

Equity, Access, Inclusion and Success Supporting Deaf & hard of hearing Staff and Students

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Who are We?

- Cathy Easte
- Dr Riona Tindal

- Both sharing from lived experience here today – as well as professional experience

- NB – we can not speak for all Deaf persons/ students – their experiences and needs are unique





What we are not covering today...

- The exact how to do items
 - How book captioning / interpreting and so on
- The technology best to use – though may mention some items
- How to make your learning management systems accessible
- Previous [ADCET resources](#)



What we will cover

- Best practice in supporting Deaf/Hard of hearing students and staff – along with why
- Why? – To ensure Deaf/hard of hearing persons have equitable access to information and feel like they are included and have a sense of belonging – so they can succeed on the same basis as others

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“Trust”

Imagine that you have to (blindly) trust an interpreter to accurately translate what you say and how do I know they are doing that?

It is tiring to think in two languages every day, as my first language is not English or Auslan.

Finding a good interpreter is crucial in ensuring your clear communication/participation

Captions do not always replace Auslan interpreting



Inclusion for me: definition

- Share the burden of organising access
- Never assume going to inaccessible event, gathering or workshop is ok because there are handouts
- Ask, always ask



That Deaf Guy

THAT DEAF GUY



That Deaf Guy – Matt and Kay Daigle

www.thatdeafguy.com

Cartoon used with permission from Matt Daigle

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Deaf Fatigue

Sometimes termed listening fatigue, concentration fatigue – extreme tiredness from trying to ‘listen’ or lipread, fill in the blanks, make sense of auto captions that are not correct.....

Can you work this out?

“...en ou av iid tur o sh..”

Try saying it aloud – what do you think it is?



Deaf Fatigue - lipreading

Can you work this out?

“...en ou av iid tur o sh..”

“When you have finished, turn over your sheet.”



Ability to participate

- Not dependent upon speech capacity
- Lipreading capacity
- Level of hearing loss
- Access to captions – auto or real time

- Imagine a day of 4 or more meetings and you glean sentences over 6 hours like the previous example and your brain has to add in all that is missed using cues
 - Knowledge of situation
 - Jargon used
 - Knowledge of person
 - Topic knowledge.....





Assumptions

- Don't Assume
 - Needs
 - Abilities
 - Signing / oral / English
 - Background
 - Careful of labels
- Always Ask
 - Communication needs
 - Background and experiences
 - Labels preferred

How can we support students

- Check expectations
- Develop agency in students
- Preparation – for study, early notification
- Back up Options – make sure they know options when captions/ interpreter access fails
- Responsibilities – who (students need learn their responsibilities)
- Its not about \$ but support and real life options
- Normalise experiences – they are students same as all students – deaf or not!



...supporting students

- Desire for full inclusion – all activities, all group work, all exams, all placements...
- Tools for future
- Use mainstream resources – with support
- Plan for the social environment – build the sense of belonging (NDIS can use funds here too)
- Extra activities – Overseas experiences / Internships / Group Work / Clubs....consider a Deaf Space if you have a number of deaf students



How can you help in supporting staff

- EAF (Job Access)
- Remember the fatigue concerns
- Sharing burdens – who books what
- Microphones in meetings (online)
- Social not just work – everyone's responsibility
- Spending dollars on 'extras' for support (but there's always food)
- Career building not just a job



Events - audiences

- Plan for access
- Budget
- Advertise access that will be available
- Ask at registration of needs (they always ask re food – not access)
- Book in advance (can cancel if not needed)

Access needs are not a choice!

Tips

- Be creative with your inclusion
- Ask – they often are happy to advise
- Face them, stand in clear light, talk normally



Questions

Useful links:

- <https://www.jobaccess.gov.au/deafness-hearing-loss-work>
- <https://learnauslan.com.au/>
- <https://deafconnect.org.au/?s=Learn+Auslan>
- <https://hearforyou.com.au/listening-fatigue-within-the-deaf-and-hard-of-hearing-community/>
- Auslan interpreter booking services – Deaf Connect, Expressions Australia, Auslan Services, NABS, Auslan Interpreter Services and more...
- deafstudentsupportprogram@griffith.edu.au

THANK YOU

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