otherwise always be seen or heard.

Simultaneous communication can lead to problems when young deaf people fluent in it are unable to communicate with older deaf people who choose to retain their habitual mode of communication and the culture built around it.'

MYTH. All deaf people may not be able to hear English, but at least they can read and write it fluently.

Unfortunately this is far from the truth, despite the fact that with improved access to communication things are slowly improving. A study of literacy among hearing-impaired people in the USA little more than ten years ago found that despite intelligence distributions comparable to those of hearing students, the top 10% of hearing-impaired students left secondary school with literacy of no more than year 8 level, 30% at around the Year 5 level, with the remainder - i.e. 60% - still being functionally illiterate (Schuchman, 1974).

For the deaf, written expression is no easier than 'verbal-expression insofar as both require the same mastery of grammar. There is a tendency for deaf people to use the syntax of sign language when writing, which is likely to appear ungrammatical, perhaps meaningless, to others. Yet in many situations the written form is a useful Communication tool for the hearing-impaired, particularly in the workplace.

5. Misinterpretation of the behaviour of hearing-impaired people

Given the uncertainty of aural communication which derives from the vagaries of speech reading, distortion of sound and signing, hearing-impaired people adapt by relying more on visual cues for their information: facial expressions, gestures, body language, and, if they are literate, the written language. These adaptations can result in modifications of behaviour which are easily misunderstood by hearing people, and which are liable to reinforce the derogatory stereotypes of the hearing-impaired widely held in the community. Below are presented, in tabular form, the contrasting capabilities and adaptations of hearing and hearing-impaired people, in order to show how misinterpretations arise.

<u>BEARING PERSONS</u>	<u>HEARING-IMPAIRED PERSONS</u>
Can write while listening	Cannot write while eyes are occupied with speech reading or signing
Can hear whispering	Cannot hear whisper, but can sign
Can participate in dialogue at a rate of 150 words per minute	Cannot decipher unclear input at 150 words per minute, nor can an interpreter sign and fingerspell at that rate
Can hear two or three conversations at same time	Concentrate on immediate conversation and so do not overhear others

Can relax while communicating	Concentrate intensely (may be accused of staring, or being intense), frown while deciphering, stand close in order to hear and/or see lips. Signers. stand further apart than for 'normal' dialogue.
Can interrupt at appropriate time and ask questions	Do not hear everything being time said, so do not know when to make a point; may not hear a softly spoken person at all.
Can talk while performing task	Must stop to sign or speech read (therefore it is obvious when they are not working and consequently may be more diligent!)
Can understand tones, vary their van tones when speaking and interpret facial expressions in light of what has been said	Do not hear tones which indicate whether the utterance was a statement or question, or whether a fact or opinion (e.g. sarcasm and irony are particularly difficult to detect visually).
Information input usually clear	Do not hear little words and endings of words which carry a lot of information (e.g. singular and plural depends on 's'; what', 'where' and 'when' are often confused).

Stress from uncertainty of communication results in avoidance of situations where communication is difficult so do not socialise and may acquire reputation for being 'stand-offish' or 'arrogant' for not volunteering information.

Concentration goes when tired, ill, older, tense, but can still relax socially

Concentration also goes when tired, ill, older, tense but this affects communication adversely. Time out is required to recover, so often do not join in social occasions since communication is obligatory. This reinforces isolation.

Are human beings with variety of personalities and interests

Are human beings with variety of personalities and interests.

Show initiative?

More cautious about showing initiative due to possibility of misunderstanding instructions or not overhearing general information about the particular work setting; may find it difficult to relate jobs to own and see how their tasks effect the work of others. Likely to appear 'slow on uptake, vague, not with it.'

Parents can transmit their native tongue, if it is used continually at home

Parents cannot transmit their own native tongue with the same ease as for their hearing children. A prelingually deaf child relies on messages conveyed visually and/or kinesthetically, rather than aurally. The parent and child may seem to belong to different cultures as a result.

Generally belong to Anglo-Saxon culture which frowns on gesture and facial expression, relies on under-statement and indirect comments

Belong to deaf culture (not hard of hearing), which uses hands and facial expressions to convey the tones, moods, emotions, usually found in voice.

Sensitive to body language. Are direct and more explicit, may be thought to lack social sensitivity.

Overhear topic of discussion, whether it is social or official

Cannot overhear topic of discussion, so avoids interrupting in case it is official business (or may believe people are talking about them). Are thought to exhibit anti-social behaviour if la office gossip!

Overhear office gossip

Cannot overhear office gossip and tones so appear politically naive if they ask direct questions, gather less informal information about changes at work, conditions of service, jargon, names, organisations structure and technical terms (particularly acronyms).

Do not observe behaviour
and surroundings acutely

Do observe behaviour in detail,
are good mimics and will imitate
actions used on the job if
demonstrated by supervisors.
Will follow behaviour of crowd
(e.g. when all leave desks in the
case of fire alarm). Will
imitate lip movements.

CHAPTER FOUR. ATTITUDES TOWARDS HEARING IMPAIRMENT
IN THE COMMUNITY AND THE WORKPLACE

1. Community attitudes

Many hearing-impaired people do not enjoy to the same extent as other citizens the human rights set out in the international human rights instruments and endorsed by the Federal Government. In the context of a majority culture which depends primarily on hearing and speech for communication, the consequences of hearing impairment are far reaching and often subtle, with the result that its implications for human rights are seldom understood either by hearing-impaired people themselves or by the general public. The discrimination experienced by the hearing-impaired, which more often than not is indirect rather than direct, ultimately is traceable to this widespread ignorance.

There is considerable evidence of the mixture of ignorance and negativity which characterises community attitudes towards the hearing-impaired. Thus a survey conducted in North Queensland in 1985 of 382 teacher trainees and teachers in primary and secondary schools found that 71 per cent believed deaf people incapable of pursuing high trade and professional careers; 81 per cent also thought that the terms 'deaf', 'hard of hearing' and 'hearing-impaired' were synonymous. The widespread occurrence of such beliefs in what might reasonably be assumed to be a relatively 'aware' section of the community suggests that the community overall is not likely to be more enlightened in its views, a conclusion which is supported by the many negative jokes about those who do not hear properly, by folk wisdom to the effect that 'deaf people can hear if they really want to', and the common disposition to regard the animated gestures and facial expressions of the deaf as evidence of

- 'abnormality'.

The North Queensland survey also found that 96 per cent: of those asked considered lip or speech reading to be a very effective form of communication, and when asked about hearing aids 80 per cent of respondents believed that amplification could overcome hearing loss. Evidence of such views was also frequently encountered in Human Rights Commission seminars of hearing impairment, where participants made comments such as the following:

Significant effort was required in telling others hearing aids do not compensate anywhere like prescription glasses do.

When [hearing-impaired persons] appealed to support services for help, they were told to buy a hearing aid when they were already wearing one.

In a National Acoustic Laboratories Survey carried out on behalf of commonwealth hearing-impaired public servants in December 1985, a 'lack of understanding of the problems of hearing impairment by hearing co-workers' was rated among the three most difficult problems hearing-impaired people had to face in the workplace. It is a finding amply supported by comments of those participating in Human Rights Commission seminars. One person said about a relative who went profoundly deaf when eight years old that a lifetime's 'lack of understanding and indeed often being treated as less than human', coupled with prolonged isolation, 'had left him a tragically bitter and bigoted old man'. Other statements also indicate the lack of understanding commonly experienced by the hearing-impaired:

I become frustrated and angry when my colleagues, friends and supervisors insist that if I can hear okay today [when I am not tired or under stress], why couldn't I hear like that all the time.

A colleague questioned hearing-impaired persons' perception of their own disability by bringing in a published [but demonstrably false] statement that claimed that hearing-impaired people could understand 90 per cent of conversations whilst only hearing 30 per cent.

Still find many who find it easier to avoid deaf people than to make an effort to communicate with them.. We are sometimes left out of discussions at work for no other reason but that people forget about us.

[Hearing-impaired people resent] being 'outsiders' rather than full participants in the activities and interests of our peer group. •

[Hearing-impaired people] want normal conversation, not just basic stuff.

Why do hearing people panic when they find out the person they are talking to is deaf?

The isolation of hearing-impaired people is reflected in the growing and substantial demand for self-help groups within the workplace. In the New South Wales Regional Office of Commonwealth Public Service, _three hearing-impaired self-help groups attempt to overcome problems of isolation with regular meetings and publications which disseminate information and strategies to improve working conditions around Australia.

Comments by hearing participants in Human Rights Commission seminars also indicate the urgent need for dissemination of accurate information concerning the implications of hearing impairment. Queries and observations included the following:

Why can't [deaf person] understand notes I write?

I thought [person] was rude until I found out they were deaf.

I feel very condescending towards and 'talking down' to deaf people when I speak in a slow and simple fashion and .it makes me feel I'm treating the deaf person like a 'simple' person but I know very well that the deaf person does not have a mental deficiency. How can I overcome this?

One other indication of the extent of community ignorance concerning hearing disability comes from a recent Uniting Church report on disability, which on hearing-related problems observes:

Overall, 22 per cent of children have difficulty in hearing. While there can be a plausible explanation for 'seeing' problems, it is quite remarkable that only 19 per cent of those children categorised with ear-related handicaps are said to have difficulty 'hearing'.. If to our respondents 'hearing problems' meant 'deafness' then there is considerable education to be done on the extent of hearing disabilities and their relationship to speech, language, and learning activities.' (Brentnall & Dunlop, p.83)

Community ignorance also has its effects on those who suffer hearing loss relatively late in life. In the study, 'Noise and the Family', it was observed that those suffering from noise induced hearing loss themselves were not aware of the nature and extent of their disability, nor of remedial measures other than hearing aids. For these people, a 'lack of visibility or recognition by others, must contribute to the lack of sympathy they receive in the community or unwillingness of many to assist a person with a hearing loss.'

Given this widespread ignorance and misunderstanding of hearing impairment in all sections of the community, including the hearing-impaired themselves, it is to be expected that contact between hearing-impaired people and the hearing community will be largely characterised by communication breakdown. Thus many hearing people on encountering a hearing-impaired person will respond inappropriately despite good intentions and sympathy, such as by shouting or using baby talk. A fear of adverse reaction to their disability and negative assumptions concerning their personality (e.g. that they are dumb) leads many hearing-impaired people to deny their hearing loss altogether, not only to others but also' to themselves. Such people learn to camouflage their disability by:

bluffing that they understand in order not to try the patience of the person they are communicating with, or claiming that their failure to understand is due to facial hair, dim light or other constraining factors;

- pretending to understand by imitating the listening behaviour of hearing people, e.g. by nodding, or-the non-committal 'hm';

pretending to be a quiet, timid sort of person, or vague;

dominating conversations so that they do not have to listen.

When hearing-impaired people deny their disability and fail to make their communication needs known, hearing people obviously cannot even begin to learn what those needs are or how common hearing impairment really is.

If communication between the hearing-impaired and members of the hearing community is to be improved, the understanding and attitudes of both parties will have to change. The following are some of the basic general points which are relevant to that endeavour.

1. In ordinary communication co-operation between speaker and listener is vital for the prevention of communication breakdown. If one party is disadvantaged in communicating, communication quickly ceases unless appropriate steps are taken to compensate for that disadvantage, such as extra feedback, more cues to the topic of discussion, and increased flexibility in communicating, whether by means of simpler,- clearer speech, use of writing or other means.
2. Communication breakdown is a perfectly commonplace affair, but is more likely to occur with a hearing-impaired person. However, this can be too easily blamed On the disability itself, without consideration of weaknesses, for example, in administrative practices and the workplace communication network.

3. Expectations regarding the potential and abilities of hearing-impaired people are low, both on the part of the hearing community and the hearing-impaired themselves. It is above all the realisation that things can be better, that more is possible, that is a precondition for change.
4. Stress levels increase with communication difficulties, as does the amount of effort required to overcome them. The stress and frustrations which accompany hearing impairment are likely to result in depression, belligerence, anger, responses to situations which may seem erratic or disproportionate. Hearing people frequently respond in precisely such ways to being in a foreign country without recourse to their native language. Prolonged lack of a free and effective channel of communication can lead to mental health problems.
5. There has to be greater tolerance of idiosyncracies of communication, more encouragement of the use of a range of communication modes, including gestures and facial expression. A communication handicap can be reduced, if and only if, both parties remain aware that the communication mode utilised is not a measure of the intelligence and understanding of the parties involved.
6. The effects of hearing impairment and strategies to overcome them can be looked upon as matters of low administrative priority as a consequence of generalisations made about 'the deaf person' based on one acquaintance who seems to cope all right, and failure to consider the profound implications of degree of hearing loss and age of onset.

2. Hearing-impaired people and employment

The situation of hearing-impaired people in - and out - of the workforce inevitably reflects the mixture of ignorance and stereotype characteristic of community attitudes towards hearing impairment, the assumptions of limited intelligence, skills and educability; it also reflects the limited opportunities available to hearing-impaired people for education and participation in mainstream culture generally. The main points can be summarised as follows:

1. Hearing-impaired persons are concentrated in a narrow range of low paid, low status jobs.
2. They are much more likely than hearing people to experience unemployment., particularly with the decreasing demand for unskilled workers.
3. Promotion for hearing-impaired people comes slowly if at all. The need to perform well in job interviews, develop supervisory skills and similar factors militate against promotion for the hearing-impaired.
4. The relatively low incomes of hearing-impaired people reflect their depressed position in the workforce.
5. Resources which might enable them to minimise the consequences of their disability are rarely available to hearing-impaired people in the workforce, as is access to mainstream facilities and services.

Those who are deaf are found mainly in the lower echelons (Clerical Assistant Class 4 and below) of the Public Service, in trades and in unskilled employment. There is one case in . Canberra of a capable deaf person who has served as CA1 for 25 years! Those who suffer hearing loss later in life tend to find either that they are redeployed at a lower level (and

income) or that they reach a promotion plateau beyond which they cannot rise due to the need to demonstrate administrative and communication skills at meetings and over the phone. Those in managerial positions and secretarial support are less affected by their hearing impairment. It is to be hoped that the restrictive employment opportunities for the hearing-impaired will be revealed by the results of the current Equal Employment Opportunity Survey of the Australian Public Service. However, if the Public Service Board EEO survey of disabled employees is ' anything to go by, that will not necessarily be the case, for in that survey 30 per cent of those who did not respond were profoundly deaf.

Unless quick action is taken to improve employment opportunities for hearing-impaired people, their situation in the workforce is sure to deteriorate rapidly. In a paper given at the DEAC Employment Conference for People with Disabilities late in 1985, it was pointed out that according to the ABS 1981 Survey on Handicapped Persons, one-third of employed handicapped persons were tradesmen, production process workers and labourers, and that those occupations were particularly important for those with communication handicaps. Although that sector constituted 25 per cent of the workforce it was declining in size. On the other hand, the fastest growing category was that of professional and technical occupations, which of course require access to tertiary education for development of skills and qualifications. The next fastest growing areas were administrative, executive and managerial occupations, and clerical occupations. It was pointed out that 'In most clerical positions, those who have a good command of English have an advantage' (Cosgrove 1986).

From the above it is clear that the prognosis for hearing-impaired persons as far as employment is concerned is not good. It is worth noting here that similar trends in the United States, coupled with a sensitivity to the changing demand -

for skilled workers, led to the establishment of a National Technical Institute of the Deaf, the major function of which is to train deaf people for technical positions. Such a step, however, is only one illustration of the much broader issue which underlies the participation of hearing-impaired people in the workforce: what can be done to improve the participation of hearing-impaired people in education and other aspects of mainstream culture, to enable them to achieve maximum autonomy and find fulfilment through work? These basic questions are taken up in the following chapter.

CHAPTER FIVE PARTICIPATION AND AUTONOMY

Much can be done to increase participation and autonomy on the part of hearing-impaired people, and thereby limit indirect discrimination in the workplace and society generally. Such initiatives may be subsumed under the following headings:

- educational opportunities
- access to mainstream communication
- provision of habilitation/rehabilitation courses
- development of lobbying skills
- financial assistance for disability.

The limited educational opportunities for hearing-impaired people are the results of numerous factors, including meagre resources and poor access to what facilities are available, conflicting theories and programs in education for the hearing-impaired, and a failure to assist parents and families to develop effective communication methods in the early years of the hearing-impaired child's life - those crucial language learning years which precede regular schooling. As has already been pointed out, pre-lingually and pre-vocationally deaf persons tend to leave school at fifteen years of age without obtaining any formal qualification, with most failing to obtain the level of literacy required for anything other than unskilled employment.

Does this represent the limit of education as far as the hearing-impaired are concerned? It has been shown that deaf people continue to learn skills with a delay of some five years relative to their hearing peers. If this is how long it takes to 'overhear' the information available to hearing people, then by providing improved direct access to information the process should be greatly accelerated. Access can be provided by such

means as sign language or oral interpreters; notetakers and technological aids, depending on the communication mode preferred by the deaf person.

A relevant example is that of a profoundly deaf individual undertaking teacher training at a Queensland CAE. This person did not matriculate from a school for deaf people, but became a teachers' aide there and eventually gained mature age entry to tertiary education thanks to the access to learning provided through notetakers, interpreters and tutors, despite having to rely on manual communication. The person was able to gain a good pass in first year, which shows that had the resources which provide access been available at the secondary level, matriculation would not have presented any difficulties.

It is obvious from the experience of hearing-impaired people in the United States that provision of support services and access to tertiary education can lead to a dramatic expansion of the employment horizons of hearing-impaired people. There are cases, for example, such as deaf partners who manage a bakery and employ the necessary hearing/interpreting staff; deaf lawyers, counsellors, lecturers, administrators and teachers are to be found. In Australia, on the other hand, moves into such areas are only just beginning.

Because of the resources provided for hearing-impaired people at major tertiary institutions in the United States, there is a danger of a drain of competent and talented deaf persons to that country. Fortunately a handful who have gone there to study have returned, risking unemployment and giving up comparatively luxurious services in order to provide urgently needed leadership amongst the deaf at home.

Often a deaf person seems to cope well socially when in reality he or she is inferring from the surroundings what is going on rather than understanding the communication taking place. In such cases the deaf person is always a step behind in the

information gathering process and can rarely take up a leading role in the hearing world (unless they are good at sport). But being able to 'cope' is not likely to be a true measure of the person's abilities. Integration of hearing-impaired people into mainstream education offers little unless it enables them to socialise, to be confident and develop decision making skills. Youth groups in Melbourne and Sydney - Earforce and Soundwaves - are attempting to fill this gap by developing leadership training courses.

The results of a pilot project on integrating hearing-impaired adolescents at Heidelberg High in Melbourne are likely to demonstrate the need for extra resources such as interpreters in the school system. The Heidelberg High Support Facility withdraws students from music and language classes in order to instruct students in concepts and additional vocabulary they may have missed. This is crucial compensation for not overhearing at home and in social activities.

The demand for similar support services at Moorabbin TAFE by eighty deaf people also demonstrates the capacity and motivation of deaf people to learn given the appropriate support services.- It will be interesting to see whether such moves help to counter the downward occupational mobility that has been characteristic of deaf people in the past. Hopefully more will now be able to attain a level of occupational prestige and income no less than that of their parents.

TAFE colleges in New South Wales provide interpreter services for deaf people. Canberra TAFE College has provided a one-off English as a Second Language class, and also a basic mathematics class for deaf people, which is succeeding mainly because of the ability of the members of the class to help each other via a communication channel and provision of sign language interpreters.

At present, access to tertiary education elsewhere in Australia is limited to those fortunate enough to be literate. If their literacy level is sufficiently high they are able to struggle on without services. Such students do extra reading, copy and summarise notes of fellow students and lecturers, and depend on the good will of lecturers and tutors to discuss topics on an individual basis. However, they miss out on tutorial discussions and subjects without additional support. Those who acquire their hearing loss and thus who already have, necessary language skills also face such difficulties occasionally.

At the present resources for access to education and communication, particularly at the tertiary level, are forthcoming only through the Commonwealth Rehabilitation Service, which operates under very restrictive guidelines. In the tertiary education sector there appears to be no systems-wide policy at all concerning access for hearing-impaired people. Usually the demand for a service increases once it is provided. However, this phenomenon is more likely to be the reflection of an earlier unawareness of alternatives rather than a need which is not genuine. Until a service is provided it is difficult for demand to be assessed. And without essential support services, deaf people will hesitate to undertake study of the sort that will enable them to make full use of their abilities in the workplace.

Access to mainstream communication is the second area in which initiatives are required to improve the participation and autonomy of hearing-impaired people.

The term 'access' tends currently to be used in a narrow sense to mean physical access into buildings. For the hearing-impaired population, access is a means of understanding any form of communication, particularly when communication is uncertain due to peculiarities of the speaker. Often the type of access required varies according to the hearing-impaired

person's 'preferred mode of communication, whether it be cued speech, speech reading and/or signing. Examples of access include:

- interpreters, both oral lipspeakers and those proficient in sign language;
- advocates (they can forestall communication breakdown by explaining communication needs on behalf of someone with limited vocabulary and awareness);
- captions for television and audio visual training aids;
- technological amplification systems, e.g. hearing aids, loop systems for theatres, meetings, conferences;
- amplifiers and telephone typewriters (TTY), and flashing lights for telephone bell and safety warnings.

Without access, information gathering ability is very poor, particularly when the hearing-impaired person concerned is illiterate. It must be emphasised that access to mainstream communication is not only required for adults in the workplace and the community generally. It is even more important for deaf children at home. Since 93 per cent of deaf children come from hearing families, family commitment (coupled with professional assistance) to establish and develop an easy form of communication which will enable the child to participate fully in family discussions is of incalculable value in laying the foundations of understanding of social behaviour, taboos, ideals and knowledge generally. 'Access' for prelingually deaf children should also be taken to include access to suitable clear role models. Currently opportunities for such children to meet deaf people in the professions are few, partly because in the past there had been a bar against employing hearing-impaired teachers. Access to professional clear role models enhances the child's opportunities for learning how a deaf person can cope in a hearing world, raises career aspirations and does much to increase self-esteem.

Appropriate habilitation and rehabilitation courses are needed to develop skills in speech reading and listening, choosing assistive devices and hearing aids most suited to personal needs, and selecting communication methods most suitable from the point of self, family and type of situations encountered. Currently such courses are spasmodic affairs and are generally organised by voluntary self help groups. Exceptions include the HEAR Service attached to the Victorian Deaf Society and the 'services provided by the Adult Education Centre for Deaf and Hearing-Impaired Persons at Strathfield, New South Wales.

The need for rehabilitation services for those with acquired hearing loss is described by Giolas, following a University of Pittsburgh report (1960). Researchers found that 23 per cent of incidents involving communication difficulties occurred in the workplace, 11 per cent when using services, and 43 per cent in social situations. In one-quarter of all incidents the hearing-impaired person could not respond constructively by asking for repetition or assistance, largely because they were not aware that communication breakdown had occurred. Strategies for avoiding communication breakdown, such as adjustment of technological aids, getting into a better position, or talking about loss beforehand, were seldom used (Giloa6,1982). This highlights the need of hearing-impaired people to develop their communication skills and 'tactics in order to minimise communication breakdown.

There is Australian evidence also of the need for rehabilitation courses for the hearing-impaired. According to the CHIPS Survey undertaken by NAL, 'a significant number of respondents in all 3 groups [ranging from slightly/moderately hard of hearing to deaf or totally deaf] indicated a desire for communication training and a wish to learn more about areas related to hearing impairment and available aids'. (Plant, 198b). Likewise the authors of another recent report observe that 'Many of the families in our study could have benefitted from counselling by someone skilled in understanding the problems faced by these

families' (Blaikie & Guthrie.). And the President of the Victorian Branch of Better Hearing Australia has commented that what is necessary is for counsellors to have 'a good knowledge of hearing loss, its effects upon social relationships and the available means of reducing those effects which are undesirable'.

Some special training is required for many prelingually deaf people in order to compensate for their inability to 'overhear'. For example, such people frequently need help to develop independent living skills such as budgeting, applying for jobs, understanding the law (e.g. the need for wills, the implications of lying to the police or courts), sexuality and family responsibilities.. Such courses have been integrated into study programs at the National Technical Institute for the Deaf in Rochester, New York, and undoubtedly are a major factor behind the 95 per cent successful placement rate for NTID deaf graduates seeking employment between 1969 and 1983. Training is also provided for employers through the National Center on Employment of the Deaf. The following sample gives some idea of the range of courses available at the Institute:

English Idioms

Auditory Training for the New Hearing Aid User

Speech Reading for the Technical Major (Practice materials include sentences related to on-the-job social/general communication and job interview questions.)

Telephone Communication

Receptive Technical Communication (Deaf faculty/staff will be invited to share their communication strategies and to discuss the importance of attitude in communication effectiveness.)

Leadership Development

- Personal Finance

Interpersonal Relationships on the Job (NTID Bulletin, 1984)

The purpose of listing these courses is not to argue that things are so much better in the United States, but rather to point to a clear recognition of the need for a wide range of habilitation courses for the deaf, courses designed to teach them the social and workplace skills, they cannot acquire by overhearing the experiences of those around them. An example of successful Australian endeavour in this regard is the half-way houses established by the N.S.W. Deaf Society, in which

hearing-impaired people learn about budgeting, food preparation and other independent living skills. They have resulted in many individuals including a deaf blind person - being able to move from hostels out into the community.

The development of lobbying skills is another important strategy for increasing participation and autonomy on the part of hearing-impaired people. To date there has been little political lobbying by this group and what there has been has met with little success. Lack of understanding in the community and the barrier of the communication disability itself account for much of the failure in this direction.: Lobbying requires the following elements if it is to produce results:

- negotiating and organisational skills;
- skill in articulating needs, literacy in English, and familiarity with submission requirements;
- familiarity with the bureaucratic and political processes, the areas of responsibility of particular departments and institutions;
- telephone contact, meetings and social interaction of a sort which hearing-impaired people find difficult.

This makes it hardly surprising that hearing-impaired people have tended to rely on others to press their case for more equitable treatment. Nevertheless, the situation is improving with increased access, interpreter training programs, interpreter recognition by NAATI and a growing number of highly educated deaf people.

Finally, the question of financial assistance in overcoming the consequences of disability cannot be omitted from any discussion to improve the participation and autonomy of hearing-impaired people. The fact that hearing-impaired people tend to be in poorly paid unskilled or junior positions means that it is particularly difficult for them to purchase the very services needed to improve their job opportunities in cases where employers do not provide them. Such services include telephone typewriters and FM amplification conference aids. Up to date hearing aids are essential, but are likely to cost \$1200 per pair. Often interpreters are not paid by the organisations requiring their services, with the result that all depends on the personal commitment of the interpreter. As things stand unfair demands are being made on individuals and the limited resources of voluntary organisations for the supply of services and advice concerning technological aids, as well as follow-up service for hearing aids which is not provided by commercial dealers.

CHAPTER 6. RECOMMENDATIONS

Community awareness and attitudes

It is recommended:

1. That sign language be recognised as another community language by being incorporated into existing interpreting networks, e.g., the Telephone Interpreting Service, **and** by being taught within the education system as a language option in the curriculum, or as an extra-curricular activity.
2. That sign language interpreting be advertised as a skill which could develop into a career, or supplement one's career in certain fields, e.g., counselling.
3. That deaf people with appropriate skills teach their own sign language and conduct community awareness seminars, and that organisations involving a large proportion of hearing-impaired people consult them on relevant issues.
- 4. That priority be given to community education programs which involve hearing-impaired people** of different types and with different 'communication methods; if necessary, interpreters and/or advocates chosen by hearing-impaired leaders and/or participants can be used as a communication bridge between hearing and other hearing-impaired people in such a program, e.g., 'Deaf, Deaf World', a simulation game based on the world of the deaf.
5. That participants of such community education programs include parents, people newly diagnosed as suffering from hearing impairment, families, and professionals working with hearing-impaired people. In this way, all concerned will have experience with hearing-impaired people with different losses and abilities and as a result have realistic expectations.

6. That such community education programs through hearing awareness seminars debunk myths about lipreading, hearing aids, and deaf and dumbness, as well as stressing the value of hearing.

7. That a Hearing Awareness Kit be developed for use by counter staff, public contact officials and those likely to encounter hearing-impaired people, e.g., in interviews and in work place. The kit could demonstrate optimum communication techniques and situations.

8. That the need of support organisations to appeal to charity for funds be alleviated by additional funding by Commonwealth and State Governments, since negative stereotypes of people with disabilities may be reinforced in order to get money from the public.

g,. That a central agency, whether voluntary or government, take up a co-ordinating role in developing a national community education program on hearing impairment, consulting with organisations involving the majority of hearing-impaired people, such as the Australian Association of the Deaf, Better Hearing Australia, Self Help Organisations United Together, and the Australian Deafness Council. (See also HPR Rec.,38, p.130, and Rec.39-, p.131).

Education

Since effective communication within the family as early as possible favours the language development of the hearing-impaired child, and consequently, the child's literacy skills in English, the following are strongly recommended:

A. Early intervention

10. That the parents and family of a hearing-impaired child not be pressured into one form of communication, but encouraged to commit themselves to a consistent form of communication as early as possible.

11. That assistance and information be readily available to help parents and family explore options in communication modes and educational facilities.

12. That parents and family have access to advice from members of the hearing-impaired community, preferably from a wide range of people who cope with different methods of communication.

13. That parents and families have the option of attending hearing awareness seminars themselves.

14. That parents and family have counselling services to help them cope with grief or guilt.

15. That regardless of the communication mode chosen, intensive training be provided for parents, family and interested friends in that communication method, particularly when all are not fluent.

16. That if manual communication of any type is chosen, all professionals involved with the child should use this communication mode in the child's presence so that the child will see the language is respected.

17. That regardless of the communication mode chosen, bilingual research be considered in teaching English to deaf children, since spoken English is not the native language of the deaf child, although it may be of the parents. (See also NLP, Rec.57, p.228; HPR, Rec.26, p.127).

B. Formal Schooling

18. That access to communication be provided at primary and secondary level, regardless of whether it is a special or a regular school. (See also HPR Rec.25, p.126).

19. That consideration be given to the following in curricula for hearing-impaired students:

- (a) courses on deaf and hearing culture;
- (b) social skills, including self-esteem and personal development;
- (c) vocational skills and elementary career education, e. concepts of work;
- (d) courses on work specific vocabularies;
- (e) jargon used in various communication situations, e. motions' in meetings, and on phone;
- (f) leadership and decision making skills;
- (g) independent living skills, e.g., budgeting, cooking;
- (h) communication methods: ASL, signed English, dral/ auditory, total communication, irrespective of the official school policy, so that hearing-impaired people are aware of other communication options which, in the community, may have equal status to their own;
- (i) communication tactics in case of communication break-down, similar to those for persons with acquired hearing loss.

- (j) speech therapy (provided that this is not given over-riding emphasis, since communication is more important than articulation);
 - (k) the roles of sign and oral interpreters (possibly through role-play);
- (1) information on hearing impairment and community attitudes, and responses to this type of disability.

20. That hearing awareness courses be provided either as an in-service course or general course within school for staff and/or consulting professionals not familiar with the implications of hearing impairment.

21. That where there is integration, the whole school be encouraged to learn the particular mode of communication used by hearing-impaired students, particularly the manual modes.

22. That where possible deaf professionals be employed and given the opportunity to pursue higher education, so they can serve as role models and increase the career aspirations of hearing-impaired students.

NOTE: Should State education departments choose not to incorporate independent living skill training and specialised training in formal school for deaf children, which is the much preferred option, it is recommended

23. That TAFE consider such course options in negotiation with leading employers such as the Public Service Board.

24. That TAFE incorporate basic English and basic Maths classes with appropriate access provision and intensive tuition.

25. That the Commonwealth Department of Community Services give priority to the establishment of half-way houses which train hearing-impaired people in independent living and vocational skills.

C. Access to post-secondary education

26. That physical access for hearing-impaired people be provided in the form of loop systems, FM aids, and other technological devices (such as overhead projectors), which will enable the hearing-impaired person to continue to see the lecturer's face while he comments on material.

27. That interpreters and notetakers be available to provide access particularly to formal and informal discussion.

- 28. That there be provision for extra tuition where there is no access to lecture content and tutorials, and for tuition in unfamiliar jargon and new vocabulary. (See also DR:IYY:VDS Rec.6 on Employment and Further Education.)

29. That the Tertiary Education Commission consider distributing hearing awareness kits to EEO officers and counselling services of tertiary institutions. (See also DR:IYY:VDS Rec.4 on Employment and Further Education.)

30. That the Tertiary Education Commission resolve the question of whether to concentrate access provisions and general education courses in a nominated educational institution of each type (i.e., university, CAE and TAFE), along the lines of Gallaudet College and the National Technical Institute for the Deaf attached to Rochester Institute of Technology, or whether to scatter facilities for the hearing-impaired throughout the tertiary sector. (See also NLP, Rec.59, p.228.)

al. That the Tertiary Education Commission determine policy on access provisions in tertiary education facilities; whether access costs should be met by the Department itself, the ,educational institutions directly or the Department of Community - Services. At present, there is no Commonwealth planning for post-secondary education for people with disabilities.

32. That the Tertiary Education Commission undertake responsibility for all hearing-impaired tertiary students, particularly those not eligible for Commonwealth Rehabilitation Service (CRS) funding, since this is a matter of habilitation and access to tertiary education, not rehabilitation.

33. That the Tertiary Education Commission encourage and support moves by institutions to provide the courses needed for hearing-impaired people to become professionals, e.g., the teacher training course at Mt Gravatt Campus, Brisbane CAE.

34. That State Education Departments make provision for employing deaf professionals, including teachers, so they can be role models for other deaf people. (See also NLP, Rec.58, p.228.)

35. That the Tertiary Education Commission establish a steering committee to deal with these issues consisting of hearing-impaired adults, parents and professionals. (See also NLP, Rec.60, p.228.)

36. That the Department of Community Services enable CRS to provide special access provisions without training allowance, assuming that the client is able to obtain a means tested TEAS allowance. This would enable CRS to extend its services.

37. That the Commonwealth Department of Health provide students under twenty-five years of age or eligible for TEAS with free hearing aids, through existing schemes such as Provision of Aids to Disabled Persons. (See also NLP, Rec.64 p.229).

38. That TAFE establish courses on interpreting and note-taking skills with a core course in sign language and other communication skills, to be open to all concerned with hearing-impaired persons, such as parents, work colleagues, counter staff, and interested members of the public.

39. That the Public Service Board approve of such courses under study leave provisions in order to have more interpreters on staff.

40. That the Public Service Board advertise the LAPA allowance.

41. That State Education Departments support the development of a facility support service whereby hearing-impaired students can be withdrawn from mainstream classes for special tuition in the general knowledge, vocabulary and social skills that have not been picked up due to their inability to overhear or read fluently.

42: That TAFE sponsor courses specifically in communication on the job, which should include treatment of jargon, work behaviour and work culture.

43. That research on Australian sign language be encouraged, develop teaching mechanisms and resources, so that ASL may be easily acquired by parents, professionals and other concerned parties.

Rehabilitation

It is recommended:

44. That services providing accurate assessment of hearing loss give hearing-impaired persons copies of their audiograms.

45. That service be provided so that an unbiased assessment of appropriate hearing aids and assistive devices can be made and recommended to client.

46. That Independent Living Centres dealing with hearing-impaired clients have a consulting audiologist.

47. That hearing-impaired people and their families have access to appropriate counselling services, hearing awareness courses and information on self-help groups.

48. That a kit be developed outlining the roles of the various professionals concerned with hearing impairment, and the resources available.

49. That services such as speech-reading classes incorporate sessions on hearing tactics and the range of adjustments that can be made.

50. That, despite the fact that cochlear ear implants may improve the quality of life of hearing-impaired people in the future, priority funding be given to support and community access services (e.g., technical aids, interpreters and TTY relay services), which will improve the quality of life of hearing-impaired people now. At present, it is easier to obtain funding for cochlear ear implants and hearing dogs, which have more emotional appeal, than services and more prosaic technical options.

51. That in areas where such services do not exist, State Government Audiology Departments liaise with NAL regional offices to set up mobile units for testing and rehabilitation services.

52. That speech therapy be available for those hearing-impaired persons who need it.

53. That assertiveness and relaxation courses be made accessible by means of interpreters or those familiar with the needs of hearing-impaired people.

54. That access to interpreters be available when dealing with rehabilitation professionals and audiologists.

Organisation within the workplace

It is recommended:

55. That all organisations provide access for hearing-impaired people so that they can enquire and/or complain in the same way as others. (See also HPR, Rec.46, p.132).

56. That incentives be developed to encourage organisations to make access provisions. (See also HPR, Rec.20, p.125).

57. That advocates and hearing-impaired people be consulted in all efforts to develop organisational awareness of hearing impairment.

58. That any communication training course treats the following:

instruction in the importance of effective communication with organisations;

use of cross-cultural concepts in communicating with those who have communication difficulties, such as the hearing-impaired, the intellectually disabled, and those of non-English speaking background;

communication specifically with hearing-impaired people.

59. That access to such training be provided.

60. That the Public Service Board consider producing a publication on what is reasonable adjustment in the workplace for those with disabilities, including hearing impairment (e.g., outlining the ways safety problems arising from employing someone with a disability can be overcome).

61. That organisations ensure that their recruitment and promotion procedures are non-discriminatory towards hearing-impaired staff. (See also DR:IYY:VDS, Rec.10 on Employment and Further Education, p.3).

62. That organisations provide access to mainstream communication in the workplace.

63. That organisations have an effective communication network for all staff.

64. That organisations consider the information included in this report on strategies for improving work conditions for hearing-impaired staff.

65. That organisations allocate resources for access provision, such as flashing lights for phone signals, or at least have arrangements for obtaining such provisions at short notice. For example, the PSB Resource Centre should have an infra-red sound system for hearing-impaired people.

66. That organisations allocate interpreting duties to staff with accredited sign language and/or oral communication skills, and to supervisors for any necessary extra supervision and training.

67. That the PSB determine a policy on payment of interpreters, either by the PSB, the Department of Community Services or user department.

68. That the Public Service Board and other employer bodies consider the establishment of a committee to pool information on technological devices, common problems and resources, and funds for hearing awareness seminars.

Access

It is recommended:

69. That buildings, particularly for conferences, have loop systems or a similar technological alternative installed. (See also NLP Rec.68, p.229).

70. That captions be provided on documentaries and political speeches affecting voting issues. (See also HPR Rec.46, p.132).

71. That interpreters be encouraged in the arts e. interpreting plays, museum tours.

72. That government departments have a TTY or equivalent installed at their telephone switchboard for hearing-impaired people to make contact. With a telephone typewriter, the receptionist or switchboard operator can operate as a relay service interpreting phone messages from TTY to voice.

73. That a separate telephone line be installed for TTY calls and that this number be a 008 number.

74. That Telecom make a TTY relay service available for hearing-impaired people to enable them to use the entire network available to all other Telecom subscribers.

75. That Telecom make telephone typewriters available on a rental basis, as with other items.

76. That other options also be considered to place TTYs within the cost range of hearing-impaired people, their relatives, work colleagues. Such options could include tax exemptions, a disability allowance, the subsidisation of costs by means of a small surcharge on all telephone rentals, or through the

Provision of Aids to Disabled Persons Scheme. (See also NLP Rec.63, p.229, and DR:IYY:VDS Rec.1 on Access and Community, p.1).

77. That Telecom ensure that standard devices such as PABX handsets are compatible with equipment used by hearing-impaired people.

78. That Telecom install a TTY in its service enquiries and faults section.

79. That Telecom prepare a sticker, "Your caller may be hearing:-impaired; telephone typewriter calls come on this line", and also issue instructions on the use of telephone typewriters.

80. That Telecom train receptionists to recognise callers with a hearing impairment and a TTY signal, and provide additional remuneration for those trained to provide a relay service.

81. That hearing aids and assistive devices used in the workplace be exempt from tax.

82. That hearing aid costs be covered by health insurance schemes.

83. That TEDCEP in PSB be guided by clear criteria in the purchase of equipment, particularly according to severity of disability, frequency of use and degree of benefit.

84. That the Telephone Interpreter Service of the Department of Immigration and Ethnic Affairs consider installing a telephone typewriter so that hearing-impaired people can ring for an interpreter.

85. That palantype or stereotype (an instantaneous copying system which can be adapted for hearing-impaired people by attaching a video display unit) be available when required for hearing-impaired persons on juries, in court or in parliament.

86, That access to general information be developed through such networks as Viatel.

Back-up services required by hearing-impaired people and organisations

A. Interpreter Services

It is recommended:

87. That an allowance similar to the attendant care allowance be provided to hearing-impaired people to cover the cost of miscellaneous interpretation needs, such as medical consultations, with the proviso that the interpreters used must be professionally qualified.

88. That a register of interpreters be developed at NAATI and the specific sign language skills of interpreters be recorded, e.g., ASL, signed English,

89. That interpreter and advocacy training be a priority.

90. That remuneration for interpreters, notetakers, advocates and staff interpreters be streamlined and incentive for interpreting as a career be provided.

91. That mechanisms be developed to ensure high interpreting standards and availability, with proper certification. (See also DR:IYY:VDS Rec.2 on Access and Community, p.1).

92. That ongoing training be provided for interpreters to maintain and develop their skills.

B. Community Access Officers

It is recommended:

93. That Deaf Societies consider acting as advocate on behalf of hearing-impaired persons as required and in consultation with hearing-impaired persons.

94. That government departments consider employing community access officers who specialise in hearing impairment (in N.S.W. Dept of Industrial Relations, one officer specialises in advocacy and the placement of hearing-impaired people).

95. That training courses be developed on the use of generic services for those deaf people unfamiliar with the functions of those services or how to obtain access to them, where those services do not have telephone typewriters.

Human Rights Commission administration

It is recommended:

96. That the HRC provide access for hearing-impaired people in the following ways:

- (a) Access to phone line by means of telephone typewriter. Either the receptionist should be trained to recognise the telephone typewriter signal or a separate line should be installed for telephone typewriter calls. In light of the limited English language skills of some deaf people, the telephonist should be able to handle communication difficulties sensitively. An 008 number should be advertised for TTY users since typewritten messages are costly over long distances as it takes longer to type than to speak.
- (b) Interpreters and/or Advocates to be available on request.
- (c) Any training or publicity videos should be captioned.

- (d) Publicity materials to be simplified for those with limited English. (Such materials could also be used by some Aborigines and migrants of non-English speaking backgrounds.)
- (e) On publicity brochures for conferences, seminars and public events, notices about access provisions such as interpreters, loop systems should be included. Copies and/or outlines of speeches should be available for hearing-impaired people beforehand.

(N.B. A Sennheiser Infra-Red Sound System is available for hearing-impaired people from the Public Service Board Resource Centre in Canberra at four days' notice.)

97. That the HRC provide information about rights and the functions of the HRC in such a way that it can be understood by those with literacy problems, e.g., a flow chart illustrating the interrelationships and functions of the following organisations would be helpful: Commonwealth and State Offices of the HRC, Attorney-General's Department, Ombudsman, Discrimination in Employment, etc.

98. That the HRC assess the extent of indirect discrimination towards hearing-impaired people by conducting a survey of employers of deaf people to examine their attitudes towards and knowledge of needs of deaf people.

99. That the HRC examine the need for Commonwealth legislation prohibiting discrimination on the grounds of disability. (See also HPR, Rec. 10: 'It is recommended that the Attorney-General and the Human Rights Commission consider the merits of introducing anti-discrimination legislation at a Commonwealth level covering the rights of people with intellectual, physical and/or psychiatric disabilities.'))

100. That the HRC give priority to community education activities which emphasise co-ordination and co-operation between such organisations as the Public Service Board, voluntary, self-help and service organisations and which emphasise consultation and involvement of hearing-impaired people.

101. That the HRC follow guidelines for improving conditions for their own hearing-impaired employees as suggested in this report.

102. That the HRC develop consultative mechanisms with hearing-impaired people on those rights and discrimination issues which concern hearing-impaired people.

DIRECTORY

ORGANISATIONS: NATIONAL

Australian Deafness Council, National Secretariat.

- | | |
|--|--|
| 1. ACROD House,
33 Thesiger Ct,
<u>Deakin</u> A.C.T. 2600. | 2. P.O. Box 60,
Curtin A.C.T. 2605, |
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Australian Deafness Council, State Branches.

- | | |
|--|---|
| 1. <u>Postal Address:</u>
G.P.O. Box 9809 in
each State Capital. | 2. <u>Location:</u>
A.C.T. c/- SHOUT Office,
Hughes Community Centre,
Wisdom Street,
Hughes A.C..T. 2605. |
|--|---|

N.S.W. c/- Deaf Society of NSW,
123 Cambridge Street,
Stanmore N.S.W. 2048.

Vic. The Deafness Foundation
(Victoria),
340 Highett Road,
Highett Vic. 3190.

Qld c/- Deaf Society of Queensland,
34 Davidson Street,
Newmarket Qld 4051.

S.A. 139 Franklin Street,
Adelaide S.A. 5000.

W.A. 16 Brentham Street,
Leederville W.A. 6007.

Tas. P.O. Box 204,
North Hobart Tas 7002.

N.T. Deafness Association of the
Northern Territory,
P.O. Box 2926,
Darwin N.T. 5794.

Consumer Bodies:

Australian Association of the Deaf:

- | | |
|--|--|
| 1. c/- President, 1986,
9/364 Pennant Hills Road,
Carlingford N.S.W. 2118. | 2. c/- N.S.W. Deaf Society,
P.O. Box 32,
Stanmore N.S.W. 2048. |
|--|--|

Better Hearing Australia, National Secretariat:
5 High Street, Prahran Vic. 3181.

SHHH Australia

'Hillview'¹, 1334 Pacific Highway, Turramurra N.S.W. 2074.

Advocacy and Service Bodies:

Australian Federation of Deaf Societies:

- | | |
|--------|---|
| N.S.W. | Deaf Society of N.S.W., 123 Cambridge Street,
Stanmore N.S.W. 2048. |
| Vic. | Victorian Deaf Society, 101 Wellington Parade South,
East Melbourne Vic. 3002. |
| Qld | Queensland Deaf Society, 34 Davidson Street,
Newmarket Qld 4051. |
| S.A. | Royal South Australian Deaf Society,
262 South Terrace,
Adelaide S.A. 5000. |
| W.A. | Western Australian Deaf Society,
16 Brentham Street
Leederville W.A. 6007. |
| Tas. | Royal Tasmanian Society for the Deaf and Blind,
P.O. Box 82, Hobart Tas. 7002. |

Other:

Australian Caption Centre, Level 1, Fortune House,
88-90 Foveaux Street, Surry Hills, N.S.W. 2010.

Deaf Action Books, 123 Cambridge Street, Stanmore N.S.W. 2048.
P.O. Box 432, Petersham N.S.W. 2049.

H.E.A.R. Service, c/- Victorian Deaf Society,
101 Wellington Parade South, East Melbourne, Vic. 3002.

National Acoustic Laboratories, Central Office,
5 Hickson Road, Millers Point, N.S.W. 2000.

Telephone Typewriter Directory, 17th Floor,
518 Little Bourke Street, Melbourne, Vic. 3000.

ORGANISATIONS: INTERNATIONAL

Refer to:

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Gallaudet College Press Washington, D.C. 1980.

ITALY

World Federation of the Deaf,
120 Via Gregorio VII, Roma 00165.

The British Deaf Association,
38 Victoria Place, Carlisle CA1 LHU.
(Publishes British Deaf News.)

Royal National Institute for the Deaf,
105 Gower Street, London WC1E 6AR.

U.S.A.

American Deafness and Rehabilitation Association,
814 Thayer Avenue, Silver Spring, MD 20910.
(Publishes Journal of Rehabilitation of the Deaf.)

Gallaudet College,
Kendall Green, Washington, D.C. 20002.

National Association of the Deaf,
814 Thayer Avenue, Silver Spring, MD 20910.

National Center on Employment of the Deaf,
National Technical Institute for the Deaf,
Rochester Institute of Technology, One Lomb Memorial Drive,
Rochester, N.Y. 14623.
P.O. Box 9887, Rochester N.Y. 14623.,

National Center for Law and the Deaf,
Florida Ave & 7th Street N.E., Washington, D.C. 20002.

SHHH (U.S.A.)

7800 Wisconsin Avenue, Bethesda, MD 20814.
(Publishes SHHH : A Journal about Hearing Loss.)

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 Everything you wanted to hear about deafness (Booklet)
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 1 in 10 of your patients can't hear you properly
- Australian Deafness Council (S.A.):
 Deafness, the hidden disability
- Australian Department of Health National Acoustics Laboratory.
 How can I help? Some notes for family and friends
- Deafness Foundation Victoria:
 Catch them early
 Detect deafness early
 Don't let rubella wreck your life
 Help me to hear you
 How to come to terms with hearing problems
 Ilcdse deafness
 Parent telephone support service
 Why do people mumble so much?
- Deaf Society of N.S.W.:
 An introduction to deafness (Booklet)
 The deaf manual alphabet
 Hospital communication chart
 Tea towels with fingerspelling alphabet
- Gallaudet College:
 ACCESS: Including hearing-impaired people in meetings?
 Career development
 Careers in deafness
 Caring for hearing-impaired residents:
 tips for nursing home professionals
 Fire safety for hearing-impaired people
 A guide to resources
 What should I do now? Problems and adaptations of the
 deafened adult (Booklet)
- HEAR Service:
 Devices Information Program
 Heard this? Or have you said 7 (HT9)
 Hearing aids (HA5)
 Hearing help card (HT11)
 Hearing tactics (HT1)
 How not to say 'I beg your pardon' (HT10)
 Listening in a group (HT3)
 What is tinnitus? (P2)

National Technical Institute for the Deaf:
 Employer packet
 Employer training program: getting your job done.
 Tips you can use when communicating with deaf employees.

Royal South Australian Deaf Society:
 Learn to communicate with a deaf person

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National Center on Employment of the Deaf. An annotated bibliography of literature related to the employment of deaf persons. NTID, Rochester, N.Y., 1983.
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An excellent introduction to deafness and resource booklet for organisations and employers with a list of contact organisations for hearing-impaired people.

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Australian Caption Centre, Level 1, Fortune House, 88-90 Foveaux
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Bearing Technology Review. Deafness Foundation for Australian Deafness Council, Highett, Vic.

SHHH News. Ed. by M. Sparke. SHHH Organisation, Turrumurra, N.S.W.

Silent Messenger. Deaf Society of N.S.W.

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