

Experiences of Education by Young Deaf and Hearing Impaired People in Northamptonshire

A small scale study by Teachers of the Deaf, Monica Hamill and Sue Goringe

Part 1 – Introduction

- 1.1 Purpose**
- 1.2 Methodology**
- 1.3 Summary of questionnaire findings**

Part 2 – Interviews

- 2.1 Background of Interviewees**

Part 3 - Interview questions – Summary of Responses

- 3.1 Communication**
- 3.2 Deaf Peer Groups**
- 3.3 Secondary School**
- 3.4 Communication Support Workers:**
- 3.5 Qualifications**
- 3.6 Deaf Awareness at School**
- 3.7 Enjoyment of School**
- 3.8 PHSE for Deaf students**
- 3.9 Choice of school**
- 3.10 Transition and post 16 destination**
- 3.11 Deaf awareness at college/work/university**

Part 4 – Priorities for Action

Appendix 1 - Questionnaire

Part 1 - Introduction

1.1 Purpose

The purpose of this research was to look at the experiences and educational outcomes of pupils in Northamptonshire with a statement of educational need for hearing impairment. Initially the focus was on transition from the end of compulsory education, with a view to identifying any improvements that might be made to the transition process.

The study has enabled students to highlight both the strengths and weaknesses of their experiences of Secondary school and their transition to post 16 destinations. Locally, services and provision for deaf pupils are being reviewed. At a national level radical reforms to schools and reviews of entitlements for disabled and SEN pupils are taking place. This study provides an important local snapshot which can be used to plan and evaluate any new services, provisions and arrangements for deaf pupils.

1.2 Methodology

In the first instance we designed a questionnaire which included the topics of:

- Audiology
- Secondary school education
- Qualifications
- Post 16 choices

The target cohort was young people who completed their compulsory education between June 2007 and June 2010. A total of 24 questionnaires were sent out and 14 were completed and returned (58%). Of those returned, 5 were completed by 16-18 year olds, 7 were completed by those who were 19 years old or older and 2 did not give their age.

Some respondents indicated that they would be happy to be interviewed further by a Teacher of the Deaf. Interview questions were structured to follow the same themes as the questionnaire, but were designed to elicit more detailed information about the pupils' experiences. Full notes were taken during the interviews and interpreters were provided for those interviewees who were British Sign Language (BSL) users.

We would like to acknowledge Clarissa Prior-Jones, Specialist Educational Psychologist, for her advice and support in helping us to structure and evaluate the questionnaire and interviews.

1.3 Summary of questionnaire findings

The majority of respondents to the questionnaires were happy with the knowledge they had of their hearing loss, were pleased with the service they received from audiology services and felt well prepared for the transition to adult audiology services where appropriate.

Nearly all of the students who responded to the questionnaire left school with some qualifications and overall the range of outcomes at GCSE and Post-16 compared favourably with the national picture, just a little below the average achievements in GCSEs and A Levels for hearing students in 2010.

Generally, there was a feeling that the support received in school had not been enough and particularly for those pupils individually placed in mainstream schools. Enjoyment of school seemed to be influenced by other factors e.g. the presence or not of other deaf pupils and not just the amount of support provided.

We felt that the overall picture arising from this part of the study was an encouraging one. Most of the respondents were quite positive about their education and they retained a range of positive, often high and interesting aspirations for their future lives. These included:

- Graduate with honours and probably work in the finance sector
- Gain qualification in Beauty Therapy
- Work at St Andrew's Hospital Deaf unit
- Become solicitor/barrister for deaf/disabled people and later teach law
- Be a teacher or sports coach
- Freelance projects
- Work in media, either journalism or TV/radio presenting
- Become youth worker or Teacher of the Deaf or BSL Level 1 tutor. Also visit different deaf schools
- Continue working for Royal Mail
- Try and get hearing back if possible
- Work in sport
- Work and live independently
- Get a job as an illustrator

However, we cannot be complacent. It may be that the students who responded were more likely to be those with positive views and there were some clear lessons to be learned from this part of the study and the interviews that followed. These are summarized at the end of this report.

A copy of the questionnaire and a full analysis of the results are set out in appendix 1.

Part 2 - Interviews

2.1 Background of interviewees

All the young people who completed the questionnaires were invited to be interviewed to give more detailed responses.

Following this, six young people from the above cohort were interviewed - four males and two females. All had either a profound or severe hearing loss:

Method of communication

- 1 was a British Sign Language (BSL) user
- Five used either spoken language or both spoken language and BSL

Post-16 destination

- Two are currently attending University following 6th Form.
- Two are currently attending a local Further Education College, having transferred there at the end of compulsory education.
- One, who attended Further Education College at the end of his compulsory education, is now in full-time employment
- One completed A levels and is now pursuing an acting career.

Secondary education

- Three males attended a large mainstream school with a Designated Provision for HI pupils -Total Communication
- One male attended a Special School
- Two females were individually placed in mainstream schools.

All who agreed to be interviewed were from either Northampton or the south of the county. Those in the north of the county were invited to participate but declined. All were given of a choice of communication during the interview i.e. – spoken English, Signed Supported English or British Sign Language. Three chose to use a BSL Interpreter.

Part 3 - Interview questions- Summary of Responses

3.1 Communication

- All interviewees had used both BSL and English
- One moved from BSL to English following Unilateral Cochlear Implantation (CI) at the age of four and now no longer uses BSL
- One has used BSL as their preferred language since the age of four
- Four learnt BSL later: either in their teens or at university.

Those interviewees that had learnt BSL later all felt that they preferred to use BSL when communicating with deaf people because it made communication easier and more relaxing. One interviewee felt strongly that he would have liked the opportunity to learn BSL at an earlier age. He was 13/14 years old when he first had access to BSL.

He commented:

“Wanted to learn, BSL very visual, easier. With hearing, need to rely on lip-reading. I couldn’t hear the tone of voice. I can see ‘emotions’ in BSL. Definitely wish I learnt BSL at an earlier age.”

Another young person who attended a Special School commented:

“Nice for deaf people. Some can’t talk, nice to communicate.”

A young person who attended a DSP and learnt to sign in YR9/10 commented:
“BSL Tutor definitely important for me—if I hadn’t met up with him would probably have made wrong choices after school”

For consideration

Should all deaf students have access to BSL if they choose?

Suggestions from interviewees:

- BSL should be offered as a GCSE option in school for deaf and hearing students.
- Opportunities should be provided for mainstream staff to learn BSL.
- More deaf role models in school - to show deaf students how they can succeed.

3.2 Deaf Peer Groups

- Four of the six interviewees had access to a deaf peer group on a regular basis.

The four males were all very positive about having regular/daily access to a deaf peer group and felt it was very important, especially those that attended a large mainstream school with a DSP. One of them commented:

“In a big mainstream school can easily get ‘lost’, DSP felt like a second home”
“Mixed well together, good friendships”

Access to a deaf peer group on a daily basis provided an important support network.

- :
- Three, who all had regular access to a deaf peer group, [DSP or Special] were happy with the level of contact.
 - One – attended mainstream with DSP would have preferred a school for the deaf.
“Definitely would have liked more contact with deaf peers”

Of the two interviewees that had no deaf peer group:

- One, a CI user [communicates orally], did not feel any need to have a deaf peer group and would not have changed the fact that she did not have one. [She attended an Independent school.]
- The other was a profoundly deaf female [hearing aid user, communicates orally] who was individually placed in a large mainstream school. She reported that she did not miss having a deaf peer group at the time because she ***“knew no different. I did feel really isolated. I knew I was different and that others saw me as different - I was very conscious of that”***.
She also commented: ***“Looking back when I was at school I was anti-deaf — I felt to fit in I had to ignore my deafness --- looking back as I am now I would have appreciated more contact with deaf peers”***

For consideration

Should all deaf students, especially at secondary school, have the opportunity to have access to a deaf peer group on a regular basis?

3.3 Secondary School

- One had no Learning Support Assistant (LSA) or direct support from a Teacher of the Deaf (ToD). She attended an Independent school. She reported class sizes were small. She was very satisfied with the support she received at school.
- Five had either LSA or Communication Support Workers (CSW).
- Two had no direct support from a ToD.
- Four had at least weekly or daily support from a ToD.

Five of the interviewees felt they had received the right amount of support at secondary school. Those that attended DSP provision felt there was good liaison between LSA/CSW and ToD to meet their learning needs. One, at the Independent school, received just two monitoring visits a year from a ToD and her view was that this was still more than necessary.

She commented that it was:

“Too much support.”

A young person who attended a DSP (BSL) commented:

“Good support, met my needs”

“Helped to improve my English skills - English has improved”

Another young person who attended a DSP commented:

“Teacher of the Deaf reinforced mainstream lessons”

The interviewees would have preferred modifications to the support they received in the following areas:

- One would have preferred more 1:1 withdrawal sessions in the DSP.
- Notetaker in lessons – this was in reference to divided attention issues for Deaf students. It is very difficult to watch the CSW or subject teacher and note-take at the same time. This was an issue for both oral and signing students.
- A young person who communicated orally and BSL commented:
“ I can’t write down and watch at the same time----like to concentrate on CSW in class – and have note-taker to reinforce at home”

3.4 Communication Support Workers:

- Interviewees stated it would be an improvement if there was continuity in the support given – for example the same CSW supporting in all maths lessons.
- It is important that CSWs have a good level of signing skills.
- One interviewee commented that in his opinion the signing skills of the CSWs were variable therefore:

“Should match CSW skills and strengths to the needs of individual pupils”

For consideration

- Regularly monitor and evaluate the type and level of support with the young person to ensure it is meeting their needs at the time.
- Should we be more flexible for the young person throughout the academic year to reflect any change in their needs e.g. more opportunity, if needed, to have access to 1:1 support, notetaking as required?

3.5 Qualifications

All students were satisfied or pleased with their results except one who was disappointed with her A level grades. However, she was very pleased with her GCSE results. She felt there was not enough appropriate support at A level [She communicated orally and received no direct input from a ToD.]

Her comment was:

“Huge gap between GCSE and A level. More support would have been useful.”

A young person who attended a DSP said:

“Pleased absolutely pleased, some subjects achieved better grades”

Another young person who also attended a DSP said:

“Feel satisfied with what I have achieved. It was hard work, learnt lots and studied lots”

3.6 Deaf Awareness at School

One interviewee was happy with her experience at school; however overall the feedback indicated that the deaf awareness of teaching staff in both mainstream and special school needed to improve, even though most staff had received some deaf awareness training. The interviewees commented that basic strategies were not put into place. e.g.:

- Inappropriate use of FM System
- Writing on the board whilst speaking with their back to HI pupil
- Not clarifying language in lessons.

A young male who attended a DSP said:

“NO, NO, NO-they didn’t understand - didn’t use microphone - just did their own thing”

A young person who attended a mainstream school said:

“NO — don’t make me laugh”

Another young person who attended a DSP commented:

“Looking back, wish I had confidence to challenge perception ‘deaf, not stupid’”

Some of the interviewees were confident to remind /prompt teachers, but not all students felt they could do this to all teachers as some were more approachable than others.

A young person who attended a mainstream school reported:

“More deaf awareness training. Not just one off, continuous. One deaf awareness session is not enough for teachers to learn, absorb and put into practice. This is high priority. If provided more intensively, teachers will take it on board.”

One student explained there were issues of ‘deaf awareness’ from teaching staff – for example she was dis-applied from the Speaking and Listening Module in English Language GCSE without any consultation which impacted on her final grade.

“We didn’t think you could do it’ – they didn’t ask, it’s not for them to judge”

For consideration

- Should we regularly be monitoring/evaluating how deaf aware staff are, by observing lessons and getting feedback from the student?
- Should we provide Inset on a more regular basis throughout the academic year?
- Decision making should always involve the student.

3.7 Enjoyment of School

Three interviewees were very happy at the schools they attended:

- Special school (Oral and BSL)
- DSP – BSL
- CI - Oral – attended Independent school

One communicated orally when he transferred to Secondary provision. He found the transition difficult and experienced some bullying related to his deafness. He learnt to sign in Year 9 [DSP changed to Total Communication] and felt much happier about himself and his identity. He reported that when he completed his schooling he was very happy.

He commented:

“Sense of deaf community /group, communication was good, and we supported each other”

One interviewee, also oral when he transferred in Year 9, felt very isolated at times. Learning to sign in Year 9/10, and having a deaf peer group he could communicate with, improved how he felt about school but he would have preferred a school for the Deaf.

Another young person commented:

“ I was the only deaf person at school but I had good friends----it was a private school so had small classes”

The interviewee who attended a Special School commented:

“ Yes –I am a happy person—all nice people, all staff, small classes”

One interviewee who attended a mainstream school reported she was not happy at school, the main reason being that she had no friends.

“My best friend was probably my LSA - only person who I could talk to.”

“Spent break and lunchtime mostly on my own”

For consideration

There is a clear link between establishing ‘friendship groups’ and being happy at school.

3.8 PHSE for Deaf students

- Three attended PHSE for deaf students.
- Three did not attend as it was not available to them; however, two felt it would have been valuable to have been able to participate.

Those who attended PHSE courses specifically designed for deaf students reported it was both a very positive and valuable experience. The courses covered a range of topics and communication was easy.

A young person who attended a DSP commented:

“They were brilliant for deaf students --- it involved other deaf students from different schools and mixing with a larger group of deaf students”

Their view was that it is important to continue to provide PHSE courses for deaf students.

For consideration

Continue to provide and extend access to PHSE courses for deaf students

3.9 Choice of school

Four would make the same choice of school again. Three stated that they were happy with the school they attended. The fourth said he was ‘happyish at school’— [DSP]. However, he said he would make the same choice again because he felt it provided him with skills and ability to be confident in the hearing world. He commented:

“Best of both worlds”

A DSP student commented:

“Important to be with deaf and hearing”

One interviewee [DSP] stated he would have preferred to have attended a school for the Deaf. These feelings developed when he started to learn BSL. However, in his opinion, he feels he achieved more at a mainstream school.

One student who attended a mainstream school commented that she was happy in mainstream at the time, but: ***“Looking back when I was at school I was anti-deaf — I felt to fit in I had to ignore my deafness - looking back as I am now I would have appreciated more contact with deaf peers”***

3.10 Transition and post 16 destination

- All three who transferred from school to college found the transition difficult.
- One of them commented about his transition to college:
“NO, NO, NO- I was drowning”

3.11 Deaf awareness at college/work/university

- The two attending University were both happy with the support and deaf awareness at University.
- Initially deaf awareness was not good at college making the transition from school to college difficult
- One young person [DSP]who stayed on into the 6th Form experienced no problems and felt that he had received good support.
- Another young person commented that during Year 11 it would be helpful to have more support in acquiring life skills and independent skills to prepare for transitions
- Three felt that more transition visits to college in Year11 before starting full-time in September would be of great benefit.
- A suggestion was made from one young person that involvement from the HI team for the first term at college to liaise with college staff and students would be valuable.

For Consideration

Should there be a structured transition programme from school to college?

Part 4 – Priorities for Action

- Ensure that this report gains as wide an audience as possible – education professionals working with deaf pupils including secondary school subject teachers who have a deaf student in the class need to be aware of and act on the issues raised.
- Keeping teaching staff deaf-aware in mainstream and special schools is a high priority. As well as offering academic support, Teachers of the Deaf need to monitor and address access issues for deaf pupils within the classroom very regularly and should follow up concerns raised by their students.
- Ensure that the things highlighted as good practice by deaf students such as access to BSL teaching, pupils' involvement in decision making, peer/friendship groups and specific PSHE are embedded in services and provisions alongside good quality academic support.
- Ensure that all support workers, including CSWs, are suitably skilled and qualified to work with pupils at secondary school, that support is matched to communication needs and reviewed regularly with the student.
- Empower young people to do their own research before making post 16 choices e.g. ensuring there is communication support at open evenings and facilitating contact with older deaf students who can act as role models or mentors
- Work at improving continuity of support and more effective partnerships with FE providers to support students transferring from school to college.
- Ensure that this exercise isn't just a "one off", that there is a system that enables young people to give feedback about the services and support they receive and that

their feedback is acted upon on an individual basis, within service planning and evaluation.

Appendix 1

Analysis of Questionnaires

Audiology

Most respondents had either a profound or severe hearing loss, only one having a moderate loss. Those with a severe loss used English or both English and BSL as their preferred mode of communication. Of the eight with a profound loss, three used only BSL, two used both English and BSL and three used only English. All respondents were hearing aid or cochlear implant users and said that they wore these all of the time. The majority of them attended their hospital appointments most or all of the time while they were still at school and 82% were very satisfied with the service they received. Only seven of the respondents had already transferred to adult audiology services and they all felt that they had been well prepared for this.

Secondary Education

Setting

43% of respondents reported that they had attended a mainstream school, 50% had attended a DSP and one had attended a Special School. (However, one of the respondents had reported attending a DSP when in fact they had attended a mainstream secondary school and another also reported attending a DSP when they were in a Special School, though not for hearing impairment.) Of the eight with a profound loss, five had attended a DSP and three a mainstream school. Similarly, of the five with a severe loss, two had attended a DSP, one a Special School and two a mainstream school. Those placed at a DSP all had other hearing impaired students within the school and of those placed in mainstream schools, two were the only hearing impaired student in their setting. In total, 57% of respondents had four or more hearing impaired peers within the school. The majority of respondents wore their hearing aid/cochlear implant all the time when at school.

Qualifications

57% of respondents left school at the end of Year 11. Of those, three did not comment on qualifications obtained. Of the others, all left school with at least five GCSEs (grades A-G) or a mixture of five or more GCSE / BTec / City and Guild qualifications.

Two of the respondents left school at the end of Year 12. Both had a severe hearing loss. One achieved Entry level certificates and the other achieved five GCSEs (grades A-G) and an NVQ level 2.

Of the four respondents who left school at the end of Year 13, three had a profound hearing loss and one a severe loss. All achieved five or more GCSEs including Maths and English at Grades A-C. three of the respondents also achieved at least three A levels and one achieved one A level and two AS qualifications. three of these students had attended mainstream schools and only one was a cochlear implant user.

Several of the students had also achieved qualifications in BSL. Of those attending a DSP with a profound hearing loss, three students achieved level 3. Of those in mainstream schools, one achieved level 1 (profound loss) and one achieved level 2 (moderate loss).

Support

All the respondents had received support at school from either a Teacher of the Deaf, CSW or LSA. Of those respondents who received 12 or more hours support each week, (9 students in total), only four felt that the support had been enough for them. Three were almost satisfied with the level of support received and two felt it had not been enough. Three students had received between 1 and 3 hours support each week and they all felt that it had not been enough. The student who received 4-6 hours and the student who received only monitoring visits both felt satisfied with the level of support.

Those students who were least satisfied with the level of support they received all attended mainstream schools.

Enjoyment of school

Four of the respondents reported that they had enjoyed school a lot. Three of these had also been pleased with the level of support they had received in school. These respondents were from both mainstream schools and DSPs.

An equal number indicated that they had not enjoyed secondary school very much at all. Three of these had attended mainstream schools, although only one felt that they had been given insufficient support.

Post 16

Making choices

The majority of respondents were happy with the information they received to make choices about post 16 options. 50% or more had received help/advice in making these decisions from parents and school staff. Many had also had help from their Teacher of the Deaf and Connexions. Some had also received help from open evenings at college and a deaf role model.

Some felt that making choices could have been made easier by doing more independent research, receiving more information from the schools via presentations/open evenings and by obtaining more information about universities that are "deaf aware" and/or have larger deaf communities within them.

All the respondents who left school at the end of Year 11 went on to study at college. The two students who left at the end of Year 12 have also attended college.

Three of the four students who stayed in the 6th form to take A levels have now gone on to study at university.

Three students have been involved in some form of voluntary work and five students have been in paid employment, either on a full or part-time basis.

Services and Social Activities

All of the respondents had accessed at least one of the services listed on the questionnaire. Of the three students who used BSL as their only means of communication, only one had made use of a BSL interpreter, whereas of the four who use both BSL and English, two had used a BSL interpreter. Over 50% of respondents had made use of hospital services and Connexions. A small number had used the doctor and Talking with Hands and only two respondents had used Deafconnect or sought advice on benefits.

Almost 70% of respondents indicated that they are involved in other organisations, the majority having involvement with sports clubs.

Four of the respondents currently socialise only with hearing friends. Another two socialise predominantly with hearing friends and seven socialise with both deaf and hearing friends. Only one respondent socialises predominantly with deaf friends, despite being educated in a mainstream school, using an oral/aural approach and with no hearing impaired peers in the school.

Post 16 Questionnaire – Collated Results

Name:

Age:

Audiology

These questions are about you now.

1. What is your degree of hearing loss? (Please tick one)

Mild

Moderate 7%

Severe 36%

Profound 57%

Don't know

2. Would you like more information about your hearing loss?

Yes 29%

No 71%

3. How do you choose to communicate?

BSL 21%

English 50%

English and BSL 29%

Other

If you have ticked other please explain

4. Do you wear a hearing aid?

Yes 100%

No

5. If yes, what is it?

Behind the ear aid 86%

Cochlear implant 14%

BAHA

Bone conduction aid

6. Do you wear your hearing aid/cochlear implant

All the time 100% [Only 12 responses to this question]

Most of the time

Some of the time

Not very often

Never?

7. If you don't wear your hearing aids very often, please tell us why

Think back over the past few years.

8. Did you attend your hospital appointments

All the time 67% [Only 12 responses to this question]

Most of the time 17%

Some of the time 17%

Not very often

Never?

9. During your time at secondary school, were you satisfied with the audiology service that you received?

1 2 3 4 5 6 7 8 9 10

Not at all**A lot**

82% -very satisfied (8, 9 or 10) 18% - satisfied (6 or 7) [only 11 responses]

Only answer question 10 if you are 18 or over.**10. Do you feel you were well prepared for the transition to adult audiology services?**

1 2 3 4 5 6 7 8 9 10

Not at all**A lot**

100%- very satisfied (8, 9 or 10) [only 7 responses]

Secondary Education**1. What type of secondary school did you attend?**

Mainstream 43%

DSP within a mainstream school 50%

Special School 7%

2. Were you the only deaf student at your secondary school?

Yes 14%

No 86%

3. If no, how many deaf students were there?

1 – 3 27%

4 – 6 45%

More than 6 27%

4. When you were at secondary school, how often did you wear your hearing aid/cochlear implant?

All the time 86%

Most of the time 7%

Some of the time

Not very often 7%

Never

5. When did you leave school?

At the end of year 11 57%

At the end of Year 12 14%

At the end of Year 13 29%

6. What qualifications did you obtain at school?

Results –10 responses

GCSE	GCSE	GCSE
5 Grade A – C including Eng and Maths	5 Grade A – C	5 Grade A--G
29%	43%	64%

AS Level 36%

A2 Level (1 or more) 29%

A2 Level (3 or more) 21%

7. Please list any other qualifications not listed above.

Entry Level 7%

Btech 36% (14% passed Level 3)

NVQ Level 2 7%

City and Guilds 7%

ALANS Level1 7%

BSL Level1 36%

BSL Level 2 29%

BSL Level 3 21%

8. What support did you receive at secondary school? (Please tick all that apply)

LSA 36%

CSW 36%

Teacher of the Deaf 86%

9. How much support did you receive at secondary school/college in total each week?

Less than hour 7% [monitoring]

1 – 3 hours 21%

4 – 6 hours 7%

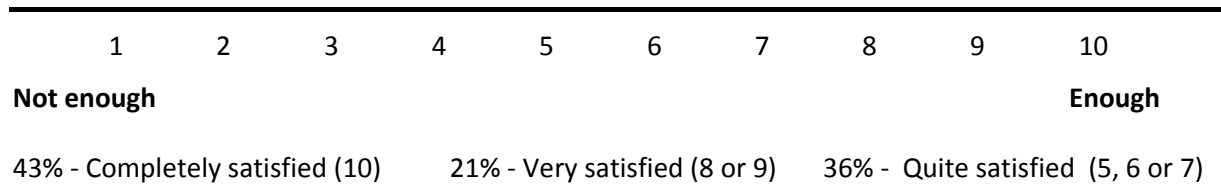
7 – 9 hours

10 – 12 hour

More than 12 hours 64%

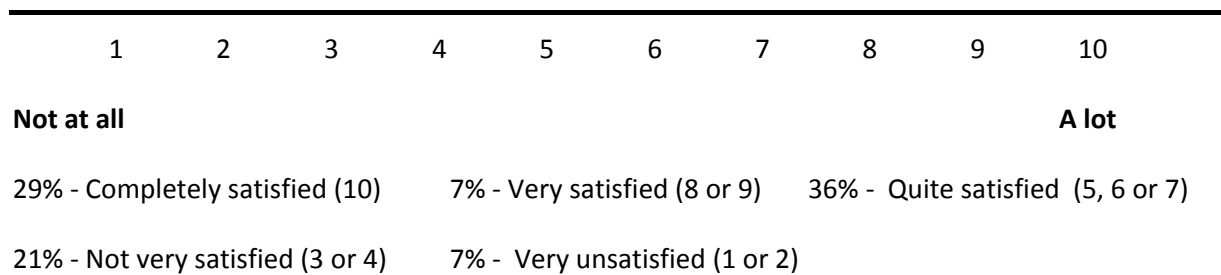
10. Was this enough support for you?

Please mark on the line below.



11. Did you enjoy secondary school?

Please mark on the line below.



Post 16

1. Did you have enough information to make choices about what to do when you left school?

Yes 85% [only 13 responses]

No 15%

2. Who helped you to make these choices?

Parents 64%

Teacher of the Deaf 50%

School staff 57%

Connexions 29%

Other 14%

(If other, please tell us who).....

3. What would have made it easier for you to make these choices?

.....

4. What did you do after Year 11 up to the present day?

6 th form	36%	Apprenticeship -	
College	71%	CANTO-	
Work	36%	Other	7%
University	21%	Nothing -	
Voluntary work	21%		

5. Which of the following services have you used?

BSL interpreters	21%	Others	29%
Doctor	43%	Talking with Hands	29%
Hospital	64%	Advice on benefits	14%
Connexions	50%	Deafconnect	14%

6. Are you involved in any other organisations?

Sports clubs	57%	Youth groups	14%
Talking with Hands	14%	Theatre groups	
Other			

(If other, please give details)

36% did not indicate that were involved in any of the above or other organisations

7 Who do you usually socialise with out of work/school?

Please mark on the line below.

1 2 3 4 5 6 7 8 9 10

Only deaf friends

Only hearing friends

29% - Only hearing friends (10) 14% - Mostly hearing friends (7, 8 or 9)

50% - Both hearing and deaf friends (4, 5 or 6) 7% - Almost only deaf friends (2)

8. What do you hope to do in the future?

.....
.....

9. Would you be willing for a Teacher of the Deaf to come and interview you?

Yes 83% [only 12 responses]

No 17%

10. Would you be willing for an audiologist to come and interview you?

Yes 83% [only 12 responses]

No 17%