

Abstract book



State School Center for
Education and Rehabilitation
"PARTENIJA ZOGRAFSKI" - Skopje



The European Federation of Associations
of Teachers of the Deaf

25th FEAPDA

Congress 2019

**Preparing deaf learners
for life and independence**

26 to 28 September 2019
Thursday, Friday & Saturday
Marriott Hotel
Skopje, R. N. Macedonia



Supported by:
Ministry of Education and Science
of the Republic of North Macedonia



About Skopje



Skopje is the capital of the Republic of North Macedonia, the City that lies in the heart of the Balkan Peninsula, at the crossroad of important communications, a city with a 2000 years old tradition. Skopje is a modern city with population of almost one million and presents Macedonia's major political, economical, educational and cultural center. It continues to be a focus for new residents, economic development, construction and refurbishment. Skopje urban area extends across the Skopje valley for approximately 30 kilometers (18.75 mi) in width and comprises 10 municipalities.

Skopje also is a very attractive tourist destination with its fortress, cultural and historical monuments, archaeological sites, sport halls, caves in the canyon of the River Treska and Lake Matka and a health spa in the eastern part of the city. Skopje is steadily becoming a vital regional route for international flight operators. The town with the beautiful quay of the Macedonian river "Vardar", the narrow streets in the Old Bazaar which is the biggest bazaar preserved in the Balkans today, the town is internationally famous for being the birthplace of Mother Teresa. He has blossomed into a thriving, stimulating city to explore, defining itself as an exciting tourist destination with the 1500 years old fortress Kale and monastery St. Pantelejmon with the fresco "Lamentation of Christ", with the first signs of the Renaissance, the Islamic monuments Sultan Murat's- Hjukar Mosque, the Daut Pasha's bath.



What is FEAPDA?

Mr. Walter Wouts established the Federation in 1969 in Brussels (BE). He was at that time principal of a school for deaf children in Belgium (Woluwe) and was one of the most active promoters of the Federation. The setting up of this Federation came from a very strong desire from teachers of the deaf to play a more active role in discussions and to allow them to express and exchange ideas about the education of the deaf in a smaller setting instead in the big international congresses.

A congress is held every second year in one of the member countries. The aim of these biennial congresses is to spread good practice, to hear about new developments in the field and to allow teachers of the deaf to meet each other to discuss their work. The congress language is English. A congress is mostly visited by over a hundred participants.

The following countries are members of the Federation:

Luxembourg, Germany, Belgium, The Netherlands, United Kingdom, Switzerland, Italy, Slovenia and Sweden. Unfortunately France (keymember) has left the Federation a couple of years ago, because they have no longer a French association of teachers of the deaf.

How is FEAPDA organised?

FEAPDA's headquarters are located in Luxembourg. The work in FEAPDA is regulated in its constitution. FEAPDA operates through the Council and the executive Committee. The Council is the deciding institution of FEAPDA. Each associated country is represented in the Council by 2 or 3 delegates.

The Council meets every year. The delegates are elected for a period of 4 years. These delegates are representatives of their own respective countries. They are responsible for spreading all information about FEAPDA and also for the country presentation during the congress. The subject of a country presentation is related to the congress theme.

The Committee is composed of five members: the president, the vice-president, the secretary and the treasurer. The members of the Committee are elected for a period of 4 years. The Committee meets twice a year and is responsible for carrying out the decisions of the Council.

How does FEAPDA work?

The work in FEAPDA is totally based on voluntary contributions and has no permanent employees.

One of the most important tasks for FEAPDA is to arrange a congress every second year. The theme of the congress is decided the year before the congress after suggestions from the different national associations. Themes of the previous congresses. The congresses last three days: Friday, Saturday and a part of the Sunday. There are usually a couple of main lectures (keynotes) and reports from the national associations (country presentations) are presented. During the congress there are discussions in various linguistic groups. After the congress the lectures will be published on the website.

FEAPDA: goals for the future

It's important to emphasize that FEAPDA is an organisation above all for teachers involved in the education of deaf and hard of hearing impaired children and youths. FEAPDA focusses on the professional teachers and workers in the field to give them a change to meet, to discuss, to exchange experiences and ideas about their work. FEAPDA tries to get more European associations as members. For more information, please contact the president.

KEYNOTE SPEAKERS

PhD Leo De Raeve



PhD Leo De Raeve has 3 professions: he is a Doctor in Medical Sciences, psychologist and teacher of the deaf. He has more than 35 years of experience in working with deaf children and their families and in deaf education and rehabilitation at KIDS Royal School for the Deaf in Hasselt (Belgium). Since 2002, he is Director of the Independent Information and Research Center on Cochlear Implants (ONICI) and he is also a lecturer at the University College Leuven-Limburg (Belgium). In 2008 he became Scientific Advisor of the European Users Association of Cochlear Implant Users called "EURO-CIU" and in 2014 he received his PhD degree in Medical Sciences at the Radboud University Nijmegen (the Netherlands), with his work on 'Pediatric cochlear implantation: current trends in education and rehabilitation'.

Leo De Raeve was involved in more than 100 publication during the last 10 years (of which more than 40 in English) and was invited as keynote speaker at several international conferences on cochlear implants and/or deafness.

Title of presentation

Preparing deaf learners for life and independence at different age groups

Abstract

Although the population of deaf children is changing rapidly because of universal hearing screening, technical developments like cochlear implants and blue tooth hearing devices and new developments in education and rehabilitation, still deaf children are not developing as hearing children.

There is huge variability in the current deaf population of deaf children because of several reasons, which can be located in the child, family, environment or even in their education and rehabilitation.

There are also several steps in their language, cognitive, psychological and social emotional development for which they are still at risk. This all can influence deaf learners life and independence.

During this presentation we will focus on typical risk factors in the development of deaf baby's, toddlers, children, teenagers and young adults.

Knowing some risk factors, it is our aim to offer during this presentation some suggestions on how we can adapt our education, (re)habilitation and parent guidance for effective learning of this changing group of deaf learners, to increase their quality of life and independence.

KEYNOTE SPEAKERS

Martin McLean



Martin McLean is the Education and Training Policy Advisor at the National Deaf Children's Society. His focus is on education for 14-25 year olds and the support they receive to make a successful transition to adulthood. Martin previously ran a Department for Education-funded project, holds a teaching qualification and has worked in the FE and HE sectors. Martin was born profoundly deaf and is passionate about ensuring deaf young people get the support they need to thrive.

Title of presentation

Overcoming barriers to independence

Abstract

It is crucial that deaf young people are supported to prepare for leaving education and entering the adult world. In the UK, the National Deaf Children's Society works to overcome barriers to deaf young people's independence. Martin McLean outlines their work in this area which includes working on Government policy, campaigning, research, youth activities and provision of information and advice. He also will present the evidence of how this work has impacted positively on deaf young people.

KEYNOTE SPEAKERS

Ph.D Manfred Hintermair



Manfred Hintermair, Ph.D., from 1994 to 2016 he was a Professor of Psychology at the Department for Special Education at the University of Education in Heidelberg, Germany. His primary interest in research is family socialisation and deafness, and socio-emotional development of deaf and hard of hearing children. He has published numerous books and papers, and has held many presentations on deaf education and development. He has been retired since 2016, but is still involved in several research projects.

Title of presentation

Social-emotional development of deaf and hard-of-hearing children: Challenges, opportunities and interventions

Abstract

It is well-known and documented in scientific literature that good social-emotional development is a crucial to a happy and successful life. Skills required for this are good communication skills, the ability to control one's behavior, the ability to understand one's own motivation, feelings and needs as well as those of others, the capacity to view any situation from multiple perspectives and possession of the social competences needed to build relationships with other people. Children's social-emotional development is also associated with development in many other areas: cognitive, motor, and language development are all greatly affected by how children feel themselves and how well they express ideas and emotions. Regarding the situation of deaf and hard of hearing (DHH) children we know that they face specific challenges in their development. Empirical findings regarding various domains of development reveal that reduced auditory perception and its correlates have an impact on a great many processes that are important for effective and interactive understanding of the world, and that special allowances must be made for this when raising and educating DHH children. The presentation offers challenges and opportunities promoting social-emotional competencies in DHH children.

KEYNOTE SPEAKERS

Aleksandra Karovska Ristovska



Aleksandra Karovska Ristovska is an assistant professor on the Department of Special Education and Rehabilitation, Faculty of Philosophy, University Ss. Cyril and Methodius, Skopje-Macedonia. She defended her master thesis in 2009 in the area of Inclusive education of children with cochlear implant. Her PhD was related to a comparative analysis between American Sign Language and Macedonian Sign Language and she defended it in 2014. Ass. prof. Karovska Ristovska worked in the secondary vocational school Partenija Zografski in 2010/2011. Her interest is in sign language research and early intervention of children with impaired hearing.

Title of presentation

Journeying to independence and autonomy: Transition norms and empowering adolescents who are deaf and hard of hearing

Abstract

When discussing transitions of deaf and hard of hearing adolescents, we have to perceive them holistically, and to recognize the nature and complexity of the relationships between traditional transitions. Measures of 'successful' or 'unsuccessful' transitions, do not necessarily align with the traditional events-based and institutional transitions. We need to broaden our understandings of transitional processes and desirable outcomes. Successful transition begins with trusting deaf and hard of hearing students to lead their own transition planning (Martin, Marshall, & DePry, 2001).

Autonomy of deaf adolescents is linked to better employment with more opportunities for advancement and higher income. Autonomous beliefs, capacities, and actions are associated with improved outcomes for students with disabilities (Algozzine et al. 2001; Chambers et al. 2007). When we are discussing employment opportunities, it is evident that there has been a shift of the traditional parameters of the industrial society. The old traditional occupations are replaced by the necessity for individuals to adapt to new standards of work and changing labour market conditions, by for example, re-training or switching occupations. To support development of autonomy, environments must facilitate opportunities for the individual to take control over their own lives, to make choices and decisions freely (Wehmeyer et al. 2011).

When we discuss independence and autonomy, we must also relate it to new and uprising technologies. Technology can mean increased access, independence, and reliance of oneself. With high expectations from parents and teachers and using technology for meaningful education, these deaf and hard of hearing adolescents will be ready for college and careers. (Bricker, 2015).

Cecilia Nakeva von Mentzer

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Title of presentation

Reading Ability and Working memory in School-aged Children who are Deaf and Hard of Hearing using Cochlear Implants and/or Hearing Aids: A 2 1/2 year follow up on Computer-based Phonics Training

Abstract

This study investigated reading ability in relation to working memory (WM) in 71 Swedish school-aged children (7 to 11 years). Fifty-five of the children were normally hearing (NH) and 16 children were deaf and hard of hearing (DHH) using cochlear implants CI (n=9) or hearing aids (n=7). Groups were age matched (Mdn NH 8:11, CI 9:0, HA 8:11 years). Twenty-five of the children (all DHH children and 9 of the NH children) had 2.5 years earlier participated in computer-based phonics-intervention. Children were assessed with TOWRE (Test of Word Reading Efficiency) and Woodcock Reading Mastery Test (reading comprehension of text passages). Three tests from SIPS (Sound Information Processing System) constituted the WM tasks; Phonological Working Memory (PWM), Complex working memory (CWM) and Visual Working Memory (VWM). Results showed comparable word decoding skills and reading comprehension in the groups. Children with CI displayed a larger heterogeneity on CWM and had considerably lower PWM-scores.

Emmanouela Terlekti

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Title of presentation

Interventions to support social - emotional skills of deaf children and young people to become independent learners: a Rapid Evidence Assessment (REA)

Abstract

Given the difficulties that deaf individuals might face in social - emotional development there is an over- emphasis on scaffolding and explicit instruction but there is little emphasis on developing living and independent skills of deaf children. This imbalance can be examined through the notion of 'access to learning' (i.e inclusive practice and differentiation ensuring that the child's environment is structured and modified to promote inclusion) and 'learning to access' (i.e teaching provision that supports the child to become independent). Within this framework, a rapid evidence assessment of most reliable research studies (published between 1981 and 2017), on interventions to support social and emotional functioning of deaf children and young people, was undertaken. The quality of the identified studies was assessed and rated as providing 'impressionist', 'moderate' or 'strong' evidence. A total of ten studies were identified. The urgency to promote socio-emotional skills of deaf children and young people and to develop agency in order to afford more independent learning and social inclusion especially of secondary age, is not reflected in the published intervention studies.

Further research concerning interventions that promote deaf individuals social interactions in inclusive education is pertinent. Interventions should also target children with varying degree of hearing loss including children with mild to moderate hearing loss.

Steph Halder

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Title of workshop

Promoting independence in young people with cochlear implants - from candidacy assessment through to transition to adult services.

Abstract

In the UK there has been an increasing number of young people choosing to consider assessment for cochlear implantation. In May 2019 the National Institute for Health and Care Excellence (NICE) guidelines in the UK changed, enabling those with hearing thresholds of 80 dB HL (pure-tone audiometric threshold equal to or greater than 80 dB HL) at two or more frequencies (500 Hz, 1,000 Hz, 2,000 Hz and 4,000 Hz) bilaterally without acoustic hearing aids, to be considered for cochlear implantation. With this change, it is anticipated that the number of teenagers considering implantation is likely to grow. This workshop considers aspects of working with this age group, including supporting young people to make an informed decision about implantation, developing their independence through the use of their implant technology and how they are supported to transition to the adult service.

Martina Curtin

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Title of presentation

Making a lasting change: Improving deaf children's social communication skills through training parents in smiLE Therapy.

Abstract

Deaf children can experience difficulties with integrating into mainstream, hearing environments. This can lead to social isolation, depression and other mental health difficulties later in life.

smiLE Therapy is a video-based social communication intervention that aims to teach deaf children skills to confidently communicate with unfamiliar hearing people. Parental involvement has been shown to support deaf children's therapy outcomes. Therefore, this study added parent training to the therapy children received to investigate the benefits to generalisation of children's skills.

Aims:

1. To assess if parent training had an impact on the pupil's ability to (a) maintain their skills in trained tasks post-intervention, and (b) generalise their skills in untrained, community tasks.
2. To investigate if training parents improved their understanding of their child's needs and their skills in supporting their child appropriately in smiLE Therapy tasks.

Methods: The study had a within-subject, repeated measures, mixed-methods design. 31 deaf pupils (aged 7 - 14) received

an hour of smiLE Therapy per week, for six weeks. Communication skills were assessed pre-, post- and three months post-intervention. Parents were then invited to attend two training sessions and asked to bring videos of their child communicating in a shop or café. Videos were used to assess child generalisation skill. Parents attended a focus group to discuss the effectiveness of the therapy in a wider context, i.e. more integration with hearing peers, more participation within the community.

Results: All children significantly improved their scores following smiLE therapy (38% to 88%) and maintained these skills to high level (82%). Children generalised 78% of their newly learnt skills to an untrained situation. Parents reported improved understanding of their child's needs, their child's potential and in how to support them in real-life situations. Parents observed that their children were more confident and independent when carrying out communication tasks with unfamiliar hearing people. Parents realised they needed to 'let go' and embrace their child's independence and provide more opportunities for them to participate in their community.

Keppner Susanne

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Title of workshop

Prevocational Training for deaf students at German Schools
for the deaf

Abstract

Vocational Preparation – illustrated by the approach of the LVR-David-Hirsch-School Aachen

To support the start into working life is part of curriculum of the secondary school – of the curriculum of all k of schools in Germany. This is declared by the Standing Conference of the Ministers of Education and Culture Affaires in the Federal Republic of Germany. Vocational preparation of hearing impaired students is due to the hearing impairment of particular importance. Future vocational decisions are always determined by the specific hearing impairment. Vocational preparation is initiated early and processes stepwise. These stages are: creating awareness of possible professions, teaching manual and housekeeping skills in school, getting to know real working environments, realizing vocational trainings, including extra-curricular vocational options and much more. Essential for the inner- and extracurricular vocational preparation is the concrete inclusion of the parents. Other important preparing activities are: doing selected job application trainings, creating proper application documents and papers and training the right acting in job interviews (including appropriate dressing and behavior). General aim is always an individual choice of a profession at the end of the vocational preparation at school. If this could not be achieved the students learn at least a wide range of possibilities. This will support them in the future to come to a satisfying vocational decision.

Essentially for the students is to learn vocational living as a life long process.

Katarina Stojković

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Dragana Kovačević

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Title of presentation

Social inclusion of the students with hearing impairments and other disabilities through activities of career guidance and counselling in vocational school

Abstract

Educational system has a big role in accomplishing social inclusion of students with disabilities, their integration in society and making decisions which influence their lives and get basic rights. The activities of the team for career guidance and counselling in our school are not different from regular schools. On the contrary we approach to these activities with more attention because the good choice of profession is of great importance for integration of persons with disabilities. We provide students with knowledge, skills and information through our team work in order to make bigger possibilities in developing social skills and integration in society. The team for career guidance in vocational school has more activities than choices for jobs. The team has a goal to give information to students about finding job employment. In the planned activities of the team we organise visits to National Employment Service. The aim of the visits is to provide information for our students about how to apply to Service and their obligations and benefits of applying there. On this way students can learn the ways of searching for jobs and activities which will do after finishing vocational school. The strategy of our school is to develop completely the program of career guidance and counselling for our students, to make connections with schools abroad and to exchange examples of good practice and experience in realisation of these programs and to let complete integration and inclusion of our students into real life of work and contribution.

Christina Wurzer

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Title of workshop

The German vocational education and training system (known as the dual training system) combines theory and training embedded in a real-life work environment. For Hearing Impaired there is the possibility to pass the dual training system in a special institution called BBW ("Berufsbildungswerk").

Abstract

To become a craftsman in Germany you have to pass an apprenticeship, which works after the dual training system: you have got two places in which the students get trained: the vocational school and the company. An apprenticeship lasts between 3 and 3,5 years and is completed by passing an examination consisting of a theoretical and practical test. The certificate is issued by a competent body (chamber of industry and commerce or chamber of crafts and trades)

For hearing impaired students who would like to do an apprenticeship, not being able to do so in a hearing environment, there are special institutions called "BBW" (Berufsbildungswerk) which offer Vocational Training in different lines of work. In Germany there are about 6 BBW who are financed by the Federal Agency for Work. In a BBW the students learn the same as the hearing students, only that the hearing impaired students get support by qualified persons who are specially trained in the work with Hearing Impaired and their special needs.

A typical BBW consists of the Vocational School, the workshops, Network-Department (social workers, speech therapists, psychologists...) and a Hostel. Students who leave school and don't know what profession they want to become can do a one-year-orientation course in a BBW.

Catherine Walker

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Title of presentation

Do young people with a mild / moderate hearing loss, aged 11-15 years of age, feel they have the required resilience skills for life after school?

Abstract

In the UK there is support for all young people to address positive mental health and to ensure they develop necessary social and emotional skills that encapsulate resilience skills. It is recognised that by age 14, 50% of mental health issues are established, this increases to 75% by age 24. Specific and specialised support agencies are available for hearing youngsters and as a result of research young people with a severe / profound hearing loss have specialised provision. There is currently no specific support for those with a mild / moderate hearing loss. Within this research I have investigated the resilience skills of deaf young people aged between 11 and 15 years of age with a mild / moderate hearing loss, considering if this group of young people require a concentrated strategy. This research used a mixed method approach to gather data, initially using questionnaires to three groups; hearing, those with severe / profound hearing loss and those with a mild / moderate loss. The questionnaires were designed to identify themes relating to resilience, this data was then used to allow me to explore the answers provided by the young people with mild / moderate hearing loss in more depth. Little qualitative research has previously been completed with young people with a mild / moderate hearing loss. This presentation will consider the theoretical background to resilience skills and the

views of the young people interviewed reflecting on whether they feel if they are resilient or have developed appropriate resilience skills.

Title of workshop

How to develop resilience skills with deaf children and young people.

Abstract

What is resilience? This workshop will encourage attendees to examine their own definitions of resilience and resilience skills. It is important to reflect on definitions of resilience and social emotional skills in order to understand what we as teachers and practitioners need to teach children / young people. It is recognized that by age 14, 50% of mental health issues are established, this increases to 75% by age 24. Information from the National Deaf Children's Society (NDCS) suggest that over 40% of deaf children and young people can experience mental health problems. This is significantly higher than their hearing peers identified as 25%.

Mental resilience isn't just about being strong or being able to bounce back from a setback, they are skills that prepare us for life as confident individuals. The social and emotional resilience skills that we use and need at different stages of our life are developed and practiced over a period of time and are not taught during a short 6 weeks intervention!

The workshop will help participants investigate a range of social and emotional skills that deaf children need to acquire and the barriers and challenges they may experience. They will reflect on case studies and individuals they know/work with and then consider the behaviours they are presenting. Within the UK a high proportion of deaf children are educated within mainstream education, therefore part of the workshop will discuss how this may affect the needs of deaf children and how by understanding 'resilience', teachers and practitioners can mitigate the challenges experienced.

Yrmet Shabani

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Ahmet Mahmutaj

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Title of presentation

Vocational education and Employment of pupils with hearing impairments in Kosovo

Abstract

The purpose of this paper Work is to identify the challenges and difficulties faced by pupils with hearing impairments in vocational training and employment in Kosovo.

In the focus of the study are the attitudes and opinions of parents, teachers and employers regarding of the employment process. The selected method of collecting secondary and primary data will be obtained from the research unit, while qualitative methods through semi-structured interviews with teachers, parents and key people as well as focus groups conducted with service offered, providers. From analysis and processing of data it results that employment of pupils with hearing impairments after the studies is in difficulty due to the discriminating mentality that still exists in our society, the quality and the level of recognition of sign language by the teachers, which also impacts the quality of their teaching and education, but also profiles and types of professions that are not compatible with the labor market.

Conclusions and recommendations: Review the education strategies and policies for vocational education; Analyze the status of profiles and change them according to market needs so that pupils at the end of their education are competitive in the labor market; To engage qualified teachers for educational profiles and at the same time to be familiar with sign language; Professional practice to be realized in public and private institutions.

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Title of presentation

Preparing the deaf and hard of hearing in Slovenia for life and independence

Abstract

The average age when young people become independent and leave the home of their parents is increasing. They usually leave the home of their parents when they want to create their own family or when they are economically independent. We start to learn how to be independent from an early age. Autonomy develops gradually from experiences, assuming duties and responsibility for actions and respecting individual decisions. In the article, we want to present the results of the questionnaire on how deaf and hard of hearing students in Slovenia independently practise basic life skills, learn, plan smartly and spend money, engage in social activities, overcome stigmatization and communicate. We will analyze the content of the curriculum and other activities of the school system to see how we can help them on their way to independence. One of the indicators of individual independence in adulthood is economic autonomy. The good position of the individual on the labour market depends on their level of education, as evidenced by the percentage of employees with higher education among the active population in Slovenia in 2017. The level of education of the deaf and hard of hearing is gradually increasing, and the areas of work where they are employed are expanding. We will present various ways of helping the deaf and hard of hearing to choose appropriate vocational education and to be included into social life and work.

Leo De Raeve

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Title of presentation

Preparing deaf learners for life and independence at different age groups

Abstract

Although the population of deaf children is changing rapidly because of universal hearing screening, technical developments like cochlear implants and blue tooth hearing devices and new developments in education and rehabilitation, still deaf children are not developing as hearing children.

There is huge variability in the current deaf population of deaf children because of several reasons, which can be located in the child, family, environment or even in their education and rehabilitation.

There are also several steps in their language, cognitive, psychological and social emotional development for which they are still at risk. This all can influence deaf learners life and independence.

During this presentation we will focus on typical risk factors in the development of deaf baby's, toddlers, children, teenagers and young adults.

Knowing some risk factors, it is our aim to offer during this presentation some suggestions on how we can adapt our education, (re)habilitation and parent guidance for effective learning of this changing group of deaf learners, to increase their quality of life and independence.

**Valentina Stojkoska,
Vilma Petreska – Anastasova
Meri Nestorovska
Olivera Filipovska
Liljana Hristovska
Suzana Stanoevska, MA**

State Institution for Rehabilitation of children with hearing impaired speech and other developmental disorders “Koco Racin” – Bitola, North Macedonia

Title of presentation

Our school - a bridge to life and independence

Abstract

The State Institution for Rehabilitation of children with hearing impaired speech and other developmental disorders is the first special education and rehabilitation facility in the country and the only one of its kind that exists 70 years. Pupils with hearing and speech disabilities from all over the Republic are accommodated, where they gain rehabilitation and acquire primary education. The placement of this Institution derives from programs implemented in it:

- Rehabilitation activity
- Educational activity
- Protective social activity

The purpose of rehabilitative-educational process is to enable optimal development of pupil's abilities, primarily cognitive, intellectual, emotional, through individual cabinet work and acquiring basic knowledge about the nature, the society and the human. Developing system of values of the pupil's personality, as well as his or her ability to apply the acquired knowledge and skills in daily life and successful integration in the wider environment and society.

Cimpeanu Ioana

Ivascu Anuta

Romania

Title of presentation

Aspects of integration in school and the life of students with hearing impairments in Romania

Abstract

In Romania, things have evolved, from the first school for a category of children with hearing loss.

Since the emergence of these institutionalized forms, there has been a gradual increase in the interest for the education of children with disabilities. At present there is a special school in almost every county, and more and more teachers understand the process of integration, accepting it, yet we are far from having satisfactory results.

The integration of students with hearing impairment implies equal social participation and equal opportunities in achieving access to education. Integration is a complex process that involves: fostering friendship and communication between all children in the class / school; to educate and assist all children in understanding and accepting the differences between them; to take into account the problems and opinions of parents, encouraging them to get involved in school life; to provide individualized support programs for children with CES (special educational requirements).

Chis Ambrozie

Ivascu Ioan

Romania

Title of presentation

Integration of students with hearing impairments into mainstream schools

Abstract

The progress of the psychology and the different pedagogy, the improvement of the techniques of knowing the psychic development of the children allowed to distinguish more nuanced categories of children in relation to their capacity to respond to school demands. Among them, together with the students with integrated ESC, are the students with hearing impairments.

The integration in the mass education of students with hearing impairment is a decisive stage of social therapy and a necessary step towards the desired social inclusion. The article analyzes the main support technologies to be provided to students with hearing impairments, which allow them to communicate effectively in school and to successfully participate in the educational program. The research concerns the type of support technologies used in Romanian education by the hearing impaired students, answering the questions: what types of support technologies exist, who bear their material costs, what are the needs of the hearing impaired students regarding the support technologies. The obtained results show that the support technologies used in the school are not provided by the school, but by the parents and cover only the minimum necessary of their needs.

Nevena Petkovska

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Bozho Bubalo

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Title of presentation

Analysis of the instrument used to collect data when developing children's speech

Abstract

The goal of this lecture is to analyze the instrument i.e. procedures of collecting data for speech development in children. It starts with acquiring data from body functions, sensory functions, auditory and speech functions, as well as the cardiovascular, hematologic, immune, respiratory and digestive system in a child. Furthermore, the children's activity and participation is followed alongside with their abilities to learn and accumulate knowledge, as well as their communication skills. The skills are examined in accordance with their age. Having all in mind, we decide how to work with certain children-students. We plan and implement the approaches and activities and finally control and evaluate the achieved results.

Singerean Carmen Diana

Trifan Xenia Gabriela

Romania

Title of presentation

Being Deaf in an Inclusive Europe

Abstract

Nowadays, over 500 millions of people have hearing problems. Hearing is a very important source of information, it allows us to get to know the world that is around us. Those of you that suffered hearing damage as children or were born deaf, have trouble speaking, are not able to communicate with the world in a normal way. The term "Deaf Culture" relates to the community of Deaf using sign language, it is a way of expressing the identity and affiliation of people who are members of this community. The Deaf Culture consists of many elements: term "Deaf" (capitalized; word "deaf" written in minuscule is a medical term), a sense of community, behaviours, values, knowledge, customs, social fabric, art, history and sign language - which is the most important of all the elements.

Deaf Culture's distinctive features are: a will to be among other deaf, conversing in sign language, organising various events for other deaf people. The external expression of these features are sports club for the Deaf, communities and events such as the Deaf Day, conferences (for example, in Poland, a series of conferences "Deaf have vote"), Deaf Miss selection, congresses, artistic meetings or the Deaflympics movement. The origin of sign language dates back to the 16th century, when the deaf children were born in a rich Spanish family de Velasco. It was impossible to inherit ancestral legacy without proper education then, so it was necessary to provide education adequate for deaf people. There was a breakthrough in 18th and 19th century, when the schools for deaf started to be founded.

Thanks to that, there started to be groups of deaf people, which allowed them to develop their own system of communication, the one that was fixed and was passed from one generation to the next.

Barriers and obstacles occurring while communicating by sign language

Breaking eye contact in the communication of the people who hear does not lead to breaking the conversation, but it may be perceived as a sign of negligence. However, among you, the lack of eye contact means not being able to converse. For this reason, until recently, you were technically unable to communicate over long distances. Currently, the distance is no longer an obstacle for you. Thanks to new technologies, smartphones, the Internet, you can communicate over long distances using video chats.

**Hristina Bozhinovska,
Aleksandar Stevski**

*Former students at DUCOR "Partenija Zografski"
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Title of presentation
OUR ROAD TO SUCCESS

Abstract

Introduction: We are born with a hearing impairment, my parents and my brother, and his parents and brother also. We have learned to communicate in sign language from an early age thanks to our parents, and maybe that is why we never saw deafness as a problem or an obstacle in life. Until enrolling in higher education we lived in the world of deaf people and spent most of our time surrounded with deaf people. But, when we started higher education, it all changed. We met the 'other world' of people without hearing impairment. We are proud of what we have become, which is all due to the fact that we have learned the sign language from an early age, and it is also because we studied in primary and secondary school for deaf children.

Subject and objectives: The subject of this paper is a description of our road to success with early intervention and education. That is, to demonstrate the importance of learning sign language and the inclusion in pre-school education or schools for deaf children from the earliest age, as well as the social inclusion of these persons, and a description of the obstacles we faced during our studies. This paper aims to encourage deaf people to continue their higher education, and additionally to motivate by advising how to overcome the obstacles on your way.

Conclusion: And last but not least, for a better inclusion of deaf people in higher education, it is necessary to introduce an interpreter of sign language in higher education, as well as to introduce a sign language subject in the schools for deaf children.

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Title of presentation

Self-advocating in higher education: Issues of participation and access for students who are deaf or hard of hearing

Abstract

A growing number of students who are deaf or hard of hearing (DHH) attend nowadays higher education institutions (HEIs). Several factors affect their academic access and participation, such as the learning environment, the lecturers and the accessibility services. Additionally, the individual characteristics of students determine their participation in the academic life of HEIs. The current paper focuses on self-advocacy and examines the perceptions of students who are DHH regarding the role of self-advocacy skills in their access and participation during lectures. A pilot study took place including 10 DHH participants who attended HEIs in Greece. An interview guide was developed and used to explore the perceptions of the students. Based on the findings, the participants had a poor understanding regarding the meaning and the importance of self-advocacy, although they felt that they faced communication barriers during lectures which impeded their access and participation. The paper underlines the importance of self-advocacy instruction in higher education enabling DHH students to become aware of and to apply such skills in order to enhance their academic access and participation during lectures.

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Title of workshop

Inclusion and education of deaf students in the 21st century

Abstract

Given that we are witnessing a tremendous technological boom in the 21st century, and in facilitating the communication of deaf people in society, we find it crucial to follow and adapt to such changes. Therefore, the need for appropriate adjustment of the organizational structure of the education system was imposed. The purpose of these changes is to establish a process of continuous improvement of the performance of the schools that will lead to quality assurance in education. The tendency of most European Union countries is to develop policies to promote inclusion as an important process in democratic societies, providing equal opportunity for all and maximum flexibility in meeting the specific and social needs of the individual. Inclusion is a developmental and dynamic process. The purpose of this workshop is to discuss what we consider to be extremely important, such as the fundamental issues on which the concept of inclusive education rests: the relation of teachers, the need for additional training, the issue of changing school curricula and the methodology for classroom work. Finally, we propose activities to support everyone involved in inclusive education, a concept which in itself is the responsibility of everyone in society.

Maarten Renckens

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Title of presentation

Type variations to train an expressive vocal use

Abstract

Spoken language conveys information in multiple layers: content and prosody. Content transfers the message while prosody, the expression in speech, provides additional information: questions, statements, sarcasm, emphasis and more. As communication needs to be as clear as possible, a correct expression helps to convey a clear message and supports a positive perception by others. The research project discussed in this talk aims at professionals working with young readers with hearing loss. Children with hearing loss encounter more difficulties with the correct development of their speech, including speech prosody. As this hinders clear communication, extra speech therapy to train vocalization is recommended. For this training, this is the first time that seven abstract speech features are visually represented and tested. Variations on a typeface visualize the speech variations used to convey prosody: loudness, duration and pitch. In total, 38 Belgian and Dutch readers from 8 till 18 years old with hearing loss participated. All typeface variations were read aloud with the intended speech variation. The participants generally had a positive opinion about these visualizations. The results indicate that these typeface variations could be suited for the training of speech variations during speech therapy. Type design can have a positive influence on the expressive reading aloud. This research has several possible applications such as speech therapy, digital teaching applications, and opens novel pathways into future research concerning a correct vocalization, all aimed at unconstrained social interactions with more poise, and ultimately to more self-reliance.

Title of workshop

Type variations to train an expressive vocal use

Abstract

Speech prosody, the 'music of speech' or 'tone of voice,' plays an important role in communication: it conveys questions, statements, sarcasm and emphasis. Correct usage contributes to positive appreciation of the voice and a better understanding by listeners. Whereas the connected talk will discuss the ongoing typographic research and focus on the newly developed approach to visual prosody, the workshop will evaluate the intuitiveness of different existing approaches to visual prosody. Supervisors and teachers of individuals with hearing loss are invited to test out different existing approaches to visualize prosody and afterwards, to provide their opinion.

The workshop contains both an open discussion and a questionnaire. The research question, which should not be known by the participants, is "How do supervisors of children with hearing loss handle visual prosody?"

Workshop process

- 1) Introduction and purpose
- 2) A talk about the voice
- 3) A talk about vocal expressiveness: evaluation of participants' knowledge of prosody
- 4) A talk about text and which information layers are missed herein.
- 5) Different visualizations: questionnaire (individual) (answers will be given in the talk afterwards)

They get time to review a couple of systems. Participants are asked:

- for a ranking on how intuitive the system seems to be;
- to guess which speech variation highlighted elements could indicate.

6) The ranking of the different approaches to visual prosody is discussed.

The papers available used in the workshop will be available for everyone during the conference, so that interested individuals are able to participate as well.

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Frederika Tasevska

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Title of presentation

Preparing deaf students for life and independence through internationalization of the school

Abstract

The task of the school Partenija Zografski Skopje is constantly increasing the quality of the school. The task of the school is to provide high quality vocational education for students with impaired hearing. The task of the school is to provide deaf students to acquire the competencies needed on the labor market, both in the Republic of North Macedonia and in the European Union. Quality development refers to the improvement of: competence of the teaching staff, modernization of the curriculum and introduction of new curricula, methods and organization of learning, good vocational, language and ICT competences and entrepreneurial competencies of students. One of the key factors for the development of the quality of the educational process is the internationalization of the school and connecting with numerous partners from European countries.

It is extremely important in the professional development of all participants in the educational process to encourage intercultural awareness, thus developing the EU dimension of the school, stimulating motivation and satisfaction in the work and the need for lifelong learning for students and teachers.

With internationalization, we achieve real interaction between people from different cultures, tolerance of diversity, sensibility for vulnerable groups and getting acquainted with good European practice

The development of inter culturalism among students raise the need for respect for national and cultural diversity and intercultural dialogue. Participation in European projects give us positive educational experiences, international contacts and visions for even more quality and modern schools.

It is of utmost importance to increase the attractiveness and competitiveness of the school, the quality and professionalism of the employees, and to emphasize the international dimension of our institution that will have a richer and more comprehensive curriculum, thanks to the new ideas gained at European seminars.

Only trained and qualified personnel can jointly develop a vision focused on innovation and European quality, structure the introduction of technology in almost all subjects, direct students to the focus of teaching and communicate in foreign languages.

Developing critical thinking skills through European cultural tradition help to our deaf students to understand the problem of globalization learn different social and educational arrangements and gain intercultural competencies.

They learn how to promote tolerance and respect for different nations, which is very important for the education and upbringing of students with developmental disabilities and their integration.

Teachers learn from the most successful educational systems and compare the differences and similarities with our system, teaching methods and curriculum. Teachers learn how to innovate our curricula and learning process.

The result of education should be a student who will acquire competences that will be competitive on the labor market, recognized by the business community and as such will be employed.

We will present various ways of helping the deaf and hard of hearing to be included into social life and work.

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Silvana Filipova

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Title of presentation

Speech Integrative Method in children with cochlear implant
and combine disorders, case study

Abstract

Speech-language pathologist play main role in diagnosing and supporting the language and social communication disorders of children with combine disorders. Often it is necessary to combine clinical decisions and methods. Therefore in Public Health Institution for Rehabilitation of Hearing, Speech and Voice in Skopje, we established new multidisciplinary access of treatment "Speech Integrative Method" (SIM). Our clients are two or three times a week in this intensive treatment, for 2,5 h with their parents. We are working with ABA, Sensory integration, Primitive reflexes integration, Brain gym, VAT therapy, Psychomotor reeducation, Verbotonal method etc. LJ is 8 year boy which is included in SIM 12 months, three times a week. In past years he was client of different approaches. With multidisciplinary assessment it was found that LJ impressive and expressive speech and language are not developed, badly reacts to a sound, he have repetitive behavior, tantrums, child is hypersensitive, there is no symbolic play and social communication skills are not existing, motor skills are poor developed. Within the initial diagnosing standard SLP and psychological instruments are used and initial psychiatric check up. The working plan is individual, according to the needs of children. The best results are in language understanding, sensory integration, adaptive behavior. He have cochlear implant 2 mounts ago. We are still working on improving daily living skills, expressive communication and socialization. Multidisciplinary approach in one place have the best results for the individual, strengthens family potentials and it is economical for the society.

Kristijan Lazarev

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Title of presentation

An analysis of the conditions for persons with disabilities in secondary and higher education

Abstract

Introduction: The subject of the research is the conductivity of the inclusion process in the Republic of Macedonia, ie the conditions that need to be provided in order to provide quality education for students with special needs. It is a problem that is poorly organized and politically bad placed. Its causes are poor monitoring by competent, certain economic factors, but largely weak interest in systematically improving it. Aim: The main aim of this research is to behold and evaluate the implementation of inclusion for two decades for students with special needs. Specifically to behold and evaluate accessibility to the appropriate spatial and hygienic conditions necessary for students with special needs, the security situation in the educational institutions, available materials for learning in an appropriate format, teacher preparedness and willingness of institutions to work with this target group.

Methods: Exploratory method, request for free access to public information, descriptive method, content analysis of legal acts, interviews (semi-structured).

Results: This study identified the shortcomings of the inclusion process that cannot be implemented in the educational process for a long time, which means: There is a lack of a clearly defined legal framework for education of people with disabilities, physical accessibility, basic hygiene conditions in schools, fire and natural disaster safety, teacher unpreparedness, lack of support staff, assistive technology and aids, writing tools, adapted teaching, problem with checking and knowledge assessment and most importantly, for many categories of pupils and students, books, textbooks and other learning materials in an appropriate format are completely missing. The conclusion, based on the indicators, shows that our country is not yet ready for complete educational deinstitutionalization and rejection of the old educational process for people with disabilities and implementation of educational inclusion only in regular schools for the general population.

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Chrystalla Ioakeim, *European University Cyprus*
Prof Katerina Antonopoulou, *Harokopio University, Greece*
Eleni Lympelopoulou, *Harokopio University, Greece*

Title of presentation

Bullying among hearing and deaf and hard of hearing children attending secondary schools in Cyprus: A comparative study
Bullying among hearing and deaf and hard of hearing children attending secondary schools in Cyprus: A comparative study

Abstract

A number of studies have internationally focused on the phenomenon of bullying at school. Given the increase of bullying incidents at a school level, its negative impact, as well as the limited number of relevant studies among deaf and hard of hearing (D/HH) children at an international level, and the absence of relevant studies at a local level (in Cyprus), the present research study was carried out to examine the phenomenon of bullying among the D/HH population attending general secondary schools in Cyprus. The participants were 66 children, including 33 D/HH children and 33 hearing children from all the regions of Cyprus. For the purpose of the research, quantitative methods were applied. In general, the findings have shown that hearing children participate more as bullies compared to D/HH children. Statistically significant differences were found between the two groups. Regarding the participating roles (reinforce, assistant, defender) they adapt, no statistically significant differences were found between the hearing and the D/HH participants. However, it was revealed that D/HH children are less likely to adopt the role of outsider compared to hearing children (statistically significant difference). Finally, no statistically significant differences were found between the hearing and the D/HH children in the acts of bullying (physical, verbal, social manipulation, and attacks on property) they have experienced. The findings of the study have implications for the establishment of support programs and interventions for both D/HH and hearing to reduce the phenomenon of bullying.

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