

2014

Supporting Deaf Students at College and University

THE BRITE INITIATIVE & NATED SCOTLAND
THOMSON'S LAND, MORAY HOUSE SCHOOL OF EDUCATION,
UNIVERSITY OF EDINBURGH

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Conference Programme

1000	Introduction to the conference and to NATED Scotland resources for FE	Rachel O'Neill, NATED Scotland
1010	The Student Experience	Abigail Matheson Glen Hodgkinson
1030	Electronic notetaking: best practice and current provision	Louisa McDaid, NoteText Miriam Marchi, DeNoted
1100	Coffee break and exhibition	
1130	Remote captioning in education	Denise Bob-Jones, AI Media Chris MacKenzie, Strathclyde University
1200	Language tutorials and Deaf students: getting it right?	Lynne Barnes, University of Central Lancashire
1230	Lunch and exhibition	
1330	Remote BSL interpreting	John Brownlie, Sign Video
1400	Keynote: iPad technology as a bridge to services and education	Dr Suzanne Ehrlich and Catherine Vance University of Cincinnati
1440	Comfort break	
1455	Captioning YouTube Videos	Fil McIntyre, BRITE Initiative
1510	Audiological support and transition: a panel discussion	Joe O'Donnell, Donaldson's School Ron Haston, iHear Richard Vaughn, Connevans Jacqueline Downie, Phonak
1550	Closing comments	Rachel O'Neill, NATED Scotland

Conference sponsors

Lunch is sponsored by iHear, provider of assistive hearing equipment. The conference is also supported by Ecophon, a global supplier of sound absorbing ceiling and wall systems.



Electronic notetaking: best practice and current provision



Louisa McDaid provides lipspeaking and electronic notetaking communication support services for deaf and hard of hearing people in a variety of domains including court, parliamentary, conference, professional, medical, education and community settings. Based in Glasgow, in 2010 Louisa was shortlisted for the Signature Communication Professional of the Year and Regional Winner at the Signature Annual Awards.

Email: mail@notetext.com Website: www.notetext.co.uk



Miriam Marchi is a committee member of the Association of Notetaking Professionals and an Electronic Notetaker. Having worked with deaf and disabled people for 14 years, her commitment is to ensuring equality of access to education and work. Her interests are in the professional development of notetakers and to raise awareness of the role of notetakers in further and higher education and the workplace as a means of professional communication support. Miriam also provides training and development programmes for fellow notetakers.

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Mini-feature: Manual Notetaking



The packed conference schedule didn't allow time to focus on this important area of support for students. Therefore, we have included this brief introduction submitted by representatives of the Association of Notetaking Professionals. For further information visit the ANP site at www.anpnotetakers.co.uk.

Manual notetakers are trained to take a clear set of notes handwritten in English for the client to read later. The notetaker will go to the same lecture or meeting as the client and will need to sit within "listening distance" of the speaker; it is for the client to decide if the notetaker sits next to them or not. The notetaker will record, as far as possible, a summarised account of all relevant spoken information, including asides, and any discussion/comments; this leaves the client free to concentrate on what is being said.

One advantage of manual notetaking is that annotations of handouts, diagrams and equations can be easily added to the written notes. Manual notetakers can also provide notetaking services on outdoor excursions and field trips. Some manual notetakers may be able to type up their notes and email them to the client after an event.

Remote BSL interpreting: SignVideo

SignVideo, represented at the conference by **John Brownlie**, provides instant access to highly qualified interpreters through a designated call centre. The service is now widely available at many public service organisations. The Scottish Qualifications Authority (SQA) has partnered with SignVideo to enable deaf British Sign Language (BSL) users to contact them conveniently in their own language.

Email: john@signvideo.co.uk

Website: <http://www.signvideo.co.uk>



Remote captioning at Strathclyde University

The Live Remote Captioning service provides deaf and hard of hearing students full access to lectures by converting live speech directly into displayed text in real time with minimal delay. The aim is to improve the support for hearing impaired students by providing wider access to a more flexible and consistent service. We will reflect on both our work and the student experience at the University of Strathclyde - from the initial concept of LRC through to pilot, and finally establishment as a standard service.



Chris McKenzie has been an Assistive Technology Adviser for 12 years, with a background in IT Services in HE prior to that. Chris has a degree in English and Politics and postgraduate qualifications in E-Commerce. A member of ATANET since its founding in 2005, Chris contributes to the development of assistive technology throughout HE in Scotland, including representing ATANET on the Scottish Government's Disabled Students Advisory Group.

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Denise Bob-Jones, Ai Media will introduce the live captioning service used at Strathclyde University and many other organisations. Ai-Live was originally developed to provide access to people with a disability. Live captions transform the educational experience of Deaf and hard of hearing students by enabling their full participation in mainstream classrooms.

“Ai-Live turns every web-enabled device into a piece of magic. Spoken words appear on the screen seconds after they are articulated. To achieve the highest quality standard, we use highly trained captioners and stenographers who listen to the live audio stream and re-speak what they hear, including punctuation and grammar, into the Ai-Live system which is converted into text and then streamed to your live device.”

Email: denise.bob-jones@ai-media.tv

Website: www.ai-live.com



Language tutorials and Deaf students: getting it right?

The aim of this presentation is to discuss the role and the service provided by language tutors working with deaf students. Language tutors are often employed by HE institutions to support individual deaf students, and arguably, they play a critical part in the students' academic success. Yet, very little has been written about this type of support. What is the precise role of language tutors? What is 'language tuition'? In the absence of formal national qualifications for this type of work, how can we ensure parity across institutions and the wider sector? How do we know the service we are providing is right? This presentation seeks to explore the working practices of language tutors, discusses the benefits of providing such a service and offers practical advice on getting started.



Lynne Barnes is Divisional Co-ordinator for the BSL & Deaf Studies team at UCLan. Brought up in the Deaf community, she worked as a teacher of deaf children and as support tutor for post-16 deaf students before setting up the Deaf Studies degree programme in 1993. Lynne also acts as an Adviser to deaf and hard of hearing students across the university. Her research interests are in the pedagogy of deaf learners and access for deaf students within Higher Education. Lynne was awarded a National Teaching Fellowship in 2008 for her work in Deaf Studies and in establishing support services for deaf students in HE.

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New regional colleges: finding and training tutor assessors to work with Deaf students

Throughout the day, delegates will be introduced to a range of resources created to assist colleges to find and train the right staff to provide and manage support for Deaf students. You will find more information about NATED and resources to enhance your college support team in this brochure.



Rachel O'Neill is Lecturer in Deaf Education at Edinburgh University and Chair of the NATED Scotland Committee. She worked as a teacher in secondary, further and community education for 25 years before moving to the University of Edinburgh in 2006. Rachel trained as a teacher of deaf children and an EAL tutor and used both approaches in her work in colleges with deaf students. At Edinburgh, her main focus is researching deaf education and training teachers of deaf children.

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iPad technology as a bridge to services and education

This presentation will highlight research from a pilot study on the use of iPad technology to bridge access to interpreting services in post-secondary education. Successes and challenges of using mobile technology for on-demand interpreting will be presented with reference to participants' practice and perception.



Dr Suzanne Ehrlich is a nationally certified interpreter and led the establishment of the Signed Language Interpreting Program at the University of Cincinnati. Dr Ehrlich has presented nationally and internationally on the topics of e-learning and educational technology integration for interpreter education. She has recently served in the role of Visiting Scholar at Heriot-Watt University in the department of Language and Intercultural Studies. Dr Ehrlich's research includes work examining American Sign Language instruction using videoconferencing technology, integration of e-learning technologies in interpreter education curricula, use of online protocols to improve discussion, and cognitive apprenticeship as a framework for interpreter education at a distance. Her most recent research has focused on the use of iPad technology to bridge access to interpreting services for post-secondary students at a university. Dr Ehrlich's service includes her recent appointment as co-chair of the scientific committee for the World Association of Signed Language Interpreters (WASLI) international conference in 2015.



Katherine W. Vance, MS, NIC is currently the Interpreter/CART Coordinator at the University of Cincinnati. She received her bachelor's degree in Interpreting from Eastern Kentucky University (2006) and her master's degree in Interpreting Pedagogy from the University of North Florida (2013). Katherine has been an ASL/English interpreter for eight years; the last two have been primarily focused on post-secondary interpreting. Additionally, Katherine is an interpreter educator at the University of Cincinnati Signed Language Interpreting program.

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Audiological support and transition: a panel discussion

Many students who have a hearing loss, use hearing aids or cochlear implants will benefit from assistive devices to enhance the quality of sound they receive. What is the role of an audiologist in the assessment of a student's individual needs? Where do you obtain assistive devices and who can help you with set-up and evaluation? Allow our panel of experts introduce you to this area of assistive technology. Questions are welcomed and remember that you can speak to the panel members individually during the exhibition.



Donaldson's School
Success Through Communication

Joe O'Donnell will chair this session. Joe is Educational Audiologist at Donaldson's School in Linlithgow. His role is to provide the best possible access to spoken English for all pupils at Donaldson's as well as pupils attending schools across Scotland on request.

E: joeodonnell@donaldsons.org.uk W: www.donaldsons.org.uk

Joe will be lead a discussion which will draw upon the expertise of these experienced representatives from leading hearing technology providers.

Ron Haston

iHear

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Richard Vaughan

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Jacqueline Downie

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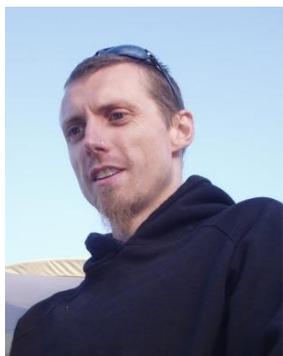
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Captioning YouTube Videos

Google has recently introduced a system on YouTube which claims to auto-caption any English speech using in-built speech recognition. Captioning a video can be a long and expensive process, so an automatic method should ensure more videos can be captioned. BRITE assistive technologist, Fil McIntyre, reports his findings and provides tips to get started with captioning.



Fil McIntyre provides training and advice on a wide range of assistive technologies. He found his way into assistive technology while working at the Seashell Trust School and College in Manchester. Prior to joining BRITE, Fil was employed by Inclusive Technology, travelling the length and breadth of the UK delivering ICT for Additional Needs training. In addition to his work with BRITE, Fil works with Keycomm to provide assessment for learners with complex communication needs.

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Additional Support for Learning (Deaf Education) Postgraduate Certificate

Has your College or University got a member of staff able to assess and support the needs of a range of deaf students? Take a course at the University of Edinburgh to learn new skills, make contacts in the field and deepen your understanding of the issues.

Take 3 x 20 credit courses from this list to build your Certificate.

- Audiology and Audiometry
- Language and Communication
- Promoting Achievement and Curriculum Access
- Deaf Studies / Sources of Knowledge

Study is in 3 or 2-day blocks at the University of Edinburgh.

Extensive study materials support is available online.

Price for the Certificate for 2014/15 is £2,610.

Home student fees are £870 for each 20-credit course.

The assignments can be centred on your own practice in post-16 education contexts. The tutor team has wide experience with this sector. The Audiology course is assessed 50% by a practical log.

Student comment on the course: *'I do feel the courses give you tools that you can take away and use. It's all been relevant to the job.'*

For further details please email Rachel O'Neill at Rachel.oneill@ed.ac.uk

Conference partner: The BRITE Initiative



BRITE (Beattie Resources for Inclusiveness in Technology and Education) was created in 2001 to fulfil the recommendations of **Implementing Inclusiveness: Realising Potential** an influential report produced by a Scottish Government committee lead by Robert Beattie.

From the initial remit which included the creation of a single 'BRITE course' – now accredited by SQA as **PDA Inclusiveness**, the only qualification of its kind – BRITE's training portfolio has expanded to include more qualifications, including a PDA tailored to the role of the educational support worker.

One of BRITE's first and enduring projects was to develop and maintain an Equipment Loan Bank available to colleges. The BRITE EqLB has remained well-stocked with a range of the latest listening technology, from high tech personal FM devices to portable soundfield systems. This 'try before you buy' service enables students to evaluate the suitability of a device before committing to it. Regular free training events and on-going support ensures these devices are used appropriately and effectively.

A move to delivering these courses entirely online saw BRITE receive the accolade of **Adobe European Success Story**.

When our **Guide to Support for Deaf Students** went online, it was one of the first websites aimed at students to provide all the content in BSL, with English subtitles, transcripts and voiceover. It is still a well-used resource, with several paediatric audiology services routinely referring young people to the Guide on transition to adult services.

In 2013 BRITE launched **Investors in Inclusiveness®**. This new chartermark for education enables institutions to evaluate and improve the inclusiveness of many areas of provision, including areas such as building design, learning resources, web content and marketing.

www.brite.ac.uk enquiries@brite.ac.uk

Conference Partner: NATED Scotland



The National Association for Tertiary Education for Deaf people. Founded in 1976, it has been an active organisation made up of tutors of deaf students, Communication Support Workers and deaf students. Other professionals with an interest in improving access

to further and higher education for deaf students are also welcome to join. The term "deaf students" includes students who use Sign Language, who are hard of hearing, deafened or deafblind.

NATED Scotland campaigns to improve access for deaf students to further and higher education in the UK. It supports staff who are doing this. It provides training and publications to support work with deaf students in post-16 education.

Visit <http://natedscotland.wordpress.com> to read more about the aims of NATED Scotland and how to join us.

New Regional Colleges: finding and training tutor assessors to work with d/Deaf students

The NATED Scotland committee has drafted a survey which the new regional colleges can use to establish who amongst their staff has the required minimum level of skill to work with Deaf BSL users. This form can be downloaded and adapted by colleges. We are also posting a draft job description which shows the range of skills needed by a tutor / assessor. We believe it is important for colleges to find and train or recruit specialist staff who can work effectively with the complete range of Deaf and hard of hearing students. NATED Scotland is happy to advise colleges on procedures for skills tests at interviews and professional development routes for newly appointed staff.

The advantage of having a member of staff who can support a wide range of d/Deaf students is that there will be an independent person in the college to turn to if there are problems with other support staff. For example, Deaf students often find that support workers allocated to work with them can't use fluent BSL and don't know the basics of interpreting. Notetakers sometimes join in classes as if they were students. As Scotland now has a new regional structure, it is an ideal time to ensure that every area of the country has an agreed minimum level of skill to work with Deaf and hard of hearing students. This is a very wide range of students: older students often have acquired deafness, for example.

The NATED Scotland committee is happy to talk to anyone in the regional college management structures or workers currently providing additional support for deaf students. Our aim is to work together to raise standards and improve access to Further and Higher education for d/Deaf students in Scotland. Talk to NATED Scotland committee members at today's conference.

Draft job descriptions may be downloaded from <http://natedscotland.wordpress.com/>.

Exhibitor profile: NDCS

The National Deaf Children's Society (NDCS) is the leading charity dedicated to creating a world without barriers for deaf children and young people. New research published by the National Deaf Children's Society highlights that deaf young people in Scotland are regularly falling behind at school and missing out on higher education and employment opportunities.

