

Over to you

A report of young deaf people's experiences of audiology



Our vision is of a world without barriers for every deaf child.

Acknowledgements

The project has been completed jointly by NDCS, in partnership with the Audiology services based in the London boroughs of Newham, Tower Hamlets and City & Hackney. We want to express our thanks to everyone from our partner boroughs who worked so hard to make the project a success.

We would like to say a special thank you to all the deaf young people who have taken part in the Over to You project. We would also like to say thanks to our team of volunteers who helped set up the activities for their support.

Please note that all young people's and volunteers' views are their own and do not necessarily reflect the opinions of NDCS or their service providers.

This project was supported by the Department of Health.

the partners

‘This was an amazing project to be part of and I really enjoyed reaching out to deaf young people we hadn’t worked with before. By working in partnership with the PCTs the project activities really did make a difference because we were all working collectively to improve outcomes for deaf young people. Although this was just a pilot project and we are at the start of our direct work with deaf young people in audiology, I do feel that the deaf young people involved have taken some good steps forward and I hope that professionals reading this report will also want to make a difference to the lives of deaf young people accessing the services in their area’

Valerie Copenhagen
Over to You Project Manager (NDCS)

‘One of the main reasons we got involved with this project was to make sure deaf young people can input into our service. We thought this would be a great opportunity to engage deaf young people and find out their ideas about how to improve our service. We were also keen for the deaf young people to have an opportunity to meet other deaf young people’

Dr Waheeda Pagarkar
Consultant in Audiovestibular Medicine at Hackney ARK and Royal National Throat, Nose and Ear Hospital

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Using this publication

In this report you will read about what the Over to You project did, what was achieved and what lessons can be learnt to help professionals working with deaf young people within audiology. You will also read about what young people told us they wanted and how they felt about their audiology services. We hope that the key messages and recommendations within the report are used by those wishing to develop their work with deaf young people and/or take forward the inclusion of volunteers within their service. If you have any questions about this report or the project, please contact projects@ndcs.org.uk

Note on terms

NDCS uses the word 'deaf' to refer to all levels of hearing loss.

key messages

The key messages from the Over to You project are as follows:

1

Young people in the project were happy with their audiology services

2

Young people are happy to share feedback on their service and welcome the opportunity

- It's important to have a range of flexible ways in which young people can give their views.

3

Age-appropriate information and targeted support is vital

- Information given out by services must be accessible to both young people and their parents.
- Information shared should give guidance on how service users can feedback about the service.

4

Flexible access to services is important

- To cater for those who cannot attend appointments during school hours or have no means of travelling to the service.

5

More guidance on deaf awareness and talking about issues around being deaf is needed

- This includes information on deafness and support for young people on what to say and do in certain situations, such as talking with their friends about deafness.

6

There should be more opportunities for meeting other deaf young people

- Young people's experiences of meeting other deaf young people were positive.
- Peer group support is valuable and can reduce isolation in a school or social setting.

7

Deaf young people want involvement and greater awareness of making the transition from children's to adult services

- This includes information on the process and guidance on where their new service will be.

8

There are significant benefits to including volunteers within services

- Young people's experience of meeting volunteers was positive.
- Volunteers share skills and experiences which support deaf young people and their families.
- Deaf volunteers provided peer-to-peer support, sharing their experiences with deaf young people.
- It is important to be clear about volunteer roles and responsibilities and to make sure that a good volunteer support structure is in place including supervision, training and support for volunteers and for staff supervising the volunteers.

background

This section of the report provides information about why the project was set up, what the project aimed to achieve and its relevance to national and international policies and guidelines.

The participation of children and young people in issues which affect them is an integral and accepted element of good practice in the UK and internationally. The ‘right to participate’ is one of the guiding principles enshrined within The United Nations Convention on the Rights of the Child (1989). Full implementation of Article 12 means that children and young people should be consulted in the development of services that they use. There is also a corresponding participative aim within the Department of Health itself: “Children, young people and their families should be involved in shaping services at the strategic and individual levels and their feedback sought regularly and in a meaningful fashion” (*Transforming Audiology Services for Children With Hearing Difficulty and Their Families: A good practice guide*, Department of Health, 2008).

“Many studies have clearly demonstrated the potential of volunteers to enhance the experiences of people within a social and health care setting. The Department of Health has said that volunteering contributes significantly to positive outcomes, including:

- quality, choice and innovation in services;
- building social capital and reducing isolation;
- enhancing the capacity of preventative care;
- meeting the culturally specific needs of service users; and
- increasing the connections between citizens and the services they use.”

(Taken from *Volunteering: Involving people and communities in delivering and developing health and social care services*, Department of Health, 2010)

They have also noted that ‘volunteering has a significant part to play in meeting the challenges ahead and improving services and outcomes for individuals and communities in the longer term’ (ibid).

In relation to the specific needs of deaf children and young people in 2007 the National Deaf Children’s Society carried out a consultation with nearly 1,500 deaf children and young people aged 14 to 18 years old. More than 50% wanted more information on technology and more than 40% wanted more information on understanding and managing their own deafness (NDCS, 2007)¹

¹ *Change Your World Youth Consultation* (NDCS 2007) available from www.ndcs.org.uk

During 2009/10 NHS Improvement worked with 18 pilot sites across England as part of the Department of Health National Audiology Programme to identify and share innovative ways to improve the quality of patient experience, increase productivity and sustain improvements over the long term – www.improvement.nhs.uk/audiology. In parallel to this work, in 2010 the Department of Health invited applications for an innovative one-year project involving young people as volunteers within audiology services. Because of NDCS's previous work the organisation was very keen to be involved and submitted the Over to You project proposal. The proposal was to look at piloting the inclusion of volunteers within a health setting and combine this with opportunities for deaf young people to share their experiences about the services they are using. Following a successful tender NDCS ran Over to You from April 2010 to March 2011.

NDCS worked in partnership with audiology services in the inner city East London boroughs of Hackney, Newham and Tower Hamlets. An overview profile of each borough has been included at the end of this section of the report.

The Over to You proposal outlined the following overarching aims to be achieved as part of the project activities for the year:

- to explore and pilot an innovative model of using young volunteers within audiology services
- to empower deaf young people to better manage their deafness
- to make a difference to the quality of audiology services through the involvement of young service users.

Following the successful tender and further discussions with the project partners and the Department for Health, the project objectives were defined as:

- to develop a partnership working with two pilot audiology sites in England (confirmed as the London boroughs of Hackney, Newham and Tower Hamlets)
- to develop high quality resources, materials and training and to share good practice
- to recruit and train a team of at least 10 volunteers to facilitate discussions and activities with young deaf people
- to develop a sustainable, nationally applicable pilot project focused on increasing the active involvement of deaf children and young people who use audiology services
- to work alongside service providers at the two pilot audiology sites to support their development and understanding of the needs of deaf children and young people, and to identify opportunities to involve the young people in the shaping of the service.

NDCS hoped that as a result of the project, audiology service providers would have a better understanding of the needs of deaf children and young people and a better understanding of how to involve them in the design and shaping of services. We also wanted to work with the deaf young people so that they would have an increased understanding of their hearing loss and how to manage it.

Each borough we worked with has a high level of ethnic and linguistic diversity and some families have a high level of need and face multiple challenges.

Area profile: Newham

Newham has a population of just under 250,000 and 86% of residents live in areas classified as the most deprived in England.² It is the most culturally diverse of all the London boroughs. 34.2% of residents classify themselves as white; 35.8% as Asian or Asian British and 24.2% as Black or Black British.³ 51% of young people achieved 5 GCSEs from A* to C including English and Maths in 2010.⁴

Area profile: City and Hackney

Hackney has a population of 212,200 and the 2010 health profile for Hackney shows that *almost 90% of people in Hackney live in areas classified as the most deprived in England*, www.apho.org.uk. Hackney has a relatively young population with 27% of residents under 20 and only 15% over 55.⁵ 48% of residents identify themselves as White British with Black and Black British residents being the second largest ethnic group at 21%. More than 100 languages are spoken in the borough and 12% of households do not use English at home. 55% of young people achieved 5 or more GCSEs at grade A* to C including English and Maths in 2010.⁶

Area profile: Tower Hamlets

Tower Hamlets has a population of 220,500, (www.apho.org.uk). The dominant community language is Bengali with approximately two fifths of people of Bangladeshi origin who live in London, living in Tower Hamlets. Overall 56% of people in Tower Hamlets belong to an ethnic group other than White British.⁷ Tower Hamlets has the third largest percentage of 20 to 34 year olds of all local authorities in the country at 37%.⁸ 51% of young people achieved 5 or more GCSEs at grade A* to C (including English and Maths) in 2010.⁹

2 Information taken from www.apho.org.uk Association of Public Health Observatories

3 www.newham.info/research/downloads/keystats.pdf

4 www.newham.gov.uk/News/2010/September/GCSEresults2010.htm

5 www.cityandhackney.nhs.uk/pdf/Key%20Findings%20-%20Final.pdf

6 www.hackneygazette.co.uk/news/hackney_s_gcse_students_on_the_up_1_604600

7 www.towerhamlets.gov.uk/lgs/901-950/916_borough_statistics/ethnicity.aspx

8 www.towerhamlets.gov.uk/lgs/901-950/916_borough_statistics/age_and_gender.aspx

9 www.towerhamlets.gov.uk/news/council_news/august/tower_hamlets_scores_record_gc.aspx



getting started

In this section we look at the steps taken to set up the project and how we involved volunteers and deaf young people.

At the start of the project, meetings were set up with representatives from all three partner areas to discuss and explore the scope of the project and to define the activities for the year.

Volunteers

You will read in this section how volunteers were recruited, trained and supported throughout the duration of the project.

Through meetings with partners we decided that the volunteers would be recruited primarily to support the activities and events for deaf young people.

A volunteer role description and application form was created and publicised in May and June 2010 (Appendix 1) through the NDCS website, local volunteer bureau, professionals in Hackney, Newham and Tower Hamlets audiology services and other professionals working in the pilot areas. We received 15 applications and each potential volunteer was offered an informal interview so that they could find out more about the opportunity. When asking the volunteers during their informal interview why they had applied to be involved in the project, they said:

“I think the project is very important for deaf young people and I want to be a part of that”

“I had a lot of negative experiences of audiology services as a deaf child and never got the opportunity to express my views on the service. With Over to You I wanted to be able to help ensure that deaf children and young people get the opportunity to have their say on how they want audiology services to be delivered”

“I wanted to learn more about how audiology services are run and get more experience of how to engage effectively with deaf young people”

Once informal interviews had taken place, we gave the group the opportunity to attend a one day training day. Of the final group of eight volunteers, four were deaf (three wore hearing aids and one used a cochlear implant) and four were hearing. They were all aged between 18 and 30 and lived in the London area, although not necessarily within the pilot boroughs. We know that six of the eight volunteers had volunteered with NDCS previously and 50% of the volunteers were from a black and minority ethnic (BME) background. When asked how they found out about the opportunity, most volunteers had found out through the NDCS website.

The application process also included volunteers providing two references and the relevant checks were carried out. If you would like more information on NDCS's volunteer procedures, please email projects@ndcs.org.uk.

Following the informal interviews a comprehensive training needs analysis (Appendix 2) was carried out. This analysis highlighted the areas that the training would need to cover and the kinds of support the project would provide. Training was initially delivered through a one day event in London. This took place in July 2010 and was run by NDCS staff.

The training used interactive methods to encourage participation through role-play, group work and quizzes. The content covered the key project knowledge including:

- an introduction to paediatric audiology
- theory of youth participation
- child protection
- informed choice.

For more information on this and a full programme of the one day course, please see Appendix 3.

Towards the end of the day, volunteers were asked to complete an evaluation form. We used the feedback to develop the activity programme and identify what further support would be needed. One volunteer commented:

“I thoroughly enjoyed learning about audiology and had no idea of the support deaf young people get. I have volunteered with deaf young people before but never thought to ask or find out about where they have their hearing aids fitted and how they know how deaf they are”

Volunteers also told us through the evaluation that they had improved their knowledge and confidence of working with deaf young people. 100% of the volunteers said that they enjoyed the opportunity for group work and 100% also said that they learnt something new. Deaf volunteers valued the opportunity to meet other deaf volunteers and share their experiences of accessing audiology services.

After the training, support for volunteers was given primarily by the Over to You project manager through regular face-to-face meetings and email contact. In addition to the initial training course two further meetings were arranged to develop the programme of activities for young people together with an end of project celebration. Individual support and training was also given where requested.

activity sessions

This section discusses how we designed the project activities and worked with local professionals to engage with deaf young people within the partner boroughs. We worked with our partners and volunteers to create a consultation and activity programme we hoped young people would enjoy being involved with. We decided to combine fun, creative activities with consultation and to deliver this in three different settings in order to reach out and engage as many deaf young people as possible living in the partner boroughs. We arranged to deliver the programme through:

School activity sessions

These were organised in partnership with schools and delivered during the school working day.

Drop in sessions

These were organised in partnership with the audiology services and ran at the same place and time as an active audiology clinic.

One day activity workshops

At these workshops, the programme combined discussion groups in the morning with activities in the afternoons in which young people were given the opportunity to try something new and have fun.

The **school activity sessions** usually took place during lunchtime. Teachers of the deaf in the target boroughs arranged for a room in each school to be available and for the deaf young people to be present. Sessions were then delivered by the Over to You project manager and usually lasted 45 minutes to an hour, focusing on a particular topic or set of questions from the consultation list (see below). Schools welcomed the idea of involving young people in lunchtime activities and viewed the sessions as a personal development activity for the deaf young people.

The **drop in sessions** were organised by our partner boroughs. They arranged for all appointments for 11 to 16 year olds to be on the same day. Fliers were sent out before the appointment to encourage young people to be involved. The Over to You project manager and one volunteer were present and before and after appointments ran a series of activities including a graffiti wall, voting balls and discussion. An unexpected benefit from the day was that a number of the parents bringing their children to the appointment met each other for the first time and were able to exchange information and access informal support. This was the first time that appointments had been planned in this way and both partner sites have said that they would like to continue using this approach in the future.

The **activity workshops** were organised by NDCS with the support of the volunteers. They took place at three locations in East London and were led by the project manager and the volunteers. Volunteers led some of the activities, gave informal support and encouragement to the young people and answered their specific questions. Young people often had lots of questions to ask, particularly where a volunteer was deaf themselves. In order to encourage young people to attend the activities, information packs containing activity flyers (Appendix 4), a letter for families and registration forms, were distributed amongst professionals at local meetings, including Children's Hearing Services Working

Groups (CHSWGs) and team meetings for teachers of the deaf and audiologists. All families registered with the pilot audiology sites and members of NDCS with children aged 12 to 16 years were posted a flyer inviting them to one of the three free activity days. The mailing was followed up with a telephone call. In Hackney and Tower Hamlets, if English was not the family’s first or preferred language, a telephone interpreter was used. This was carried out through NDCS’s access to a telephone interpreting service.

As highlighted in the area profiles, there were high levels of English as an additional language so we made sure that all the materials were easy to read and accessible in a family’s first language. A cover letter providing details about the activities provided information in three community languages and flyers were highly visual and used very little written English. We also approached and identified local contacts to help promote the project within their wider community.

In Tower Hamlets a bilingual support worker was invaluable in contacting Bengali speaking families and informing them of events. Most young people who registered for the events came as a result of a personal invitation through teachers of the deaf, contact with local schools or a telephone call.

The following table provides more detail about each type of event and a breakdown on how many deaf young people took part in each of the activities.

Approach	Number of young people attended activity sessions
One day activity workshops • Stratford Circus Theatre • Geffrye Museum • Film workshop facilitated by Mouth that Roars, a film production company	14
School activity sessions • Four schools took part in Over to You activity sessions	60
Drop-in sessions • Two sessions took place at the Hackney Ark and West Ham Lane audiology department	26

By having a number of different ways to engage with the young people, we were able to be flexible and make sure that those who were unable to make the activity events still had the opportunity to share their experiences and tell us what they think. We know that the young people who attended the activities enjoyed the opportunity to meet deaf members of their peer group, learn new skills and have fun.

Within the consultation element of the activities we used the journey a deaf young person makes before, during and after their audiology appointments to structure the consultation. Some of the activities provided them with an opportunity to share their ideas of an ideal audiology service and audiologist, whilst others gave them a chance to review and reflect on their own experiences, offering a more personal input into the discussions.

consultation results: what

This section gives an overview of the young people's responses as well as the questions we asked them. A copy of the full programme can be found in Appendix 5.

"The activities gave me a chance to talk about being deaf, which I don't normally get"
15-year-old girl, Lights, Camera, Action workshop

This section shares the feedback given by the young people. We have used their own words through direct quotes wherever possible. The particular quotes have been chosen to highlight the range of responses, key issues raised or recurring themes. We also suggest a number of areas for future consideration and discussion. At the start of each section is a list of the key questions we asked.

Overall deaf young people who took part valued the opportunity to have their say. Some were excited by the prospect of being involved in the project, having their stories heard and being able to help other deaf young people across the UK.

"This day showed I can express my feelings and that my ideas are important"
15-year-old girl, Lights, Camera, Action workshop

"We had a chance to show our opinions of what we wanted the waiting room to be like"
13-year-old girl, Art workshop

"Yes, we can't complain if we've not told them what we think" 13-year-old boy, Lights, Camera, Action workshop

The deaf young people also valued the opportunity to meet other deaf young people. For example 100% of the deaf young people who attended a one day activity workshop said they enjoyed meeting other deaf young people and finding out about their experiences.

t young people think

Before the appointment

We asked the young people:

- **What does audiology mean to you?**
- **How do you feel when you are told you have an audiology appointment?**
- **Who tells you that you have an appointment?**
- **How do you feel when the appointment takes you out of school?**
- **If your friends ask you about your appointments what do you say?**

Most young people demonstrated that they had a good understanding of the term audiology.

They told us:

“I think audiology means where you get your hearing test done” Young person at Newham services drop in session

“Means something to do about sound/hearing” Young person at Newham services drop in session

“Where they mend my ears” Young person at school session

“To do with deafness and hearing aids” Young person at school session

“Study of sounds and hearing levels” Young person at school session

The young people had a range of different feelings about attending the appointment, often affected by their level of knowledge and when the appointment was.

“I know the environment I’m going to and I know the audiologist so I feel confident”
Young person at Newham services drop in session

“I get worried as I don’t know what will happen....I lost my hearing to a virus and I’m worried it is getting worse” Young person at a school session

“I wouldn’t mind if they could tell me why I’m going and what is happening” Young person at a school session

“Upset because I miss my class and then have to catch up after school” Young person at Hackney services drop in session

“I don’t get to meet my friends as most of the appointments take me out at lunch or break time” Young person at Hackney services drop in session

“I feel a bit happy because I get to come out of school” Young person at Newham services drop in session

Some of the young people didn't like being taken out of school for their appointments, particularly those who were closer to taking their GCSEs as they worried about missing the work. Other young people enjoyed the fact that this made them feel special and liked that they had to miss some of their lessons.

"Friends are interested and I feel confident and encouraged to tell them" Young person at school session

"Sometimes I feel okay to tell them but if I don't understand, I don't know what to say" Young person at school session

"Feel wary about telling them about my deafness" 15-year-old girl, Art Workshop

"Want to be honest, proud of being deaf, but it is difficult to do so" Young person at school session

"It's a relief to tell my friends where I am going – they look out for me and tell me what I've missed" 15-year-old girl, Art workshop

Approximately half of the young people we spoke to felt confident sharing information with their friends, while others felt reserved and unsure of what to say. Feeling less confident sometimes matched a lower level of understanding of the young person's own deafness.

In summary, young people were very happy to share their feedback on their service and had a good level of understanding of what audiology means. They had mixed views about attending appointments which often related to their school circumstances or their level of knowledge about the appointments themselves. Some of the young people were worried about talking to their friends about their deafness or where they were going when they attended appointments and would welcome more information and support with this.

In response to this, NDCS has created a resource which will be available in Summer 2011. This new resource will include information on friendship, audiology and deaf awareness. For more information about this, please email projects@ndcs.org.uk.



At the appointment

We asked the young people:

- **How would you like your waiting room to look?**
- **How do you spend your time waiting for your appointment?**
- **Do you read a magazine or do some work? What would you like to do?**
- **What would you like your receptionist to be like?**
- **What would your ideal audiologist look like?**
- **What skills and knowledge do you think an audiologist should have?**

They told us:

“If I don’t hear the audiologist shouts my name they would just shout again and then my mum would shout at me” 14-year-old boy, Film workshop

“I like the flashing light or the screen to let me know it’s my turn for the appointment”

Young person at school session

The first person deaf young people meet at their service is very important to them. They said that having a receptionist who is friendly, has a smiley face and, more importantly, is deaf aware made a big difference.

Some young people would like to be tapped on the shoulder to show when it’s time to go in for their appointment, or have flashing lights or information on a screen showing their name and the room they have to go to.

Some young people wanted activities to do while they waited for their appointment.

“I get bored because I have to wait there for a long time. It happens lots when the appointments are delayed or the interpreters turn up late and I have to wait ages”

12-year-old boy, Film workshop

“I want to read magazines that are for me, not old ones written for my mum or gran”

Young person at school session

We asked young people to design their own waiting room and think about how they would know it was their turn, what they could do while waiting and what might be displayed on the walls.

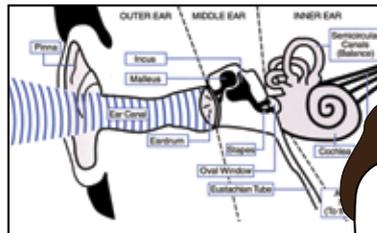
The young people really enjoyed taking part in this activity and in addition to the content of the waiting room, emphasised that coloured walls with natural light would be the ideal.

What the young people wanted	The reasons why the young people wanted it
Information about deafness, including a picture of an audiogram	<i>“Gives us more information so we have a better idea of what is going on”</i>
Television with subtitles	
Posters of famous deaf people	<i>“To show us what we are capable of achieving”</i>
Flashing screen with name and appointment time	<i>“To show us when it is our turn”</i>
Ex-service users stories	<i>“Telling us of what other deaf young people have done”</i>
Magazine rack with suitable age-appropriate magazines	<i>“To read while waiting for the appointment”</i>
Fish tank	<i>“To chill us out”</i>
Pens and paper	<i>“To do some drawing”</i>
Vending machines	
Wii/PS3 and Xbox 360	<i>“Important to have this as it is a hospital and will make young people feel comfortable while waiting”</i>
Sofa	<i>“To be comfortable while waiting”</i>
Plants	<i>“Makes the place look pretty”</i>

To understand what young people thought of the role of an audiologist we asked them to share with us what their ideal audiologist would look like, as well as what skills, knowledge and attitudes they would have. In general, young people wanted someone who would listen to them and who wouldn't assume that they knew and understood everything being said. Young people also wanted someone who would give them time to process everything they had been told.

The following comments were made by young people on what makes a good audiologist:

- To be happy, friendly and smile
- To be supportive
- To be deaf aware
- To speak slowly
- To have clear lip patterns
- To be encouraging and empowering in taking care of our ears and equipment
- To make good eye contact
- To clarify information in a young person-friendly way
- To talk about general stuff like football or the latest gadgets to stop me getting nervous
- To know how to communicate
- To know all about the latest technology and how it can be accessed
- To be responsible
- To be qualified
- To wear smart clothes
- To have knowledge or experience of what it is like to be deaf
- To know how important it is that all deaf people are different.



Overall the young people wanted the people they meet while at their appointment to understand them and what they need and to try and make an effort to connect with them. They would also like the things they see at the appointments and in the waiting room to be interesting and relevant to their age group.



After the appointment

We asked deaf young people:

- **After you've had your appointment, how do you feel?**
- **Do you understand what happened?**
- **Do you feel you could ask for further guidance?**
- **Do you have information on looking after your hearing aids?**
- **Do you know what you can expect from your service?**
- **How would you go about finding out more information about deafness?**

They told us:

"The audiologist talks to my parents and assumes I don't understand" 15-year-old girl
Lights, Camera, Action workshop

"I don't really understand the tests they do and I feel confused" 14-year-old boy, Lights,
Camera, Action workshop

"I feel better after coming out of the appointment because I get to know about my hearing" Young person at Newham services drop in session

"I feel better because they tell me the problems I have and what to improve" Young person
at Hackney services drop in session

The young people we spoke to really enjoyed knowing what was happening in the appointment and felt confused or unsure if the information wasn't presented in an accessible way.

Most young people told us that they had a positive relationship with their audiologist. Some young people wanted to feel more confident or have greater knowledge to know what questions to ask and how to go about this.

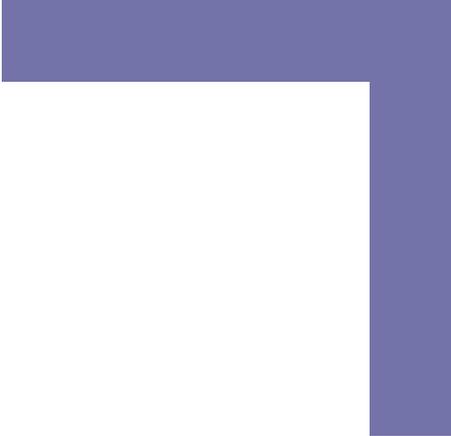
"Never seen an audiogram but I know my other friends have" Young person at school session

"My audiologist is always saying 'your hearing is the same – no change'. What does this mean? No-one tells me" 12-year-old girl, Art workshop

"When I have my ears tested, my audiologist takes an audiogram – what do the lines mean? It is very confusing" 15-year-old girl, Art workshop

Not all the young people had a good understanding of the details or causes of their deafness. Some young people did not clearly understand statements such as 'your hearing is same-no change' and asked specifically for more information about an audiogram.

"I can get information from the audiology service, school or from the BSL centre" Young person at school session



In the discussion groups, we were told by young people that they would also go to the following places for more information:

- library
- internet
- parents and family members
- audiologist
- teacher of the deaf.

It is important to note that whilst the young people came up with these suggestions, some had very limited awareness of how they would approach these places, know what questions to ask and what information would be available for them to access.

Some young people told us that they wanted more responsibility and knowledge about how to look after their hearing aids, change the batteries and understand how to book appointments.

In general, young people want and appreciate information that they can understand. They like being actively involved in the appointment, being talked to directly and being asked for their opinions and how they feel.

Transition

This discussion topic draws upon the experiences and views raised by the young people in relation to moving from children to adult services. We know from studies that the process of transition is an important one and it's important that young people are prepared for this from an early age.

'If transfer to adult services is handled badly, there is a risk that the young person will 'drop out' from medical services altogether'¹⁰

*Government guidance strongly recommends that transition planning should begin at the latest by the age of 13–14 (Year 9 in school) although some parents may wish to raise concerns before this and children can be involved in the gradual development of independence from the age of about 6–7 years old*¹¹.

We asked deaf young people:

- **What does the word transition mean to you?**
- **Have you been told you will be moving to an adult service?**
- **Who told you?**
- **How do you feel knowing you will be moving?**
- **Do you have any worries about this move?**
- **Do you have any hopes of what your new service will be like?**
- **What would be your ideal adult service look like? Think about the environment (waiting room), staff members, information you get given.**

It was clear that the young people we met were at different stages when it came to having an understanding of transition. Some of them understood that transition meant change and involved moving services, but this idea of change raised some concerns. Most of the young people said they hoped the services they would be going on to were just as good as the ones they currently attended and that the support they had received would continue as they got older.

When discussing where their nearest adult service was, concerns were raised by young people over not having the knowledge and guidance on how to get to their service whilst some didn't feel confident in taking the bus or train.

Other areas raised by this discussion topic were around gaps in knowledge that young people felt they had and not knowing what they could expect from their adult service in relation to information sharing and support.

¹⁰ *Getting the Right Start: National service framework for children, standard for hospital services, 2003*

¹¹ *Transition – Moving on well, Department of Health, page 21, 2008*

In response to this, young people shared the following tips for audiologists around transition:

- Give out young people-friendly information about what transition entails
- Give young people the opportunity to visit the adult audiology department
- Provide guidance to young people on what they can expect from their adult service in relation to information and support
- Give young people the opportunity to meet older deaf people to see what other people have experienced.

When looking at the area of transition and more particularly at becoming an adult, some of the young people were interested in other areas that would affect them in the future, and where a deaf volunteer was present, asked them about the following:

- career
- relationships
- family life: looking after a baby and knowing what aids can help if you can't hear it cry
- update on latest technology.

Young people also wanted information from their audiologists and audiology doctors and teachers on:

- where the local deaf club is
- deaf-friendly sports
- opportunities to meet deaf young people
- opportunities to know more about jobs and the future
- opportunities to know more about cochlear implants

It's clear that transition can be a worrying time for young people and that therefore specific information and support is beneficial. Services should also consider how the information they give can signpost young people to the range of questions that they may have more generally about growing up.

If you would like more information on any of the specific aspects of the consultation please contact projects@ndcs.org.uk. The key messages section of this report includes the key findings from the consultation.

The next section gives an overview of what difference the project has made and then finally recommendations based on the Over to You pilot.

evaluation

We evaluated the project at each stage in relation to activity, impact and quality. We used a range of tools including evaluation forms, case studies, feedback from parents and teachers and informal polls. An example of an evaluation form used with the project volunteers is given in Appendix 6.

Some of the evaluation results have been shared in the main body of the report above. This section gives more details about the impact of the project on the deaf young people and the volunteers.

We know that in general the deaf young people and volunteers enjoyed and benefited from taking part in the project. Deaf volunteers in particular all reported increased knowledge about their own deafness and some emotional benefits from taking part in the project.

Through evaluation forms the young people told us that:

- **100% learnt something new attending the event**
- **100% enjoyed meeting other deaf teenagers**
- **100% enjoyed learning about other experiences of being deaf**

100% enjoyed taking part in the ‘Having your say’ session, where young people were asked a number of questions about their experiences in accessing audiology services.

As well as positive changes for the deaf children and young people involved, the volunteers themselves also told us about what difference the project had made to them. They talked about feeling more confident and having more knowledge about audiology in general and specifically about what deaf children and young people experienced. This was particularly valued by the deaf volunteers involved.

Through an end of project evaluation event volunteers told us they had also seen changes in the young people:

“The young people were able to talk about their feelings and experiences. I spoke to some of the young people about their feelings on the day. One young person said he wanted to meet a lot more deaf people”

“This project provided a safe environment for them to share their feelings and say what they needed”

“I think the activities left them feeling more empowered and confident in talking about their deafness. At the start of one event, one young person was very shy but over the day gained more confidence and really opened up”

In addition to the evaluation form, two post-event follow up calls were made with young people who attended two of the workshops to find out in more detail what difference being involved in the project had made to them. See the case studies on the next two pages.



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Case study one:

Laura attended Lights, Camera, Action! on 2 October 2010

Laura is 15 years old and lives with her mum and dad. Laura has a moderate high frequency hearing loss, wears two hearing aids and communicates using spoken language. She attended the Lights, Camera, Action! event after receiving the flyer by post. The family are members of NDCS.

They were keen for Laura to meet other deaf young people and saw this day as a unique opportunity to do so. Laura's experience of meeting other young people before the day was limited. Being the only deaf student in a secondary school of 1,200 pupils is challenging for Laura and there had been a number of occasions where she felt left out and unable to hear gossip from her friends or conversations in a noisy place. Laura has always been shy in meeting new people so attending this day was seen as a good way to develop her confidence and have fun.

The day was really positive and Laura met and made friends with some of the other deaf young people who attended the day. It was the first time Laura had met young people who signed so it was a very new and challenging experience for her.

During the day Laura was asked about her experiences in accessing her audiology service. She really enjoyed sharing her ideas and developing a better understanding of what support is available to her. Laura has always had good support from her audiology service but felt it would be useful to know more about the technical side of wearing hearing aids.

What would you take away from the day?

Mum: "I'm really pleased Laura attended the day. She was more confident and really enjoyed meeting other deaf young people – she is hoping to attend another event soon."

Laura: "Meeting other deaf young people and deaf volunteers was great. After the event I was very keen to learn to sign because I felt I wanted to talk more easily with the friends I met. I would like to attend some more events and volunteer to help when I am old enough."

Case study two:

Deon attended the Film Workshop on 26 October 2010

Deon is 12 years old and communicates using sign language. Deon's hearing deteriorated after birth so that by 18 months he was profoundly deaf in both ears and uses hearing aids. At the time, his mum talked about how stressful the situation was and how very little information was given so the family had little understanding of what had happened.

Deon is currently in a mainstream secondary school but finds it hard to meet up with friends as they do not live in the local area and he doesn't go out with hearing friends. Deon signed up to attend the film workshop so that he could do something different, meet other deaf young people and learn more about filming.

He thoroughly enjoyed the day and met some other deaf young people. Since the event he has learnt more about the role of the audiologist and now has the confidence to ask questions and get the right support.

conclusions

In this final section of the report we assess whether the original aims of the project have been achieved and make recommendations for how the information in this report can be used in the future.

The original aims of this project were to

- explore and pilot an innovative model of using young volunteers within audiology services
- empower deaf young people to better manage their deafness
- make a difference to the quality of audiology services through the involvement of young service users.

Volunteer involvement in the Over to You project was invaluable in developing and steering the project and we know that there were significant benefits both for the volunteers and the young people involved. We recommend that all audiology services think about how they could use volunteers. We hope that the detailed information about how the volunteers for this project were recruited, trained and supported will be of help to others.

It is also clear from the information in the previous section that Over to You has made a considerable difference to the lives of the deaf young people involved and so achieved the second original objective. Again, we hope that the information in this report will help service providers both in audiology and other areas of paediatric care to consider how they can best support the young people they are working with.

It is our hope that the information from young people themselves can also be used to make adaptations to services in order to best meet the needs of the young people accessing them.

We recommend that for all new projects the needs of young people and their families in each particular area should be taken into account at the earliest planning stages. This helps to focus the project and also ensures that the events and activities are more likely to be well attended.

It is very important that sufficient resources are available in order to meet the needs of all the families in a particular area and this includes time and expertise. For example, this project worked with families using a range of different languages as well as BSL and we needed to make sure we had sufficient time and funding to be able to translate materials, provide different community language interpreters and help families to complete forms, for example. We continued to make changes to the project as it progressed so that we could best meet the needs of the families we were working with.

Overall we consider the Over to You project to have been a successful pilot and hope that it will be used to continue to benefit deaf children and young people in the future.

We would like to say thank you again to everyone who has been involved in this project. In particular it would not have been possible without the dedication and commitment of the audiology teams in Hackney, Newham and Tower Hamlets.

For more information about anything contained in this report please email projects@ndcs.org.uk



resources

Over to You has created the following resources

- Project report
- Young people's project report
- Young people's resource booklet (available summer 2011)

For any further information about these resources please contact projects@ndcs.org.uk

further reading

Publications

NDCS (2005) *Quality Standards and Good Practice Guidelines: Transition from child to adult services.*

Department of Health (2010) *Volunteering: Involving people and communities in delivering and developing health and social care services.*

Patient Information Forum (2010) *Guide to Producing Health Information for Children and Young People.*

Department of Health (2008) *Transition: Moving on well: A good practice guide for health professionals and their partners on transition planning for young people with complex health needs or a disability.*

Department of Health/Department for Children, Schools and Families (2009) *Healthy Lives, Brighter Futures: The strategy for children and young people's health.*

Department of Health (2007) *You're Welcome Quality Criteria: Making health services young people friendly.*

Department of Health/Department of Education and Skills (2006) *Transition: Getting it right for young people.*

National Youth Agency, (2010) *Hear by Right in Health Services: Children and young people's participation in PCTs, hospital and other health settings*

Department of Health & Association for Young People's Health (2010) *Involving Young People in the Development of Health Services*

Royal College of Paediatrics and Child Health (2010) *Not Just a Phase*

National Children's Bureau, (2008) *How to Involve Children and Young People with Communication Impairments in Decision-making*

Volunteering England, (2006) *Volunteers Across the NHS: Improving the patient experience and creating a patient-led service*

National Children's Bureau, (2009) *PALS: Getting it right for children and young people*

useful websites

Websites

www.ndcs.org.uk/professional_support/transition.html

www.education.gov.uk/childrenandyoungpeople/sen/ahdc/boo70490/aiming-high-for-disabled-children-ahdc/ (Aiming High for Disabled Children)

www.nhsimprovement.nhs.uk/audiology

e-bulletin: www.improvement.nhs.uk/audiology.

To subscribe, email Alyson Banks-Davies at: alyson.banks-davies@improvement.nhs.uk.

For more guidance on managing volunteers, approach your volunteer department or visit the following websites:

www.volunteering.org.uk

www.timebank.org.uk

For further guidance on working with young people, visit:

www.participationworks.org.uk.

www.nya.org.uk/hearbyright

www.nya.org.uk/yw4h (Youth work for health)

www.youngpeopleshealth.org.uk

www.iic-uk.org (Investing in children)

www.dh.gov.uk (You're welcome Quality criteria: Making health services young people friendly)

appendices

Appendix 1 – Volunteer role description

Are you aged between 18 and 30 years old?

Do you want to make a difference to the lives of deaf young people aged 14–16?

Do you want to learn new skills?

If you answered yes to these questions then read on, we have an exciting opportunity for you...

The Over to You project was set up in April this year and will work with audiology services in Hackney, Tower Hamlets and Newham to improve deaf young people's experiences of accessing these services.

As part of this new and exciting project, we are inviting individuals to join our volunteer team who will work together to set up and run a number of events for deaf young people aged 14–16 living in London.

As part of their role, volunteers will be asked to:

- Welcome young people and families as they arrive at the event.
- Supervise small groups of young people during the activities planned for the day.
- Ensure all children and young people understand any instructions.
- Encourage interaction between young people with varying communication choices.
- Ensure all young people are safe, happy and adhering to the NDCS codes of conduct.
- To share experiences with deaf young people of growing up being deaf and accessing audiology services (only if applicable).
- Be willing to take part in any publicity for the Over to You project e.g. interviews photos for the NDCS magazine, website and other press.
- To attend up to two days of volunteer training in preparation for supporting deaf children and young people.
- Complete mini reports on young people activity days.
- Feed into the evaluation report of the Over to You project.

Essential

For hearing volunteers only – BSL level 2 or above or equivalent. Deaf volunteers do not need to have a BSL qualification and we actively encourage deaf volunteers with a wide range of communication methods.

- Interested in working with children and/or young people.
- Available to volunteer on weekends.
- To commit to supporting two young people at events.
- A commitment to the NDCS Vision and Values statement, to working within an equal opportunities framework and to the NDCS policy of informed choice for deaf children and their families.

Desirable

- Experience of supporting communication in a small group situation.
- Experience of working with young people.
- Experience of working as part of an integrated deaf/hearing team.
- Willingness to be flexible.
- Willingness to act as a role model (particularly for deaf volunteers).

How as a volunteer will I be supported?

All volunteers will be supported through a number of ways:

- Successful volunteers will need to attend up to two days of volunteer training in preparation for supporting deaf children and young people. These training days are likely to take place during July with events for deaf children and young people starting in the autumn term.
- Volunteers will receive pre- and post-event support (including the opportunity to meet face to face if needed).

Application process

If you are interested in becoming an Over to You volunteer please complete the volunteer application form by Wednesday 9 June 2010 and return to:
The National Deaf Children's Society, 15 Dufferin Street, London EC1Y 8UR

You will be notified within two working days that we have received your form. We will then assess your skills and experiences and let you know if we can invite you on a training day.

Places are limited.

Appendix 2 – Volunteer training needs analysis

Process:

- 1 Identify the core skills or competencies the volunteer will need to have
- 2 Based on application form and informal interview, review each volunteer against those needs – how well do they currently perform against them?
- 3 Identify and prioritise these needs
- 4 Identify training solutions (in-house, open course, coaching, etc.)
- 5 Plan and deliver the training
- 6 Provide support to volunteers throughout their role and where learning needs have not been met, provide additional support

To grade the competency, behaviour, knowledge by:

- High (H) – effective at this
- Medium (M) – some development needed
- Low (L) – significant development needed
- Not applicable (N) – for the role

Training Needs Analysis Grid

Competency, behaviour, knowledge	Volunteers				
	1	2	3	4	5
Knowledge areas					
• Audiology services					
• Youth participation					
• Challenges faced by deaf young people					
• Child protection					
• NDCS informed choice policy					
• Working with young people					
• Evaluation/impact					
• Risk assessment					
• NDCS code of conduct for volunteers					
Skills					
• Time management					
• Organisation					
• Team work					
• Facilitation					
• Problem solving					
• Communication – BSL, clear lip patterns					
Behaviour (To be reviewed at events)					
• A positive role model to deaf young people (particularly deaf volunteers)					
• Friendly and approachable for families					
• Supportive of the young people working with					

Appendix 3 – Volunteer training programme

Aim: A one day training programme designed to introduce the NDCS Over to You project and in particular explore the activities planned which will help to identify the unique information and support needs of deaf young adults aged 12–16 years old and their audiology services.

Saturday 10 July 2010

10am – 4.30pm

Registration from 9.30am onwards

10am	Housekeeping, Aims and Objectives, folders
10.05am	Getting to know one another
10.20am	An introduction to the NDCS Over to You project
10.40am	An introduction to audiology services
12pm	Youth Participation – How to engage with young people
12.50pm	Child Protection – Part one
1pm	Lunch
1.45pm	Child Protection –Part two
2.30pm	The real picture: Young people and audiology services
3pm	Over to You young people’s programme
4pm	Evaluation
4.15pm	Reflection
4.30pm	Closure

Appendix 4 – Activity flyer

Are you aged 13–16?

Do you visit an audiologist or hearing doctor?

We can't do this without you!

Tell us how you feel about your visit. We want to know what you think. So come to one of our fun and exciting workshops!

- Have a go at something new!
- Meet other deaf young people!
- Have your say!
- Have some fun!

The National Deaf Children's Society is making sure deaf young people have a good time visiting their audiologist or hearing doctor.

Have a go at something new!

Have your say!

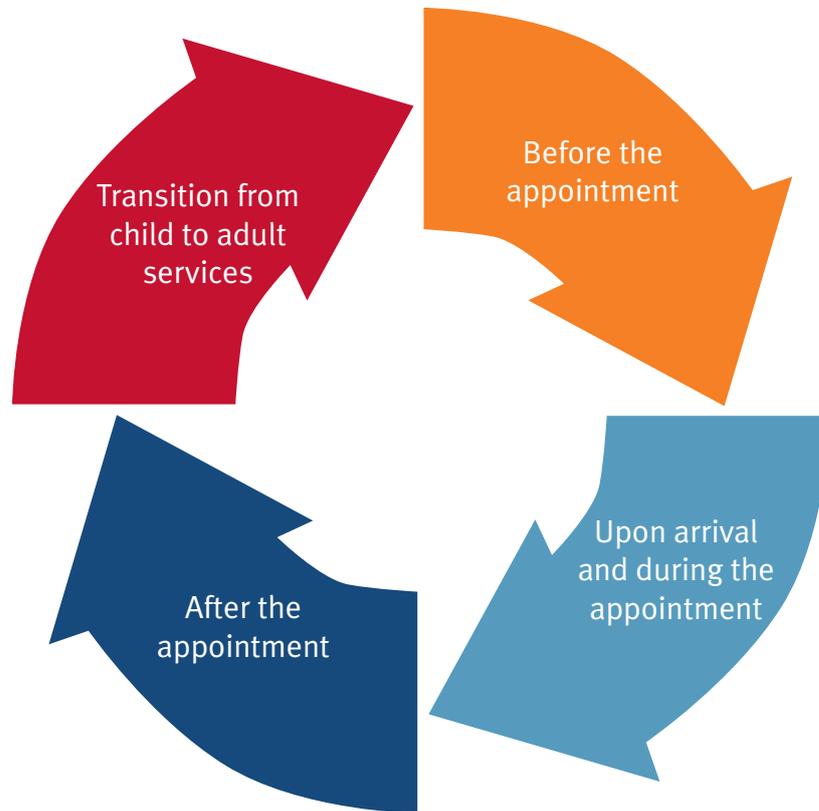
Meet other young deaf people!

Turn over for workshop dates

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Appendix 5 – Young people consultation programme

For the consultation, the activities follow this themed structure:



School visits

With school sessions, a selection of the following activities were selected and carried out. Not all activities were run.

Session 1: Before the appointment

These activities seek to examine how the deaf teenager feels about audiology services and whether prior to going to an appointment they have an understanding of what the appointment means and who they are visiting.

Activity One: What does the word audiology mean to you?

Resources: Speech bubble handout, pens, grafitti wall (A1 poster)

Instructions to facilitator: Ask everyone in the group to take a speech bubble handout and write on it what audiology means to them.

Role of facilitator: To encourage everyone to participate in this activity. Support may need to be given to those not sure how to write their thoughts down in a clear way.

Notes: If the group are struggling to write down how they feel or find it difficult to express within a group environment with people they've not met before, the facilitator can explain to the group that no names need to be written on the speech bubbles and that these will be collected and put up on the wall, therefore no one will know who has written what.

Activity Two: Having an audiology appointment

Resources: Emotion cards (everyone has a pack on a key ring)

Instructions to facilitator: Ask everyone in the group to pick one emotion card which best describes how they feel when they get a letter from the Hospital saying they have to go for a hearing test. Follow up questions:

1. How do they feel?
2. Why do they feel this way?
3. Who tells them they have an appointment? Their parents, teachers?
4. How do they feel when appointments take them out of school?
5. Do they understand why they have an appointment? What this involves?

Invite members of the group to discuss any of the answers given.

Role of facilitator: To take notes and record emotion cards and responses given by each member of the group after each question is given. The facilitator should also give members of the group an opportunity to share their responses with the rest of the group if they would like.

Notes:

The facilitator needs to be sensitive – it will not be easy for all members to share how they feel emotionally – if the group are struggling with being open with how they feel, give out the survey.

Activity Three: Understanding deafness

Resources: Red/Green cards

Instructions for facilitators: Give out red/green card and explain that if their answer to the question is No then they must put up the red card. If their answer is Yes, they must put up the green card.

Questions to ask them:

- Do they know why they are deaf?
- Do they know what level of deafness they have?
- How do they know:
 - Parents telling them
 - Reading on the internet
 - Teacher of the deaf explaining it to them
 - Friends
 - No one has told them
- Do they talk to anyone about their deafness?
- Do they feel they can ask questions about their deafness? What questions do they have?

Discuss within the group these questions – give an opportunity for group members to share comments and ideas on the answers given.

(Refer to NDCS Healthy Minds Resource – Managing your deafness session and who they can ask for support)

Role of facilitator: To record responses given from the group after each question is asked. Also to encourage the group to discuss any comments and record these.

The facilitator also needs to make sure that once the questions have been asked that the group look at managing your deafness/asking for support as part of Healthy Minds – giving young people the skills and tools to feel confident and knowledgeable on what to do.

Session 2: Upon arrival and during the appointment

These activities seek to examine how the deaf teenager feels when they get to the audiology appointment – how they feel about the environment, the audiologist, etc.

Activity One: The environment

Resources: Questions, A3 Waiting room template, colouring pencils

Instructions to facilitator: Explain to the group that this activity is divided into two mini-activities:

Questions to ask them:

- Do you like how your service looks?
- Do you feel happy waiting in the waiting room?
- How do you spend your time waiting for your appointment? Do you read a magazine? Do some work?
- Is the receptionist friendly?
- While you are waiting, are the staff you see friendly?

Design work

Encourage each group member to design their own waiting room. What would they include in it? What would they see as important to meet their needs?

Role of facilitator: To record views given to the questions asked and also encourage all group members to share their thoughts on what they would like to see in their waiting rooms.

Notes: Some group members may need guidance when designing their own waiting room.

Activity Two: Audiologists/Hearing Doctors

Resources: Pink/Yellow post-it notes; Audiologist outline (A1) and Lightbulb handouts

Instructions to facilitators: This activity can be done individually or as a group. There are three sections to this activity:

Section One - Invite each member of the group to write on the pink post-it notes what skills they feel the audiologist should have (have some examples ready).

Section Two - Invite each member of the group to write on the yellow post-it notes what knowledge they feel audiologists should have (have some examples ready).

Section Three - Invite each member to take a lightbulb handout and write down one top tip for audiologists to be aware of when working with deaf young people.

Role of facilitator: To encourage all members to participate fully within each of the three sections of this activity. Facilitators must remember that some may find it hard to write down what their thoughts are so they may need help.

Session 3: Post appointment

These activities seek to examine how the deaf teenager feels after they've attended the appointment and also identify whether they understand what the appointment was about and what the audiologist said.

Activity One: The appointment

Resources: Pens and paper

Instructions to facilitator: To introduce this session, the facilitator will need to ask the young people to answer the following questions:

- Were you happy with how the appointment went?
- Did you understand what went on?
- Did you understand the information that was given to you?
- Did you wish you had further information?
- Did you feel the audiologist was clear in their explanations?
- Did you feel you could ask for further guidance?

Role of facilitator: Facilitators will need to record the answers given to the questions and may need to clarify some of the questions asked.

Activity Two: Sharing information

Resources: Flipchart, pens and stickers

Instructions to facilitator: To introduce this session, the facilitator will need to explain to the groups that there are two sections to this activity.

Section 1 – Information given

- Do you feel you have enough information to understand what happens at appointments?
- Do you feel you have enough information to understand what you need to do to look after your hearing aids?
- Do you feel you know what you can ask at appointments?

Section 2 – Format of information

The facilitator will need to invite the group to share ideas on how they would like to receive information. Examples of this could include books, online pages, postcard etc. The facilitator will then need to ask the group to stick a dot in the following squares on flipchart which best represent how they feel information should be produced.

Role of facilitator: Facilitators will need to record the answers given to the questions and may need to clarify some of the questions being asked.

Session 4: Transition

These activities will explore the views of deaf teenagers about the transition stage between child to adult services.

Activity One: Transition

Resources: Flipchart, pens, paper and yes/no sign

Instructions to facilitator: Explain to the group that they will now be looking at transition between child and adult services. This activity will look at exploring how the deaf teenagers feel about change and whether they understand what moving from children's to adult services means. The facilitator will need to give a brief introduction on what transition means.

Section 1 – What does the word transition mean to them?

Using a flipchart ask the young people to say what they feel transition means for them. Facilitator to write down the answers on flipchart.

Section 2 – Yes/No game

Facilitator needs to make sure there is a 'yes' sign on one wall and a 'no' sign on the other wall.

Explain to the young people that they will be asked a number of questions and that they have to stand up and move to either sides of the wall depending on how they feel.

The questions we will be asking are:

- Have you been told you will be moving to adult services?
(follow up question: who told you?)
- How do you feel knowing you have to move onto a different service?
- Do you have any worries about this move?

If any worries are raised by the group – the facilitator can use the remaining time to discuss in a group what can be done about these worries.

Role of facilitator: The facilitator needs to make sure they record the discussions happening and record the results from the Yes/No game. The facilitator may also need to clarify some of the questions asked to ensure everyone in the group understands.

Activity Two: Looking to the Future

Resources: Crystal Ball handout

Instructions to facilitator: Explain to the group that this is the last exercise of the consultation. Ask the group if they have ever heard of a crystal ball and why we have them. The facilitator needs to explain to the group that for this activity, each participant will be given a handout with a crystal ball and that they each individually need to think that if they could look into the future, what would their ideal audiology service have, what would their care look like.

Role of facilitator: To encourage everyone to participate in this activity. Depending on the size of the group, the group might want to work in pairs instead of on their own.

Notes: The facilitator needs to be aware that for some participants, they aren't able to think about what the future will hold so they may need further clarification.

Additional areas to look at:

- Would they like the opportunity to visit an adult service in advance of the move?
- What one thing would you take with you when you leave your child service?

Appendix 6 – Volunteer evaluation form

Name

Did you have any expectations of the day?

Your experience of the training day:

Please score each statement using the following scale:
1 = strongly disagree through to 5 = strongly agree

Statement	1	2	3	4	5	Comments
I received all the information including agenda and joining instructions in good time before the event						
Today met my expectations						
The objectives were clear to me						
The information pack was useful						
The facilitator was skilled and knowledgeable						
The training room was suitable for the activities planned for the day						
The food and refreshments were of a good standard						

Please use the following scale on the following parts of the content for the training day:

The training	Poor	Fairly Good	Good	Very Good	Excellent	Comments
NDCS 'Over to you' Project						
Audiology – what's it all about?						
Youth Participation						
Child Protection						
The real picture – deaf children, young people and Audiology services						
Hands on!						
Measuring impact						

Do you have any suggestions on how to improve this course? E.g. content topics, format, style, length.

What did you enjoy the least?

What did you enjoy the most?

Please tick yes or no to the following questions:

	Yes	No
1. I have learnt at least two new things		
The two new things I have learnt are: (1) (2)		
2. I understand the needs of deaf young people and their access to Audiology Services		
3. Having received this training, I feel confident in working with deaf young people		
4. Having received this training, I feel knowledgeable on what youth participation means and the importance of it		

Please use the box below for any further comments you wish to make about your experience of attending the training day:

Many thanks for taking the time to fill in the form



NDCS provides the following services through our membership scheme. Registration is simple, fast and free to parents and carers of deaf children and professionals working with them. Contact the Freephone Helpline (see below) or register through www.ndcs.org.uk

- A Freephone Helpline 0808 800 8880 (voice and text) offering clear, balanced information on many issues relating to childhood deafness, including schooling and communication options.
- A range of publications for parents and professionals on areas such as audiology, parenting and financial support.
- A website at www.ndcs.org.uk with regularly updated information on all aspects of childhood deafness and access to all NDCS publications.
- A team of family officers who provide information and local support for families of deaf children across the UK.
- Specialist information, advice and support (including representation at hearings if needed) from one of our appeals advisers in relation to the following types of tribunal appeals: education (including disability discrimination, special educational needs (SEN) and, in Scotland, Additional Support for Learning (ASL)); and benefits.
- An audiologist and technology team to provide information about deafness and equipment that may help deaf children.
- Technology Test Drive – an equipment loan service that enables deaf children to try out equipment at home or school
- Family weekends and special events for families of deaf children.
- Sports, arts and outdoor activities for deaf children and young people.
- A quarterly magazine and regular email updates.
- An online forum for parents and carers to share their experiences, at www.ndcs.org.uk/parentplace.
- A website for deaf children and young people to get information, share their experiences and have fun www.buzz.org.uk

NDCS is the leading charity dedicated to creating a world without barriers for deaf children and young people.

**NDCS Freephone Helpline:
0808 800 8880 (voice and text)**

Email: helpline@ndcs.org.uk

www.ndcs.org.uk

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