

INCLUDING DEAF AND HARD OF HEARING ATHLETES

Nathan Gaudreault, MS

Albuquerque Sign Language Academy

OVERVIEW

- Introductions
- Defining deafness
- Characteristics of deaf players within sport and physical activity
- Inclusion strategies for coaching deaf players
- Discussion and Q&A

INTRODUCTIONS

- Your name
- Soccer club and location
- Experience with deaf community and players
- What you're hoping to get out of this session

DEFINING DEAFNESS

- Deafness: hearing loss that is severe enough that speech is indiscernible.
- Causes of hearing loss
 - Conductive: sound is not transmitted well to inner ear (hearing aids effective)
 - Sensorineural: damage to inner ear or neural pathway from inner ear to brain
 - Mixed: combination of conductive and sensorineural

Table 1. Some Indications that a Student May have a Mild or Moderate Hearing Loss

- Often does not respond to name when called
- Has difficulty locating sounds
- Misunderstands instructions (students may “bluff” and try to guess what you are saying rather than admit they cannot hear)
- Seems like a slow learner
- Becomes restless and bored easily in class or during group discussions
- Often asks others to repeat words and sentences
- Often waits and watches others first before attempting to perform an activity
- Mispronounces words, especially consonants in new vocabulary
- Appears uninvolved or withdraws when in a group
- Suffers from frequent ear infections, which can also cause a fluctuating hearing loss

Sources: Alexander Graham Bell Association for the Deaf and Hard of Hearing, 2005; Lieberman, 2005; Reich, 2007.

DEAF CHILDREN, FITNESS, AND ACTIVITY

- Lower physical fitness levels than hearing peers.
- Reduced physical activity levels as compared to hearing peers.
- Motor and balance skills are delayed.
- Fitness and balance skills are improved through sport participation.

INCLUSION STRATEGIES

- American Sign Language interpreters
- Cochlear implants and hearing aids
- Visual aids and demonstrations
- Peer teaching/coaching

COCHLEAR IMPLANTS & HEARING AIDS

Table 1.
Precautions for CIs and Hearing Aids in Physical Education

CIs	Hearing Aids
Avoid activities that increase the risk of falls or blows to the head.	Prior to beginning instruction, always gain the attention of deaf students (assuring correct positioning/facing instructor; Reich & Lavay, 2009).
With proper instruction, deaf students can remove their CI device and then wear a headband.	Ensure that deaf students can see your face clearly and that they are facing away from distractions, including sun and wind.
Be cautious during winter activities and in situations that may create uncomfortable sensations around a deaf student's head and neck.	Repeat instructions multiple times in different ways: verbally, visually, through demonstrations, in writing, and through ASL interpreters.
Excessive sweating may cause moisture to the CI device; students can remove the devices or wear headbands to keep them dry during vigorous activity (Hilgenbrinck, Pyfer, & Castle, 2004).	Use sequence topics as much as you can because of new materials allows deaf students to connect with familiar content.
To avoid static electricity, which may demap the device, avoid balloons, rubber, dry mats, and plastic slides.	Use peer tutoring to teach strategies as much as you can so it will enhance time on task. In the same sense, use the buddy system for getting attention and changing stations or activities.

Source: Lieberman (2011)

VISUAL AIDS

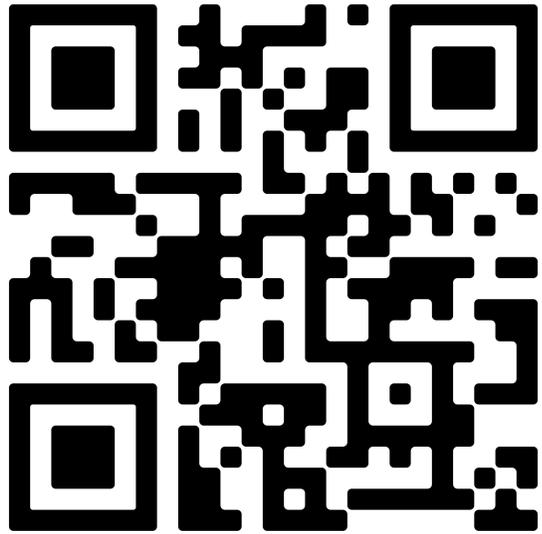
Table 2.
**Visual Aids for Students Who Are Deaf
or Hard-of-Hearing**

- Posters—presenting instructions and pictures
 - Smart boards or black/whiteboards with explanations, field diagrams, and placement of players
 - Pictures and videos
 - Demonstrations
 - Written announcements
 - Videos with open or closed captions or English subtitles
 - Handouts
 - YouTube demonstrations
 - Facial expressions, gestures, and other body language
 - iPad videos
 - iPod Touch videos
-

COACHING STRATEGIES

- Gain trust and information. Talk privately with the player; ask them what they need and how you can help.
- Create a climate of emotional safety
- Face players and make eye contact
- Players with hearing loss should be at the front of the group/team
- Do not walk around the field while giving instructions
- Face the sun, remove hats and sunglasses
- Repeat questions and comments from other students
- Verbal instructions must be short and concise
- FULL DEMONSTRATIONS for every task/activity
- Print and write out instructions, terms, or new concepts
- Establish clear signals for emergencies and other critical team/practice functions

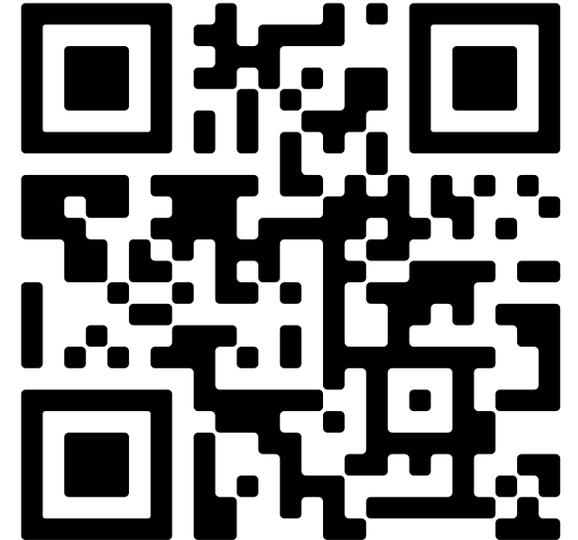
DISCUSSION AND QUESTIONS



SCAN ME

Thank you!

Nathan.Gaudreault@gmail.com



SCAN ME