

2022

Deaf senior education and activation advice for universal use



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INTRODUCTION TO THE PROJECT

1.1 Background

According to Eurostat, the statistical office of the European Union (EU) at the start of 2019, 101.1 million people in the EU had reached the age of 65 – 20% of the total population. By 2050, this share is projected to increase to 29%. Aging is mainly due to a long-term fall in fertility rates and increased life expectancy. The needs of these people have changed over the years. There are significant differences between the seniors at present and in previous years. Together with the global phenomenon of aging of societies (decreasing birth rate and prolonging life expectancy), increased migration of population, a growing number of breakdowns of unions, lack of offspring, etc., a growing number of environments in which seniors run single-person households are observed, especially for the deaf senior.

1.2 Aim

The project was designed first to meet the growing demand for support for deaf elderly people, with reference to their access to the information and actions required by the digital world, first, the financial, banking,

and social security operations that today require increasing digital skills. And second, only a few adult educators/ trainers have been trained in the specific needs of older students and those with a formation in working with elderly people with disabilities. At the same, training materials are frequently designed to appeal to a younger audience and are not only not relevant but may be rejected as such by discerning seniors, it was important to equip them with adequate materials and techniques to work with the intersection between aging and deafness.

1.3 Approach

The following tangible outputs have been developed in the context of the project:

- * An (online) analysis of the situation of deaf seniors across Europe (activities, living situation, difficulties, etc.).
- * A toolkit to support the education and activation of Deaf senior citizens.
- * A creation of a Deaf Senior Education and Activation Advisor for universal use.

2. INTRODUCTION TO THE GUIDELINES

This document corresponds to the third project result "***Deaf Senior Education and Activation Advisor for universal use***".

The content of the Deaf Senior Education and Activation Advisor for universal use is a guideline for professionals and international organizations, including various organizations working for the benefit of deaf seniors in everyday work with deaf seniors around education, activation, and support for independent function-

ing. The consortium has created a guideline to improve the competencies of professionals working or interested in working with deaf seniors.

The guidelines have the following parts:

- Introduction to the whole project, for the understanding of the context needs and purpose of it.
- Description of the target group.
- How to work with aging people.
- How to work with deaf elderly.
- How to work with deaf seniors with other disabilities
- Advice and suggestions on working with deaf seniors using the materials produced in IO2.
- Advice for deaf associations/organizations on how to activate deaf seniors.
- Conclusion of the guidelines.

3. TARGET GROUP

The guidelines will provide knowledge and skills for professionals working or interested in working with deaf seniors to support them in everyday work with deaf seniors (around education, activation, and support for independent functioning).

Working with the intersection between being deaf and elderly

(Istituto dei Sordi di

INTRODUCTION

This part explores the relationships between being deaf and seniors. Deafness refers to the experience of being deaf as well as the labels used to categorize people based on their hearing. To do so, and to understand how to work with the deaf we will focus on the main two visions of deafness (cultural and medical). The elderly population is defined as people aged 65 and over .

The elderly dependency rate is defined as the ratio between the elderly population and the working-age (15-64 years) population. The comparability of elderly population data is affected by differences, both within and across countries, in how regions and the geography of rural and urban communities are defined.

In this chapter, we will focus on the intersection between being deaf and seniors, starting first with how to work with deaf people in general and then how to work with seniors and finally we work with people fitting into both categories.

1. WORKING WITH DEAF PEOPLE

Before going deeper into suggestions on how to work with Deaf people, it is important to understand the

main two visions of deafness: medical and cultural.

The first of these is referred to deafness as the "medical/pathological " model. From this point of view, a deaf individual is only seen as someone who cannot hear, who is lacking auditory capability, and who is deficient in some way because he or she may not be able to communicate by "speaking" and "hearing".

The second viewpoint - often referred to as the "cultural model" - is promoted by some deaf persons themselves, and by advocates and professionals working within the deaf community. It postulates that the inability to receive audible information is not and should not be the sole and exclusive defining characteristic of any individual or group and that a far more effective and inclusive approach is to view a deaf person for what they can do rather than what they cannot. A simple yet pivotal argument often used by deaf advocates is that deaf people can communicate easily and fluently with others using Sign Language.

a. How to work with deaf people

Here we share with you some tips to better work with deaf people.

- To gain attention you can call the person by gently touching their arm or shoulder. You can also use the light 'on' and 'off', tap on a table, or wave.
- Always face a deaf person. Make eye contact and keep it while you are talking. Try not to look away, cover your mouth, or do habits such as pencil chewing because many deaf people rely on lip-reading to help

them understand you. Avoid shadows on your face because they must see your face clearly to gain help from facial expressions.

- Maintain the same eye level: for example, sit if the person is sitting and use eye contact.
- Check noise: If possible, turn off or move away from background noise, you can move to a quiet area. Televisions, radios, people talking in the background, and air conditioning may interfere with the person's ability to understand.
- Reduce the distance: The level of voice decreases over distance. Standing within one meter of the person is recommended.
- Keep your distance: this is important for hearing-aid users, lip-readers, and signers.
- Speak clearly: speak at a normal or slightly slower pace and keep your volume up but natural. If appropriate, direct your voice to the better ear but make sure your face is visible. Do not shout or exaggerate words because speech and lip movements can be distorted. Be aware that an unfamiliar accent, beard, and mustache may impede lip reading.
- State the subject: Let the person know the subject of the conversation; let people know if there will be any change to the topic being discussed.
- Check for understanding: ask for feedback to check if they understood what has been said. Use open questions rather than yes or no questions.
- Repeat, rephrase or write down key messages to help with communication (names, dates, times, and medication dosages). Make use of diagrams and hand-

outs.

- Re-phrase if necessary: trying to say the same thing differently might help.
- Check hearing aids are working: If you are not sure, contact an Audiologist for help. If the person wears glasses, check they are worn to help with lip-reading.
- Ask the deaf the way of communication they prefer to use. If they use Sign Language and if you do not know sign language, you should ask for a Sign Language Interpreter or find other ways of communication. If you know Sign Language, you can just sign.

b. Who can work directly with the deaf?

From sign language interpreters and teachers to speech pathologists and audiologists, the range of occupations working directly with the deaf is wide.

For example, candidates interested in a counselling job may decide to focus only on working with deaf clients. Let's think about the employers in the banks. Some of them specialize, through special courses, in working with the deaf on financial and monetary issues.

Other people may choose to work with deaf people as instructors or specialize in teaching preschool children

We can understand there are many jobs: we must remember that most states require special licenses and certificates. Each state has its degree and licensing requirements, so it is important to check current state mandates regularly.

But for this part, we will concentrate on two main jobs: Sign Language Interpreter and Communication Assistant.

LET'S START WITH THE COMMUNICATION ASSISTANT.

A Communication Assistant is a specialized professional figure, with the function of socio-educational and communication mediator, who works in different contexts. It is aimed at people with sensory disabilities or communication difficulties, with the aim of guaranteeing their full educational and relational inclusion, working with the family and all the professional figures involved in their development.

This figure is an expert in communication, not only from a strictly linguistic point of view but also in terms of breaking down all possible communication barriers, adapting materials and the setting, and building compensatory tools with the aim of making the child as autonomous as possible.

The problem with this figure is the law: countries and territories have their law regarding this job.

We can find differences also in the pathway you can do to become a Communication Assistant. So, the training pathway leading to the qualification of a Communication Assistant varies a lot. For example, in Italy, it varies according to the regions of Italy we are talking about. There are post-diploma courses and post-degree, specific training courses on deafness, and others that include training on other disabilities that are not necessarily sensory.

ANOTHER IMPORTANT FIGURE IS THE SIGN LANGUAGE INTERPRETER.

But what is Sign Language?

It is a combination of signs, facial expressions, and body language. You can also use fingerspelling where no sign

exists such as for names of places or people.

A sign language interpreter is a professional who is fluent in two or more (sign) languages and interprets between a source and target language and mediates between cultures. The interpreter's task is to facilitate communication in a neutral way, ensuring equal access to information and participation in social life.

So, the role of the interpreter is to effectively facilitate communication between deaf individuals and those who are hearing. The complexities of the task, the types of visual interpreting, and the enormous range of qualifications brought by the interpreter make this figure a complex one.

Interpreting requires a high level of fluency in two or more languages, a keen ability to focus on what is being said, broad-based world knowledge, and professional, ethical conduct. Interpreters cannot interpret what they do not understand.

Interpreters must also know how to assess the communication preferences or language level of the deaf person and then adapt their interpretation to suit the person's needs. They need to understand the meanings and intentions expressed in one language and express those meanings and intentions in the other language. So, interpreters transliterate between spoken language and a sign representation of that language.

There is another interpretation: the tactile interpretation which is a method of interpretation used by people who are deafblind. In this modality, an Interpreter does the signs in the person's hand, while using other tactile cues to describe affect and the environment.

To become an interpreter, you must have achieved the

required Sign Language levels and then start the interpreter course/degree².

Sign Language interpreters are needed in many different areas, so they will be able to work in different ways, specialize in a specific field or do a bit of everything. The situations in which she can work are:

Negotiation: we are talking about personal and private meetings such as a visit to the physiotherapist, an appointment with the lawyer, with the accountant, and so on. You will mediate between the client and the professional.

Conferences, such as workshops, congresses, speeches... In this case, you will be interpreting for a group of people, no longer for an individual.

Schools, because even in high schools or primary schools this figure is essential if there are deaf pupils.

In events, from theatre shows to competitions or contests, you will interpret the actor's lines or the commentator's phrases, because everyone has the right to enjoy the show.

3. WORKING WITH SENIORS?

According to Eurostat, to the statistical office of the European Union (EU) at the start of 2019, 101.1 million people in the EU had reached the age of 65 – 20% of the total population. By 2050, this share is projected to increase to 29%. Aging is mainly due to a long-term fall in fertility rates and increased life expectancy. The needs of these people have changed over the years. There are significant differences between the seniors at present and in previous years. Together with the global phenomenon of aging of societies (decreasing birth rate and prolonging life expectancy), increased

2- The educational path to becoming a sign language interpreter changes in each country. Some are bachelor's degree other are master's degrees or sometimes just some professional courses.

migration of population, growing number of breakdowns of unions, lack of offspring, etc., a growing number of environments in which seniors run single-person households are observed.

Working with seniors can be very challenging and requires a lot of patience. However, we have learned many tips and tricks through our experiences and have gained insight into how seniors tend to think and act. We find working with seniors to be quite rewarding as they can often be misunderstood and treated as a burden to society. The tips we will share in the next part apply to any context and are not just for those treating or exercising with seniors. Be careful: these tips are not going to work with every single senior. Therefore, you need to be adaptable and understand the contexts in which you can apply them.

How to work with seniors?

Here we share some types that can be useful when working with seniors.

- Speak clearly and make eye contact. Some elderly people may be hard of hearing, so it is important to make sure that you speak clearly and always look the person in the eye. In addition, move your lips and pronounce each word carefully and precisely.
- Adjust your tone of voice. There is a difference between articulating and speaking loudly, so try to adjust your tone of voice to the person's needs.
- Use visual aids. If an older person has hearing or memory problems, it is important to give them creative input and these aids can help. Show the person what or who you are talking about. For example, it might be better to say: "Does your leg hurt?" - point-

ing to your leg - or "Do you need water?"- pointing to the water bottle - instead of simply asking "Does it hurt, or do you need anything?".

- Use simple words. Not everyone has an advanced language culture, so never use complex and articulate words, use simple and direct words.

- Don't treat them like they're babies. Most of the seniors are independent and they hate being treated like babies. With, it is well known that seniors are at a higher risk for falls and injury. You need to be close enough to them to prevent injury or falling, while also not appearing to be too overbearing. Use common sense. If you see them really struggling, you should help.

- Share your knowledge. This is a great way to build rapport with seniors. If they see that you have a lot of knowledge and know what you are talking about, they are more likely to trust you. They also like to learn new things and are happy to have you share your knowledge of anatomy, physiology, or whatever else you know a lot about.

- Be yourself. Being genuine is another great way to build trust and they really do appreciate authentic conversations. You can build connections with your clients by showing that you truly care about improving their strength, wellness, or functional ability. If they see that you care about their well-being, they are more likely to take their exercise/training seriously.

- Realize that you are there to do more than just your job. Many seniors, especially the ones that are quite old, do not have many friends that are still living, and some have family members that are not able to visit

very often. You may not realize it, but you are providing the necessary social interaction that many seniors lack. Simply having someone to talk to can brighten their day. Many clients can be very excited to see you and enjoy telling you what they have been up to during the week. Similarly, they also like to hear about what is going on in your life too.

- Let them tell you stories. Seniors love to share stories about their past. Make sure you are actively listening and paying attention to details. Just simply being able to repeat details about their stories or ask them questions brings a smile to their faces. Sometimes they will tell you the same stories more than once, but overall, it is better to respond as if it's the first time you're hearing it. This avoids unnecessary embarrassment and prevents awkward interactions between you and your clients.

- Be empathetic. Always try to put yourself into their shoes and understand what they are thinking or feeling. Try to understand what barriers they are experiencing in their lives. You need to be adaptable and provide alternate solutions/methods of doing things if they are not comfortable with something.

- Be prepared for seniors with dementia. Many seniors are affected by dementia, and this has profound effects on their memory, communication skills, ability to focus and pay attention, reasoning, judgment, and visual perception. Emotions and behavior are commonly affected in those with dementia, which can cause stress to the patient and their caregivers. Someone with dementia could be happy and then suddenly become quite irritable and yell at you. It is important to understand that it is nothing personal and that dementia is severely affecting the individual's judgment.

- Be patient. As obvious as this may seem, it cannot be stressed enough. Often, seniors are hard of hearing, and it may take them a little longer to process information. Take your time when explaining things, break them up into smaller parts, and talk loudly and clearly. Lastly, explain what you are doing and why you are doing it.

- Be punctual and respect their time. As we mentioned earlier, you may be the only social interaction that they receive during the day. They are waiting for you to arrive, and most seniors cannot appreciate those who are unreliable. Seniors may interpret you being late as a lack of care and respect. It may appear to them as if you don't take pride in your work and just want to get your job over with as soon as possible. Alternatively, punctuality demonstrates professionalism and helps build mutual respect.

- Learn not to get too emotionally involved in the personal dynamics of the elderly person being cared for, to be able to help them in a practical way.

WHO CAN WORK WITH SENIORS?

These are some examples:

- Home healthcare assistants. Some elderly people are ill and find it difficult to leave their homes. Offering a service that provides home healthcare, perhaps with a specialized franchise center, is an activity designed specifically for them. The idea is to come to the senior's homes to provide them with the care they need. Some systematically measure blood pressure, and those administer intravenous drugs, give injections, and those who draw blood. Obviously, specific skills are needed: the idea of improvising as a caregiver should not be even remotely considered.

- Personal drivers. When children or grandchildren

are unable to drive their father (or grandfather) to the doctor, someone else must do it. Elderly people who are no longer able to drive can hire a personal driver (paid by the hour or the distance traveled) who makes his car available for various errands. Accompanying seniors to the doctor is only one possibility. Alongside driving to the post office or the out-of-the-way hyper-market with its convenient offers.

Not everyone is suitable for these kinds of work, which is why a certain predisposition is needed. Many elderly people, for example, suffer from Alzheimer's disease and need special treatment: you must know how to behave, how to react in certain circumstances, to and be ready to impose yourself when and if necessary but always in the right way.

There are elderly people with other diseases, people who are not even able to move around independently, and in this case, you must be ready to assist them in practically all their activities. It is a tiring, but also a very rewarding job, which one has to try to fully understand.

Working with older people is certainly a great responsibility. Whoever chooses this path must find within himself the motivation to overcome some inevitable difficulties.

CONCLUSION

The aging of the population and the increase in life expectancy also affect people with disabilities in general including deaf people and those around them. It is a multidimensional phenomenon with health, psychological, family, social, infrastructural, and economic implications that requires in-depth and shared reflection in order to find the best answers regarding the quality of life of the people involved. For some time now, the sector has been calling for global reflection on this still little-known phenomenon so that there can be a unity of purpose in the accompaniment of people with aging disabilities.

In general, on the tick of the United Nations Convention on the Rights of Persons with Disabilities, only in recent years has the issue of the intersection of the elderly and disabilities begun to be addressed. Although an international definition of frailty in the elderly has not been achieved internationally, some factors are recognized as being associated with increased vulnerability, both in terms of overall health and loss of physical, psychic, and social spheres. The vulnerability can be a precursor or at least a risk factor for frailty. Silver Steps defines the non-disabled person as a frail elder, i.e., autonomous in all ADLs, but not autonomous in carrying out two or more complex functions, aid (such as preparing meals, doing housework, taking medication, going around, managing yourself economically, using a phone).

The quality of life has improved for everyone, we are

starting to be longer-lived, and so are people with disabilities. They also have the prerogative to remain younger, fresher, and less attacked by the stresses that life imposes on us; we improperly call them "boys", they are animated by constant curiosity, their spirit is kind, and the advancement of their biological age does not correspond to their desire to live. Elderly people with some diseases such as deafness are often subject to double discrimination: because people just look to deafness as a disability and because of their age. Since this is the first generation of deaf people living so long, systems and services still need to be implemented to ensure their quality of life.

One of this discrimination is also related to the choice of the place to live. In many countries, at the age of 65, the institutions impose a change in the life of some people with disabilities, with the consequence of subtly imposing a radical change of life by pushing those people with disabilities towards retirement homes for the elderly. This condition heavily muscels with Article 19 of the UN Convention (Independent Living and Inclusion in Society) which requires that "People with disabilities have the opportunity to choose, on an equal basis with others, their place of residence and where and with whom to live; persons with disabilities have access to a range of home or residential services and other social support services, including the personal assistance necessary to enable them to live in society and prevent them from being isolated or victims of segregation; services and social structures for the whole population are made available, on an equal footing with others, to people with disabilities and adapted to their needs." We must therefore put a stop to this 'tout-court' parallelism of people with disabilities with the elderly!

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How to work with deaf seniors with other disabilities (IRSAM)

INTRODUCTION

Multiple disabilities are a combination of problem and disabilities with several types of causes. Multiple disabilities are defined as the combination of several conditions resulting in extreme restriction of autonomy and possibilities of perception, expression, and relationship.

The main conditions are:

- Intellectual that leads to difficulties in orientation, reasoning, and acquisition, but often preserves the possibility of expressing emotions and contact with the environment. Behavioural problems (withdrawal, self-aggression) may be associated and make analysis difficult.
- Motor such as cerebral palsy, massive hypotonia (decrease in muscle tone), and coordination. These conditions themselves lead to secondary situation (deformities, contractures, abnormal positions, etc.). The motor condition is severe, sometimes with walking but more often with very limited independence; swallowing disorders are frequent.
- Sensory (hearing, vision) are very frequent and can be difficult to evaluate if they are link with some others trouble.

People with deaf blindness

Some deaf people over the age of 70 with degenerative conditions or syndromes may be blind or visually impaired. This condition could make communication in sign language difficult.

This is a very heterogeneous category of people, but relatively well defined once the double sensory problem is well established. The problems that arise are very different depending on whether deafness and visual impairment are consecutive or contemporaneous, congenital, acquired, early or late, progressive, or sudden. Neurological conditions may be associated with them.

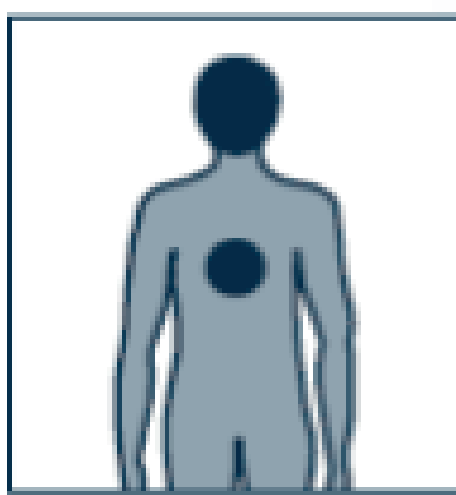
In these cases, several solutions could be implemented:

1- Haptic communication is encouraged

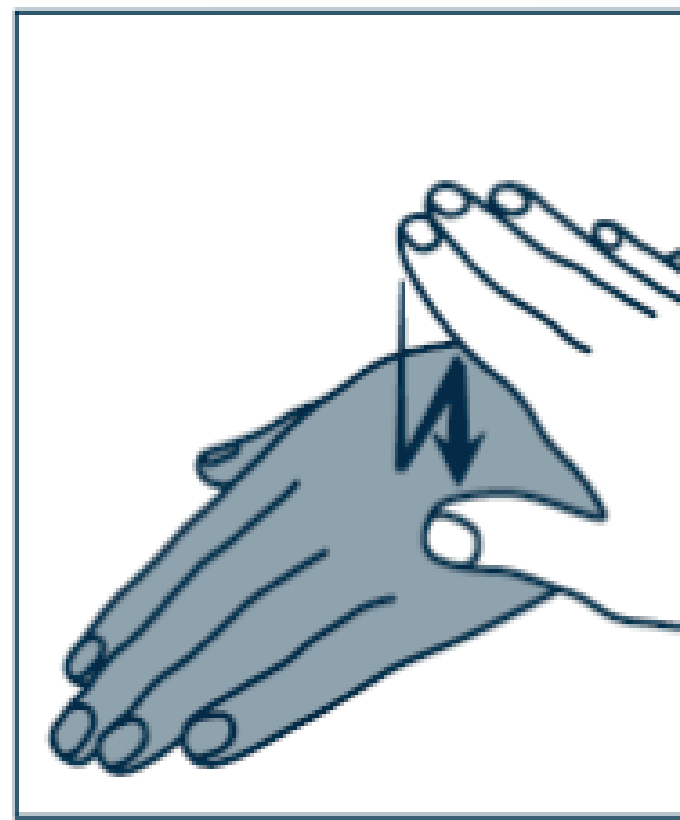
This mode of communication is based on physical contact in so-called "neutral" areas of the body. Haptic communication is a system of clearly defined physical contact signs, which the "speaker" makes with his or her hand on equally defined neutral body areas of the "listener".

Haptic communication allows to:

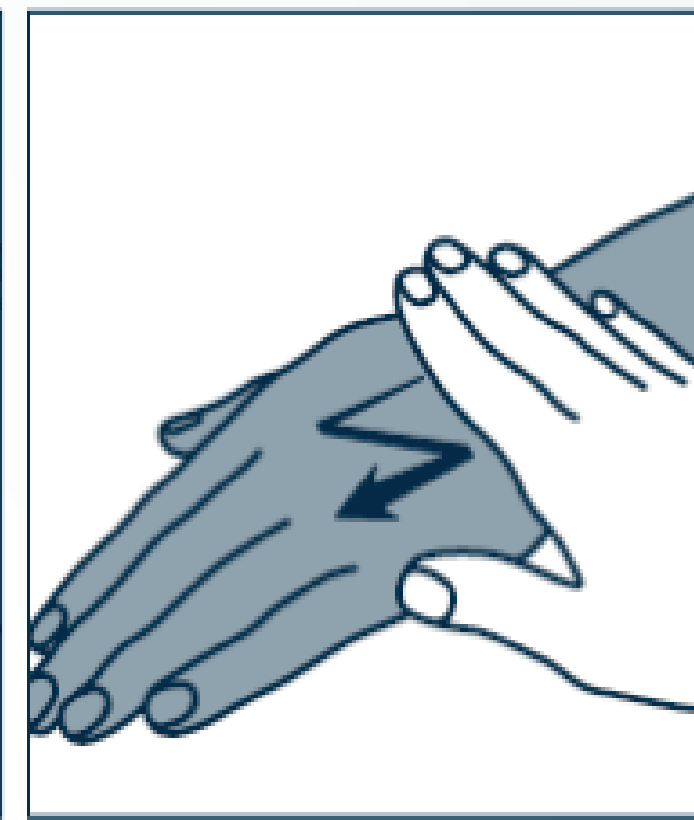
- Describe the listener environment
- Get instant feedback on the current communication situation
- Transmit social messages quickly (movement of people in the room, break, absence/presence of the interlocutor, risk situation, etc.)
- Drawing attention, give information
- Drawing attention, give information



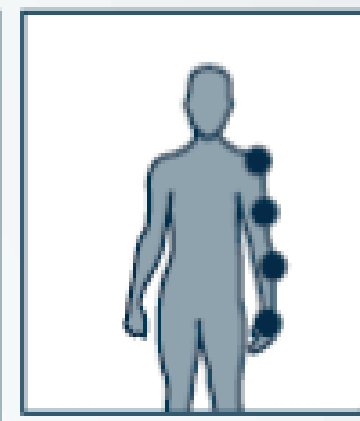
international hazard or fire signal



YES
*Touch twice with
fingers lying flat*



NO
*Pass twice from
one side to the
other with fingers
lying flat*



*Defined
areas*

- Guiding, giving directions

The tactile information does not replace the interpretation but complements it by describing the interactions of the moment. It is therefore understood that CHS allows the person with dual sensory impairment to be more involved in social interaction, and more active in communication. Thus, the person will have a better perception of their environment, they will have more reference points, and will be able to be more active in the environment.

2-Tactile Sign language



Tactile signing is a method of communicating using touch that's used by some people who have both a hearing loss and sight impairment. To express themselves, the deaf-blind places their hands over those of the signer to follow what's being communicated through touch and movement. This is sometimes called 'hand over hand', 'hands-on signing' or 'tracking'. The signs are based on National Sign Language and it includes the deaf-blind manual alphabet, which is

based on the National Sign Language fingerspelling alphabet. This method is particularly used by deaf and people who used Sign Language as their first language before losing their vision.

Visual elements, such as facial expressions and the face of the mouth, which can no longer be seen with the eyes, are signed with the hands.

Some information usually carried by the visual components of sign language (facial expressions, Spatio-temporal cues, pointing, the semantic value of spatial locations), becomes inoperative when switching to the tactile modality. It is therefore important to compensate for this. So: tensions and variations in rhythm are important aspects of the tactile modality, as well as of the tactile modality itself: Tension and rhythm variations are components of sign language: Facial expression cannot be perceived tactilely. So, if you want to make it clear that the speaker is angry, then the solution is to use more tension in tactile or proprioceptive channel.

The skills of the professionals in the units, therefore, enable them to communicate optimally with the people and to adapt their care pathway.

Elderly who retains sufficient visual acuity can see their interlocutor in sign language under certain conditions: signing slowly, facing him or her, at an adjusted distance, with a restricted frame near the face. These patients cannot see in the dark and are blinded by light if it is too strong or directed at their faces. It is best to dress in dark, plain colours so that the hands can be seen clearly by contrast. Some people with deaf blindness who are used to this form of communication sign very quickly and to several people. Have you ever witnessed 6-handed conversations? It's quite an impressive experience...

Cerebro-degenerative condition such as Alzheimer's

Alzheimer's is the most common form of dementia, a general term for losses of memory and other intellectual abilities severe enough to interfere with daily life. Alzheimer's conditions accounts for 50-80% of dementia cases among seniors. The disease causes problems with memory, thinking and behaviour. Symptoms usually appear slowly and worsen over time, becoming quite severe and interfering with daily tasks. There are many difficulties for all these people, especially for deaf people, for whom communication is often complicated. Various studies have shown a link between hearing problems and Alzheimer's disease. Hearing problems are thought to increase the symptoms of Alzheimer's disease.

Research has been carried out on almost 2,000 people aged between 75 and 84. Participants with hearing impairment had 30% to 40% more cognitive degeneration than those with normal hearing. The level of this decline was, according to the researchers, directly related to the degree of hearing loss

Dr. Laurent Vergnon, a retired ENT doctor, is convinced that there are more cases of Alzheimer's among the hearing impaired. He points out that the consequences of this phenomenon are not insignificant. Indeed, Alzheimer's patients are de facto already alienated from the world by their recurrent memory problems. Adding deafness problems to the mix only aggravates the situation and reinforces their isolation, because tired of having to repeat sentences repeatedly, they end up isolating themselves, cutting themselves off from the rest of the world. According to Dr. Vergnon, this is a vicious circle where isolation leads to a lack of cognitive stimulation, aggravating Alzheimer's disease and further isolating the patient.

Hearing impairment may then play a major role in symptoms and effects: a 27% risk of developing dementia was found for every 10 decibels of hearing loss.

To explain the link between hearing impairment and Alzheimer's, three main theories were developed by the researchers in this study.

Theory 1: Social isolation

Social isolation has already been shown to be a risk factor for Alzheimer's disease. Indeed, loneliness is linked to increased inflammation throughout the body and thus to increased sensitivity to stress. This symptom leads to several age-related disorders, including dementia. In addition, uncorrected hearing impairment can lead to isolation. People with hearing loss tend to gradually decrease their social activities and become unwillingly withdrawn.

Theory 2: Cognitive load

The effort the brain puts into understanding and translating sounds that are difficult to hear can drain its energy. This means that less effort is devoted to other parts of the brain that need it, such as memory.



Theory 3: The pathological link between hearing loss and Alzheimer's

There may be a pathological link, i.e., one that is related to the disease, between hearing loss and Alzheimer's disease. There could also be a genetic or environmental factor that leads

to long-term consequences on cognitive abilities. With further studies, researchers hope to prove that hearing correction will help reduce the incidence of this degeneration.

In this case, regular medical follow-ups so as not to

cause difficulties for the professionals working with them. Deaf adults need to be accompanied by a trained interpreter when they go for medical check-ups.

Deaf people with autistic condition

Autism is a neurodevelopmental condition. The first signs can be noticeable before the age of 3. These are due to brain dysfunction. People with autism perceive the world in a different way than neurotypical people. ASD (autism spectrum disorder) affects a child's development in:

- Communication (language, comprehension, eye contact...),
- social interactions (perception and understanding of emotions, social relationships, games, etc.),
- behavior (stereotyped gestures, specific and restricted interests and activities, the establishment of routines, etc.).



In adulthood, the autism spectrum can have a wide range of serious consequences, such as:

- Persistent difficulties in social relationships
- Lack of empathy and difficulty in deciphering the intentions of others
- Sensory overload (hypersensitivity and hyposensitivity)
- Specific interests
- Routines

- Exceptional skills
- Sleep problems
- Anxiety issues
- Prosody

Hearing problems are common in children with

autism. Although the exact prevalence is not clear, some studies estimate that 33-46% of children with autism have various hearing disorders other than deafness.

For deaf adults with autistic disorders, communication is more difficult. The use of visual aids or supports can be beneficial in alleviating, encouraging, or supporting communication for a person with special needs, and this is especially true for those with autism spectrum disorder (ASD). Because of their difficulties in understanding the complexities of language out of context, visualization can help people clarify statements and help them express themselves more easily.

On the other hand, non-verbal communication, which is very clear and explicit in deaf people (mimics, facial features, etc.) is degraded or even inappropriate in autistic people. Facial expressions may be inconsistent with the situation (smiling when a person is crying), they may be attenuated or non-existent (giving the impression that the face is frozen as if disconnected from the context) or on the contrary, expressions may be exaggerated (making big eyes by putting the hands in front of the mouth as if one had committed a huge blunder when one has simply dropped an unimportant piece of paper, laughing too loudly by exaggerating the contours of one's mouth...). Matching facial expressions to one's own or another's emotional state and adapting it to the environment often requires a conscious effort for people with autism, whereas non-autistic people rely on innate skills. People with autism need to 'put' an expression on their faces.

The body gestures that accompany words, particularly arm and hand movements, may also show characteristics in people with autism. There is sometimes an absence or reduced use of arm movements to support language. Where there are gestures to accompany language, they are not empathetic or emotional in



These people often have their own ways of communicating. The professional working with these adults must ensure that they use simple sign language, words/phrases, and pictograms. It is also necessary to formulate simple, short instructions. A widely used mode of communication is Triptic Communication. This mode of communication includes 3 items to indicate one thing: a



People under these conditions often require psychiatric follow-up and the deafness becomes secondary to the pervasive disorder of autism. In fact, in these people, the associated disability becomes

of care, and deafness as a secondary disability. These people often require hypostimulation, and the fact of being deprived of a sense is not felt as much as it is for hearing people, who are over-stimulated by sounds heard and not understood. The skills of the teams make it possible to re-establish a linguistic level that takes account of the deficiencies and, when adapting care, to place the patient in a relational situation that is much more favourable to the proper conduct of care, by allowing them to have access to information and to be able to express themselves on their own behalf. This restoration of communication has of course positive repercussions on the other fields of the person's relational life.

CONCLUSION

The disabilities associated with deafness are complex and very varied. Some, such as autistic disorders, even take centre stage and "relegate" deafness to the background. All of them complicate the person's well-being and development.

Whether the associated disability is present from youth or linked to age-related illnesses, the consequences are numerous, particularly in the ability to communicate with those around them.

As communication is already a specific element for deaf adults, it becomes very particular for adults with associated disorders. The professionals accompanying deaf adults with associated disabilities are forced to multiply the modes of communication and to personalize this means of communication to the person, to adapt to each person, according to his or her learning, his or her disability(ies), his or her capacities, his or her history...

The solutions are diverse and are developing more and more, allowing care to be taken that is increasingly adapted to the person. Professionals must, of necessity, integrate these different modes of communication by means of specific training to be able to adapt to the level of capacity and skills of the person being cared for to enable him or her to understand what surrounds him or her, and to express him or herself. The person who feels listened to, and

understood, will be able to blossom and feel worthy with the help of the professionals who accompany them.

REFERENCES AND FURTHER RESOURCES

« Social Haptic Communication » Linda Ericsson's presentation at the symposium « From Touch to Cognition », UNiversity of Borås, 17 January 2018.

Accueil du site - Moteurline (apf.asso.fr)

Communication haptique - Union centrale suisse pour le bien des aveugles (surdicecite.ch)

Communication Haptique : Donnez Du Sens à Votre Communication (bv-lagenceobjets.fr)

Être autiste, qu'est-ce que ça signifie ? Autisme, TSA et polyhandicap (autismeinfoservice.fr)

Guide-des-communications-tactiles.pdf (cresam.org)

La communication et les interactions sociales chez les personnes autistes (comprendrelautisme.com)

La perte d'audition : un facteur de risque pour Alzheimer | VivaSon

Les signes et les caractéristiques du trouble du spectre de l'autisme (TSA) chez l'adulte - Trouble du spectre de l'autisme (TSA) - spectredelautisme.com

Microsoft Word - 163a2.doc (solidarites-sante.gouv.fr)

Y a-t-il un lien entre la perte auditive et l'Alzheimer ? - Polyclinique de l'Oreille (polycliniquedeloreille.com)

<https://www.deafblind.ch/>

<https://www.alz.org/>

Pictures:

www.pixabay.com

www.canva.com

Advice and suggestions for working with deaf seniors (EQUALIZENT)

INTRODUCTION

In this chapter we suggest exercises to deepen the contents of the videos from Output 2 (insert link) [SK1] in a group training setting.

Depending on whether the training takes place in a continuous course including all 10 topics or for a certain purpose only one topic is present in a single workshop we have some suggestions in this chapter for the opening and the closing of the section.

For each video, we have an accompanying text in plain language that can be distributed as a handout. The accompanying text with your codes and links to the videos are available on the DESEAL website (insert link). [JK2]<https://www.deseal.eu/output/>

Opening of the workshop:

Introduction of the person leading the workshop

Explaining the goals of the workshop

Introduction round

Introduction part 1

- The participants stand in a circle
- Each participant introduces themselves with their name and a personal attribute
 - For example, My name is Nora and I'm left-handed.

- For example, My name is Stephen and I have 6 children.

Introduction part 2:

- Answering a question in connection with the topic of the workshop:
- For example on the topic of networking: which groups am I a part of?
- For example on the topic of tourism: What is my favorite country?
- Why am I here today?
- When a person finished their introduction they call another person with their name and their attribute.
- This person continues with the introduction.

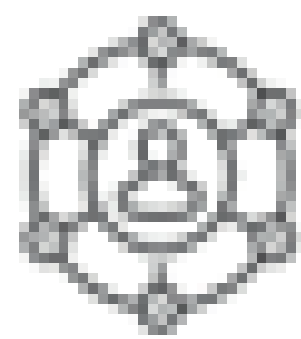
Closing of the workshop:

Answering the questions:

- Will there be another workshop?
- Will the DESEAL team visit again?
- What should the participants do now?
- What will the DESEAL team do now?

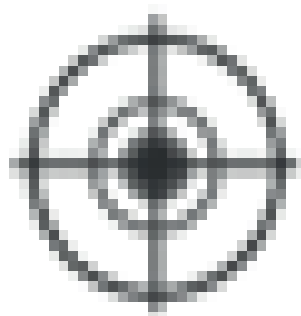
Thank you and goodbye!

Instructions for the training on the topic “Leadership”



participants

6-8 deaf seniors who can sign



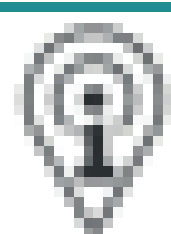
aims

The participants should watch and discuss the DESEAL video.

The participants should think about: Where can they themselves take on a leadership role?

Participants know different types of leadership roles.

Participants think about if they want to take on a leadership role.



preparation of the content

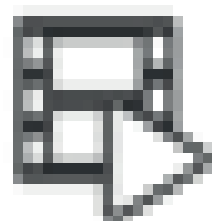

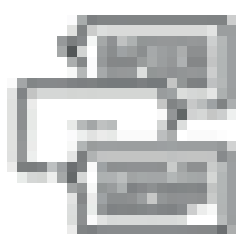
Questions to everyone:

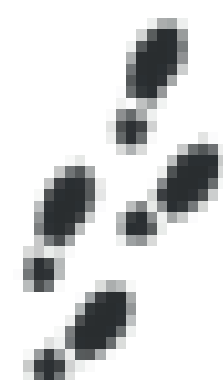
- What is a leadership role?

- Participants list their ideas
- Show examples (pictures in a PPT or photos on a computer, or printed photos)
- For example:
 - Leading a group in the neighborhood
 - Leading a group in the senior club
 - Leading a group in the sports club
 - Organizing a street party or a summer party
 - Leading a group in a church
 - Design a newsletter for a club
 - Recruit new members for a club

- What do I have to do, if I take on a leadership role?

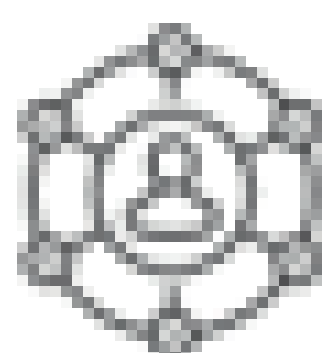
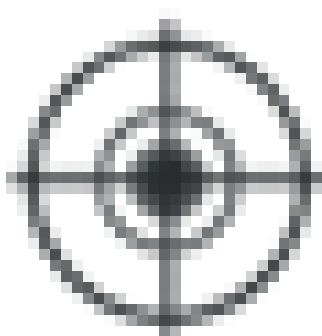
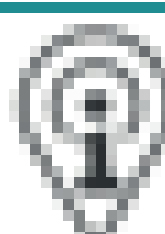
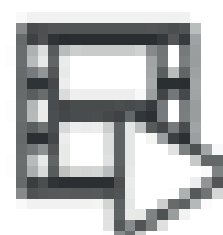
- Organize member meetings


	<ul style="list-style-type: none"> ▪ Answer questions of the members ▪ Plan activities ▪ Distribute tasks ▪ Lead meetings
 video	<p>Watch the video together</p> <p>Did the participants understand the content?</p> <p>The trainers ask, if there was something they didn't understand.</p> <p>https://www.youtube.com/watch?v=bO9mM7e1RwY&list=PLhG4kBkryuqKe6s1XjE6i8iowCT8kYIYY&index=5</p>
 questions	<p>Question to everyone:</p> <ul style="list-style-type: none"> - Do you agree with the video? - Are there other opinions? - Who already had a leadership role? Who has a leadership role now? <ul style="list-style-type: none"> o What kind of leadership role is it? o What do you do? o What is difficult about it? o What is nice about it? - Where can you take on a leadership role in your surrounding? - After you've watched the video: <ul style="list-style-type: none"> o Do you want to take on a leadership role? o What are reasons for it? o What are reasons against it? - Who else should watch the video?
 in depth role play	<ul style="list-style-type: none"> - the participants are a group in a sports club. The sports club plans the annually sports festival for the community. - A participant leads the meeting. <ul style="list-style-type: none"> o How is this person leading the meeting?

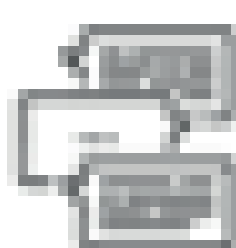
	<ul style="list-style-type: none"> o What does this person have to prepare before the meeting? o Which questions does this person ask to the group? o What is important? o How do you close the meeting? <ul style="list-style-type: none"> - Discussion in the group: <ul style="list-style-type: none"> o What was difficult about leading the meeting? o Which support does the leading person want to have next time? o What did the participants do well? <ul style="list-style-type: none"> ▪ Was the meeting good? ▪ What can you do differently? <p>Several rounds.</p>
 <p>Conclusion and next steps</p>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - What did you learn today? - Everyone should think of a task: What can I do after this workshop? <ul style="list-style-type: none"> o For example: <ul style="list-style-type: none"> ▪ Where can I take on a leadership role in my surrounding? ▪ At home, in my neighborhood, in an association, among friends, in the family, etc. - Do you need support for this? - How can we support you? - To whom do you want to show the video? <p>Thank you to everyone.</p>

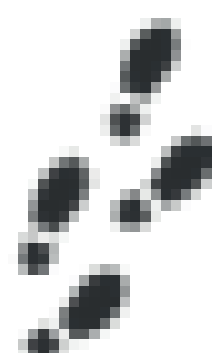
	<p>Explain where the participants can find the video.</p> <p>Thank you and goodbye.</p>
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Instructions for the training on the topic “well-being”

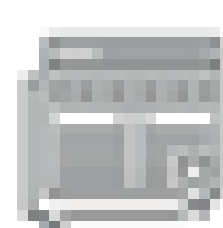

 <p>participants</p>	<p>6-8 deaf seniors who can sign</p>
 <p>aims</p>	<p>The participants should watch and discuss the DESEAL video.</p> <p>The participants should think about:</p> <p>What does well-being mean to them?</p> <p>What can the participants do to feel better?</p>
 <p>preparation of the content</p>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - What does well-being mean for you? - When do you feel well? <p>Visualise the answers on a flipchart.</p>
 <p>video</p>	<p>Watch the video together.</p> <p>Did the participants understand the content?</p>

	The trainer explains anything they didn't understand.
 <p>task</p>	<p>The participants are divided in pairs. They are assigned one of the following topics. They should think about answers to the questions and write them down on a flipchart. Afterward they present their results. The others give feedback, ask questions and add ideas.</p> <ul style="list-style-type: none"> - List what you can do to feel well: <ul style="list-style-type: none"> o Healthy lifestyle <ul style="list-style-type: none"> ▪ What does it mean? ▪ Examples <ul style="list-style-type: none"> • For example: cooking yourself, drink less alcohol, don't watch TV all day long, etc. o Movement <ul style="list-style-type: none"> ▪ What does it mean? ▪ Examples: <ul style="list-style-type: none"> • For example: going for a walk each day, participate in senior sports, play with grandchildren etc. o Meaningful task: <ul style="list-style-type: none"> ▪ What does it mean? ▪ Examples <ul style="list-style-type: none"> • For example: helping in a neighborhood organization, baking a cake for the summer party, look after grand children or neighbor children, help out in the library etc. o Social contacts <ul style="list-style-type: none"> ▪ What does it mean? ▪ Examples <ul style="list-style-type: none"> • For example: going for coffee with a friend each week, playing cards with a friend,

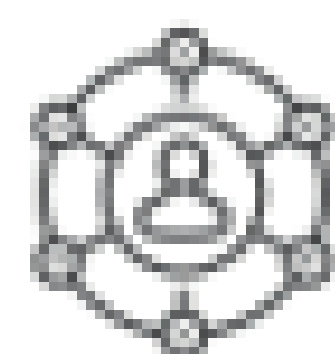
	<p>going bowling with a friend, become member of a church group etc.</p> <ul style="list-style-type: none"> ○ Mindfulness <ul style="list-style-type: none"> ▪ What does it mean? <ul style="list-style-type: none"> • Examples <ul style="list-style-type: none"> ▪ For example: being aware of the season changes and decorating your apartment, care for plants, admiring flowers in the park ○ What else? <ul style="list-style-type: none"> ▪ What else can you think of? ▪ Examples
 <p>in depth role play</p>	<ul style="list-style-type: none"> - Your friend doesn't feel well - You want to help her - Ask her questions to understand her better - What can she do to feel better? - Give exact suggestions: <ul style="list-style-type: none"> ○ For example: <ul style="list-style-type: none"> ▪ Your friend gets too little movement. ▪ Suggest to her to go for a walk for half an hour each day after lunch. ○ For example: <ul style="list-style-type: none"> ▪ Your friends are often bored. ▪ Maybe he is lonely. ▪ Suggest to him to go with him to the seniors club. ▪ Search together in your neighborhood for a bowling team. - Group discussion: <ul style="list-style-type: none"> ○ Have you experienced something like this yourself? ○ What did you do?

	<ul style="list-style-type: none"> o What kind of support do you need in this situation? o Did you get new ideas today how to behave in such a situation. <p>Several rounds.</p>
 <p>Conclusion and next steps</p>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - What did you learn today? - Everyone should think about a task they can do after the workshop: <ul style="list-style-type: none"> o For example: <ul style="list-style-type: none"> ▪ I will go for walks more often together with a friend. ▪ I will call my children and grandchildren. ▪ I will meet my neighbor for coffee. ▪ I will cook healthier. ▪ I will put flowers into my apartment. - Do you need support for this? - How can we support you? - To whom do you want to show the video? - To whom should we show the video? <p>Thank you to everyone.</p> <p>Explain to the participants where they can find the video.</p> <p>Thank you and goodbye.</p>

Instructions for the training on the topic “international networks”

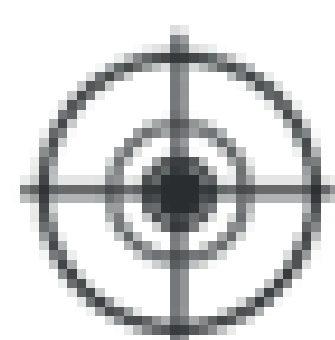
	<p>interested in?</p> <ul style="list-style-type: none"> - Have you already tried to contact such groups? <ul style="list-style-type: none"> o (If yes,) How did you do it? o (If yes,) How was the reaction? o (If no,) Why not? o (If no) How can we help you?
 <p>task</p>	<p>The participants divide into pairs. The trainer hands out one moderation card to each pair. On each card there is the name of one of the networks that was mentioned in the video. Each pair brainstorms together about their network:</p> <p>Who is the target group of this network?</p> <p>What does the network do?</p> <p>What is the role of the network?</p> <p>Depending on the digital skills of the participants the trainer can also ask them to make an online research about the network.</p> <p>Afterwards each pair presents their results.</p> <p>The other participants can add any additional information they know about.</p> <p>The trainer visualises all information on a flipchart for each network.</p> <p>The trainer answers any questions that are left open.</p>
 <p>in depth role play</p>	<ul style="list-style-type: none"> - Your senior club has a partnership with a senior club in another country. - You want to get in contact with the members of this partner club. - What do you want to ask the people there? - Do you want to visit them? - Do you want to invite them to your country?

Instructions for the training on the topic “well-being”



participants

6-8 deaf seniors who can sign



aims

The participants should watch and discuss the DESEAL video.

The participants should think about:

What does well-being mean to them?

What can the participants do to feel better?

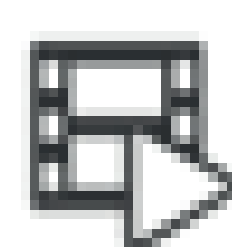


preparation of the content

Questions to everyone:

- What does well-being mean for you?
- When do you feel well?

Visualise the answers on a flipchart.



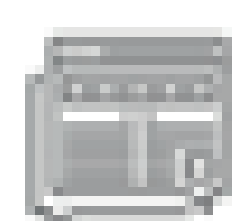
video

Watch the video

https://www.youtube.com/watch?v=aVfb5_vj3YE&list=PLhG4kBkryuqKe6s1XjE6i8iowCT8kYIYY&index=4

Did the participants understand the content?

The trainer explains anything they didn't understand.

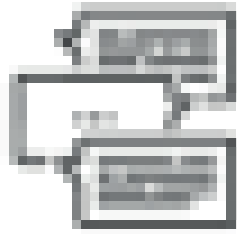


task

The participants are divided in pairs. They are assigned one of the following topics. They should think about answers to the questions and write them down on a flipchart. Afterward they present their results. The others give feedback, ask questions and add ideas.

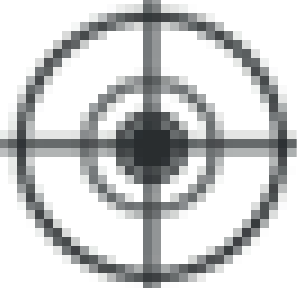
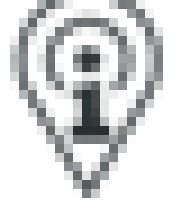
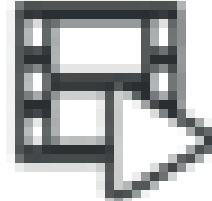
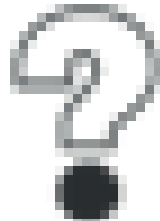
- List what you can do to feel well:


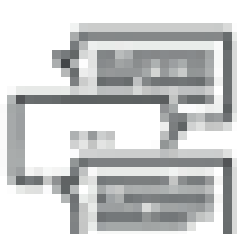
- Healthy lifestyle
 - What does it mean?
 - Examples
 - For example: cooking yourself, drink less alcohol, don't watch TV all day long, etc.
- Movement
 - What does it mean?
 - Examples:
 - For example: going for a walk each day, participate in senior sports, play with grandchildren etc.
- Meaningful task:
 - What does it mean?
 - Examples
 - For example: helping in a neighborhood organization, baking a cake for the summer party, look after grand children or neighbor children, help out in the library etc.
- Social contacts
 - What does it mean?
 - Examples
 - For example: going for coffee with a friend each week, playing cards with a friend, going bowling with a friend, become member of a church group etc.
- Mindfulness
 - What does it mean?
 - Examples
 - For example: being aware of the season changes and decorating your apartment, care for plants,

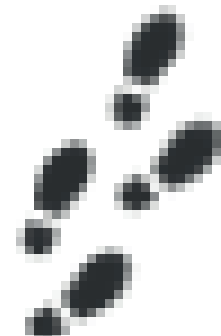
	<p>admiring flowers in the park</p> <ul style="list-style-type: none"> o What else? <ul style="list-style-type: none"> ▪ What else can you think of? ▪ Examples
 <p>in depth role play</p>	<ul style="list-style-type: none"> - Your friend doesn't feel well - You want to help her - Ask her questions to understand her better - What can she do to feel better? - Give exact suggestions: <ul style="list-style-type: none"> o For example: <ul style="list-style-type: none"> ▪ Your friend gets too little movement. ▪ Suggest to her to go for a walk for half an hour each day after lunch. o For example: <ul style="list-style-type: none"> ▪ Your friends are often bored. ▪ Maybe he is lonely. ▪ Suggest to him to go with him to the seniors club. ▪ Search together in your neighborhood for a bowling team. - Group discussion: <ul style="list-style-type: none"> o Have you experienced something like this yourself? o What did you do? o What kind of support do you need in this situation? o Did you get new ideas today how to behave in such a situation. <p>Several rounds.</p>

<div data-bbox="205 83 310 243" data-label="Image"></div> <div data-bbox="79 320 434 454" data-label="Section-Header"> <p>Conclusion and next steps</p> </div>	<div data-bbox="478 83 993 133" data-label="Text"> <p>Questions to everyone:</p> </div> <div data-bbox="541 195 1885 1347" data-label="List-Group"> <ul style="list-style-type: none"> - What did you learn today? - Everyone should think about a task they can do after the workshop: <ul style="list-style-type: none"> o For example: <ul style="list-style-type: none"> ▪ I will go for walks more often together with a friend. ▪ I will call my children and grandchildren. ▪ I will meet my neighbor for coffee. ▪ I will cook healthier. ▪ I will put flowers into my apartment. - Do you need support for this? - How can we support you? - To whom do you want to show the video? - To whom should we show the video? </div> <div data-bbox="478 1537 1001 1587" data-label="Text"> <p>Thank you to everyone.</p> </div> <div data-bbox="478 1653 1759 1703" data-label="Text"> <p>Explain to the participants where they can find the video.</p> </div> <div data-bbox="478 1768 1043 1819" data-label="Text"> <p>Thank you and goodbye.</p> </div>
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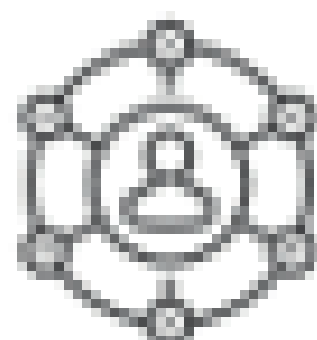
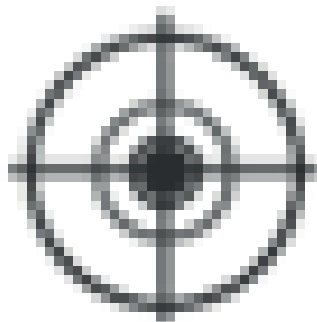

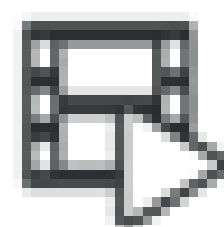
<div data-bbox="100 1994 1984 2056" data-label="Section-Header"> <p>Instructions for the training on the topic “international networks”</p> </div>	
<div data-bbox="191 2353 327 2502" data-label="Image"></div> <div data-bbox="128 2546 392 2597" data-label="Section-Header"> <p>participants</p> </div>	<div data-bbox="485 2427 1138 2478" data-label="Text"> <p>6-8 deaf seniors who can sign</p> </div>

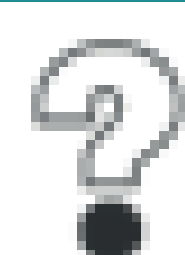
 <p>aims</p>	<p>The participants should watch and discuss the DESEAL video.</p> <p>The participants should think about: What does “network” mean?</p> <p>The participants are aware of their network.</p> <p>Participants know how they can start to build up an international network.</p>
 <p>preparation of the content</p>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - What does your network look like? - Are you satisfied with your network? - Do you want to get to know new people? <p>The participants should draw their network on a piece of paper.</p>
 <p>video</p>	<p>Watch the video</p> <p>https://www.youtube.com/watch?v=ntvRTlfglmw&list=PLhG4kBkryuqKe6s1XjE6i8iowCT8kYIYY&index=2</p> <p>Did the participants understand the content?</p> <p>The trainer explains anything they didn’t understand.</p>
 <p>questions</p>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - Do you have questions about the video? - Who wants to get to know people from other countries? - How can you get to know other people? <ul style="list-style-type: none"> o For example: <ul style="list-style-type: none"> ▪ Ask your senior association if they have international partners. ▪ Ask my network, who has contacts abroad? - Do you know about groups or networks that you are interested in? - Have you already tried to contact such groups? <ul style="list-style-type: none"> o (If yes,) How did you do it?

	<ul style="list-style-type: none"> ◦ (If yes,) How was the reaction? ◦ (If no,) Why not? ◦ (If no) How can we help you?
 <p>task</p>	<p>The participants divide into pairs. The trainer hands out one moderation card to each pair. On each card there is the name of one of the networks that was mentioned in the video. Each pair brainstorms together about their network:</p> <p>Who is the target group of this network?</p> <p>What does the network do?</p> <p>What is the role of the network?</p> <p>Depending on the digital skills of the participants the trainer can also ask them to make <u>an online research</u> about the network.</p> <p>Afterwards each pair presents their results.</p> <p>The other participants can add any additional information they know about.</p> <p>The trainer visualises all information on a flipchart for each network.</p> <p>The trainer answers any questions that are left open.</p>
 <p>in depth role play</p>	<ul style="list-style-type: none"> - Your senior club has a partnership with a senior club in another country. - You want to get in contact with the members of this partner club. - What do you want to ask the people there? - Do you want to visit them? - Do you want to invite them to your country? - What can you do together? - How can you get in contact with them? - Who can you ask for support?

	<ul style="list-style-type: none"> - Group discussion: <ul style="list-style-type: none"> o Do you have a network abroad? o How was the first contact? o How do you stay in contact? o Can call of you together get in touch with a network abroad? <p>Several rounds.</p>
 <p>Conclusion and next steps</p>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - What did you learn today? - Everyone should think about a task they can do after the workshop: <ul style="list-style-type: none"> o For example: <ul style="list-style-type: none"> ▪ I will ask my friends if they have contacts abroad. ▪ I will ask my senior club if there is a partnership or an exchange with another club. ▪ I will ask my sport club, if they have partnerships with other clubs. - Do you need support for this? - How can we support you? - To whom do you want to show the video? - To whom should we show the video? <p>Thank you to everyone.</p> <p>Explain to the participants where they can find the video.</p> <p>Thank you and goodbye.</p>

Instructions for the training on the topic “accessibility”

 participants	6-8 deaf seniors who can sign
 aims	<p>The participants should watch and discuss the DESEAL video.</p> <p>The participants should think about:</p> <p>What barriers do they face in their everyday life.</p> <p>How you can remove these barriers?</p> <p>Who can support them?</p> <p>https://www.youtube.com/watch?v=7P7JJADuC9M&list=PLhG4kBkryuqKe6s1XjE6i8iowCT8kYIYY&index=1</p>
 preparation of the content	<p>Questions to everyone:</p> <ul style="list-style-type: none">- What does accessibility mean?- What barriers exist in your everyday life?- What do you <u>do</u> if you encounter a barrier?- How have the barriers changed within the last 10 years?- What has improved?- What has gotten worse?
 video	<p>Watch the video</p> <p>Did the participants understand the content?</p> <p>The trainer explains anything they didn't understand.</p>



questions

Questions to everyone:

- Are there questions about the video?
- Do you know the UN CRPD (UN Convention on the right of people with disabilities)?
- Do you think the UN CRPD makes your life better?
- Did the video change your opinion, about what accessibility means?
- Who should watch the video?



task

The trainer hands out cards with pictures or simple descriptions of different barriers.

- For example:
 - o A building you need to enter via steps
 - o Someone giving a presentation in spoken language
 - o An information sign in small font with difficult words

There are three flipcharts with the titles: physical barriers, language barriers, visual barriers, acoustic barriers, other barriers.

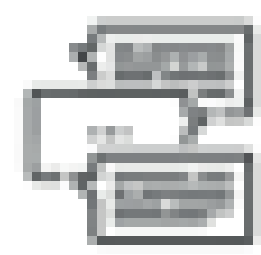
The participants should decide under which category their example falls.

The put their card on that flipchart:

Discussion:

Does everyone agree with the categorisation?

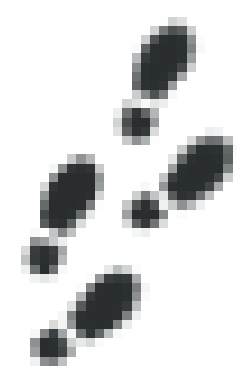
Does the example also fit into other categories?



in depth role play

- Conversation between a senior association and the city administration.
 - o One person is the president of the senior associations.
 - o The person meets politicians and explain, what the three biggest barrier that deaf seniors face, are. They want that the city removes this barrier.
 - o The politicians listen and ask questions.
- Group discussion:
 - o What do you want to tell the politicians?
 - o What solution do you propose?
 - o Who should help?
 - o What can you do, to help to remove barriers?

Several rounds.

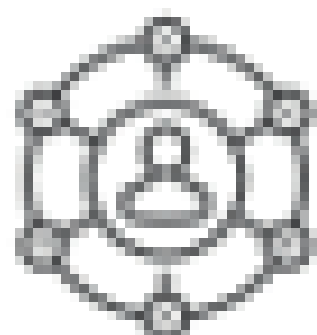
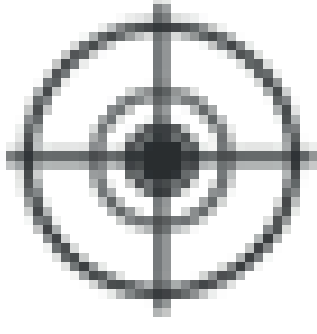



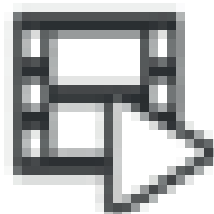

Conclusion and next steps

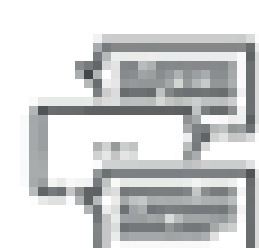
Questions to everyone:

- What did you learn today?
- Everyone should think about a task they can do after the workshop:
 - o For example:
 - I observe which barrier I face in my everyday life.
 - I pick a barrier and write down:
 - How does this barrier look like?
 - Can I do something to remove the barrier?
 - Who can support me?
- Do you need support for this?
- How can we support you?
- To whom do you want to show the video?
- To whom should we show the video?

	<p>Thank you to everyone.</p> <p>Explain to the participants where they can find the video.</p> <p>Thank you and goodbye.</p>
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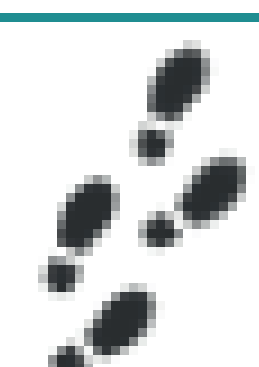
Instructions for the training on the topic “online banking”	
<div><p>participants</p></div>	<p>6-8 deaf seniors who can sign</p>
<div><p>aims</p></div>	<p>The participants should watch and discuss the DESEAL video.</p> <p>The participants should think about:</p> <p>What are the advantages of online banking?</p> <p>What do I have to pay attention to when using online banking?</p> <p>Who can help you to get started with online banking?</p>
<div><p>preparation of the content</p></div>	<p>Questions to everyone:</p> <ul style="list-style-type: none">- When do you use the internet?- What do you do online?- Have you ever tried out online banking?<ul style="list-style-type: none">o (If yes,) How did you do it?o (If yes,) What was difficult about it?

	<ul style="list-style-type: none"> ○ (If no.) Why not? ○ (<u>If</u> no) Do you need support to try out online banking? - What are the advantages of online banking? <ul style="list-style-type: none"> ○ For example: <ul style="list-style-type: none"> ▪ I can pay bills from home. ▪ I can have a look at my bank account any time. - What are the disadvantages of line banking? <ul style="list-style-type: none"> ○ For example: <ul style="list-style-type: none"> ▪ Online banking is difficult. ▪ I'm afraid of making a mistake. <p>The trainer collects all advantages and disadvantages on a flipchart.</p>
 <p>video</p>	<p>Watch the video</p> <p>https://www.youtube.com/watch?v=dCGopIfffOQ&list=PLhG4kBkryuqKe6s1XjE6i8iowCT8kYIYY&index=7</p> <p>Did the participants understand the content?</p> <p>The trainer explains anything they didn't understand.</p>
 <p>questions</p>	<p>Questions for everyone:</p> <ul style="list-style-type: none"> - Are there questions about the video? - Do you now want to try out online banking? <ul style="list-style-type: none"> ○ (If yes.), How do you start with online banking? ○ (If yes.) Who can you ask for support? ○ (If no.) Why not? ○ (If no.) What are you worried about? - What can you do if a mistake happens?



in depth role play

- A participant is a bank employee.
 - o This person explains, the advantages and disadvantages of online banking.
- A participant wants to inform them self about online banking.
 - o The person wants to know how to get started about online banking.
- Group discussion:
 - o Do you have other questions to the bank employee?
 - o Can you come up with any other advantages or disadvantages of online banking?



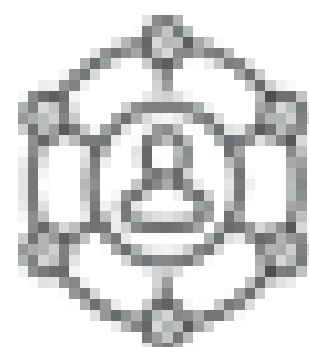
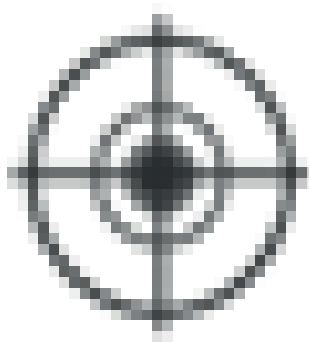

Conclusion and next steps

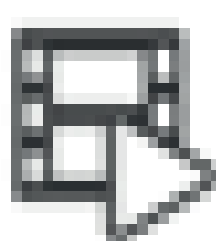

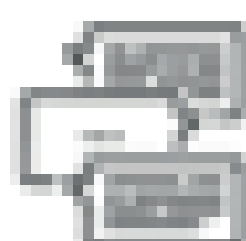
Questions to everyone:

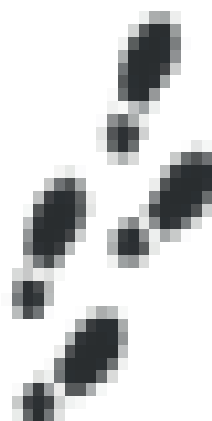
- What did you learn today?
- Everyone should think about a task they can do after the workshop:
 - o For example:
 - I look at the information about online banking on the website of my bank.
 - I ask my friends and family if they use online banking.
 - I ask my bank about more information about online banking.
 - I ask my bank if there is support for seniors.
- Do you need support for this?
- How can we support you?
- To whom do you want to show the video?
- To whom should we show the video?

Thank you to everyone.

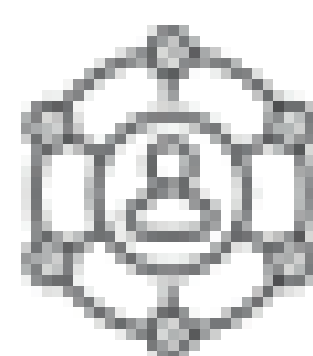
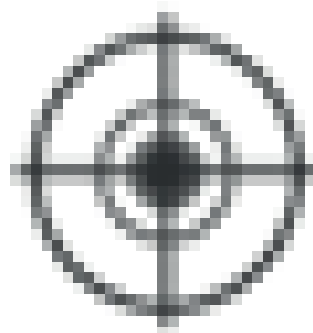

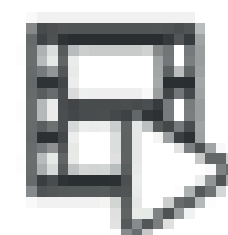

	<p>Thank you to everyone.</p> <p>Explain to the participants where they can find the video.</p> <p>Thank you and goodbye.</p>
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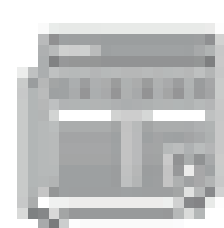

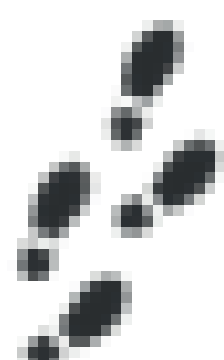
Instructions for the training on the topic “Leadership”	
<div>  <p>participants</p> </div>	<p>6-8 deaf seniors who can sign</p>
<div>  <p>aims</p> </div>	<p>The participants should watch and discuss the DESEAL video.</p> <p>The participants should think about: What are online services?</p> <p>The participants should discuss about the advantages and disadvantages of online services?</p> <p>What do I have to pay attention to when using online services?</p>
<div>  <p>preparation of the content</p> </div>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - Who uses the internet? - What are you doing online? - What online services do you use? <ul style="list-style-type: none"> o What is good about it? o What is bad about it?

	<ul style="list-style-type: none"> ◦ What worries you? <p>The results are collected on a flipchart.</p> <p>In depth questions if the group has already some experience:</p> <ul style="list-style-type: none"> - Did you already make a mistake when using an online service? - What did you do when the mistake happened? - How can you use online services? - Do you need help for the start?
 <p>video</p>	<p>Watch the video together.</p> <p>Did the participants understand the content?</p> <p>The trainer explains anything they didn't understand.</p>
 <p>questions</p>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - Do you now want to try out online services? <ul style="list-style-type: none"> ◦ (If yes,) How do you start with it? ◦ (If yes,) Who can you ask for help? ◦ (If no,) Why not? ◦ (If no,) <u>What</u> worries you? - Who should watch the video?
 <p>in depth role play</p>	<ul style="list-style-type: none"> - Your friends don't like the internet. - They think the internet is dangerous. - Explain to your friends, what online services there are. - Explain to your friends, why you want to use these online services. - Group discussion: <ul style="list-style-type: none"> ◦ Do you still have questions about online services?

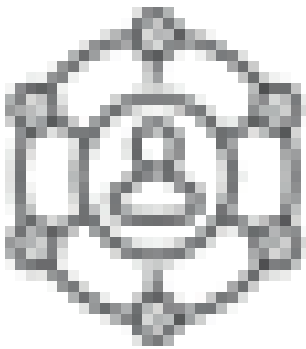
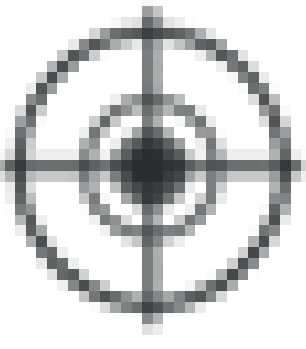

	<ul style="list-style-type: none"> ○ Are your friends using online services? ○ What online services do you want to try out? <p>Several rounds.</p>
 <p>Conclusion and next steps</p>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - What did you learn today? - Everyone should think about a task they can do after the workshop: <ul style="list-style-type: none"> ○ For example: <ul style="list-style-type: none"> ▪ I want to have an online meeting with my grandchildren. ▪ I will try to order a book online together with my child. - Do you need support for this? - How can we support you? - To whom do you want to show the video? - To whom should we show the video? <p>Thank you to everyone.</p> <p>Explain to the participants where they can find the video.</p> <p>Thank you and goodbye.</p>

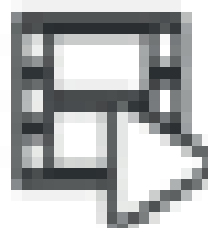

Instructions for the training on the topic “tourism”

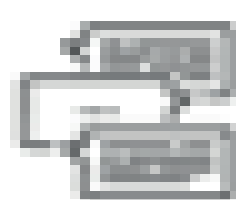
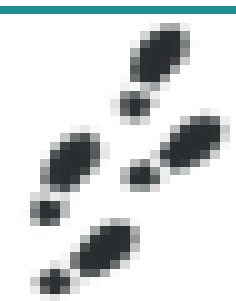
 participants	6-8 deaf seniors who can sign
 aims	<p>The participants should watch and discuss the DESEAL video.</p> <p>The participants should think about:</p> <ul style="list-style-type: none">• What is tourism?• How can I inform myself about accessible offers?
 preparation of the content	<p>Questions to everyone:</p> <ul style="list-style-type: none">- What is tourism?- As a deaf person can I travel everywhere?- How can I inform myself about accessible offers?- Where do I want to travel to?- What do I want to experience?
 video	<p>Watch the video together.</p> <p>Did the participants understand the content?</p> <p>The trainer explains anything they didn't understand.</p>
 questions	<p>Questions to everyone:</p> <ul style="list-style-type: none">- Was the video interesting?- Did you learn anything new in the video?- Do you feel like visiting a new country?

	<ul style="list-style-type: none"> - Where can you inform yourself?
 <p>task</p>	<p>The participants think about their dream holiday and what it offers especially for deaf seniors. They make a poster about it and present it to the group.</p>
 <p>in depth role play</p>	<ul style="list-style-type: none"> - Your partner doesn't want to travel. <ul style="list-style-type: none"> o They are worried because travelling is difficult for deaf people. o You explain to your partner that there are special offers for deaf people. o What questions does your partner ask? o What worries them? - Group discussion: <ul style="list-style-type: none"> o What other questions do you want to ask? o Do you now know, how to organise ^{organize} your trip?
 <p>Conclusion and next steps</p>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - What did you learn today? - Everyone should think about a task they can do after the workshop: <ul style="list-style-type: none"> o For example: <ul style="list-style-type: none"> ▪ I think about which country I want to visit. ▪ I look up information about accessible travel possibilities in this country. ▪ I find out how much it costs. ▪ I discuss at home, if we want to go on this holiday. - Do you need support for this? - How can we support you?

	<ul style="list-style-type: none">- To whom do you want to show the video?- To whom should we show the video? <p>Thank you to everyone.</p> <p>Explain to the participants where they can find the video.</p> <p>Thank you and goodbye.</p>
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Instructions for the training on the topic “social media”	
 participants	6-8 deaf seniors who can sign
 aims	<p>The participants should watch and discuss the DESEAL video.</p> <p>The participants should think about: What is social media?</p> <p>The participants should discuss about the advantages or disadvantages about social media.</p> <p>What are dangers of social media?</p> <p>What do I have to pay attention to when using social media?</p>
 preparation of the content	<p>Debate on the topic of social media.</p> <p>The participants are divided into 2 groups.</p> <p>One group argues for the advantages of social media.</p>

	<p>The other group argues about the disadvantages of social media.</p> <p>The groups have time to prepare.</p> <p>Opening round:</p> <p>Each group choses a representative.</p> <p>The represent has 1 minute to explain the position.</p> <p>Afterward the groups discouss with eachother.</p>
 <p>video</p>	<p>Watch the video together.</p> <p>Did the participants understand the content?</p> <p>The trainer explains anything they didn't understand.</p>
 <p>questions</p>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - Do you now want to try out social media? <ul style="list-style-type: none"> o (If yes,) How will you start? o (If yes,) Who can you ask for help? o (If no,) Why not? o (If no,) What worries you? - About which social media channels have they already heard? <ul style="list-style-type: none"> o For example: <ul style="list-style-type: none"> ▪ Facebook ▪ Twitter ▪ TikTok ▪ LinkedIn ▪ Instagram - What is good about them? - What is bad about them?

	<ul style="list-style-type: none"> - What are you worried about? <p>What social media channels do you use?</p> <ul style="list-style-type: none"> - Do you now want to try out social media? <ul style="list-style-type: none"> o (If yes,) How will you start? o (If yes,) Who can you ask for help? o (If no,) Why not? o (If no,) What worries you?
 <p>in depth role play</p>	<ul style="list-style-type: none"> - Your grandchildren want you to register on Facebook. - What questions do you have to your grand children? - What are the answers of your grand children. - Group discussions: <ul style="list-style-type: none"> o Do you have any other questions? o Are your friends using social media? o What social media channels do you want to try out? <p>Several rounds.</p>
 <p>Conclusion and next steps</p>	<p>Questions to everyone:</p> <ul style="list-style-type: none"> - What did you learn today? - Everyone should think about a task they can do after the workshop: <ul style="list-style-type: none"> o For example: <ul style="list-style-type: none"> ▪ I want to check out TikTok and ask my grandchild for support. ▪ I will register on Facebook. - Do you need support for this? - How can we support you? - To whom do you want to show the video?

	<ul style="list-style-type: none"> - To whom should we show the video? <p>Thank you to everyone.</p> <p>Explain to the participants where they can find the video.</p> <p>Thank you and goodbye.</p>
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Advice for organizations on how to activate deaf seniors (EUD)

INTRODUCTION

We are currently in a paradoxical era. On one hand, society is rapidly evolving toward individualism where everyone can lead their lives as they wish. Every individual is free to make their own choices and decisions and to be autonomous. But on the other hand, this apparent autonomy comes with a risk: social isolation. The sense of community dwindles, and, in the process, society can become disjointed. But nevertheless, it is possible to promote autonomy while maintaining a sense of community. In this chapter, we approach the activation of deaf people from the perspective of deaf organizations

How to focus on the representation of deaf seniors

There are several levels of ways to think about how to activate deaf seniors. Here, we focus on advice for deaf organizations that consider deaf seniors in their work, and we give tips and ideas on how to activate deaf people as an organization. Activating seniors at the community level is critically important, and research from the DESEAL project has highlighted that, in particular, in-

ternational peer contact among deaf seniors in Europe is seen as a vital and empowering part of deaf culture in the region.

The following recommendations emerge from the DESEAL survey and reflect best practices and suggestions:

- If you are a National Association of the deaf (NAD), check and/or enter in contact with senior sections of the regional deaf organizations in your country. If there is no senior section, encourage them to make it happen.
- Bring together the delegates of each senior section of the regional deaf clubs in your country.
- Listen to their opinions, their concerns, their ideas.
- Act as a platform/mouthpiece for all deaf senior citizens in your country.
- Include them in the "political" life and missions of NADs.
- Facilitate their inclusion in NAD events:
 - o Mobility assistance
 - o Volunteers driving seniors to and from events

The key is to put an organizational structure for deaf seniors in place if this has not already been done. It is worth pointing out that any structure could be the answer to representation, as long as it is effective for the organization wishing to work on the representation of deaf seniors. Furthermore, the existing struc-

tures can evolve to work better.

This can range from a senior forum, where all the representatives from the local senior associations meet twice a year to an effective deaf senior committee within the organization. It is also possible to create a dedicated (national) organization for deaf seniors if you have not already done so.

Tips on how to initiate pieces of training and activate deaf seniors:

The DESEAL research identified 6 themes in which deaf seniors are particularly interested. We share them with you below in the hope of sparking some inspiration:

1. **Human/deaf senior rights information**, in the form of training, and in relation to deaf leadership, e.g., 'empowering deaf seniors to become leaders of their communities in the area of deaf seniors' rights'.

2. **Deaf leadership and intergenerational contact**, e.g., 'to be role models for young deaf people.

3. **International connections**, for sharing experiences with other deaf seniors and learning about other cultures.

4. **Signed communication**, both in the country and for international exchanges, e.g., 'training in International Sign'; 'traveling and learning different sign languages'; and 'Deaf people need to be able to use this sign lan-

guage regularly. It allows them to communicate effectively and to share common experiences.

5. The use of digital platforms for learning, networking, and facilitating international bonding among peers, e.g., 'to set up a European Zoom group to share experiences, interests, and skills, and make friends.

6. Improving and extending training programs, e.g., 'adding senior culture and politics and 'improvement of the activities program for deaf adults and deaf seniors'

The kind of activities deaf seniors might be interested in

Attention to deaf seniors as a representative category of the deaf community is a necessity. The representation of deaf seniors should also be supported by activities by/for deaf seniors. These activities are one of the key elements in bringing people together and indirectly fighting social isolation. The latter is a key concern for deaf seniors, but we are mindful of the fact that activities will greatly support independence, personal development, mental and physical well-being.

According to the results of the survey, the activities that come up most often are:

- Volunteer services:

- o Home visits: 'We have a visitor service, where volunteer elderly Deaf people [who are in good health] visit their peers [who may not have much mobility]. For some elderly Deaf people, their volunteer visiting friend is their only chance to have a person to sign

with.

- Events for Deaf seniors:
 - o Annual Information Day
 - o Annual Senior Meeting Day
- Training programmes:
 - o Empowerment training
 - o Wellbeing training
- Keep-fit exercises
- Water aerobics
- Walk
- Tai Chi Chuan
 - o Course for enhancing Deaf seniors' digital skills
- Activities:
 - o Art
 - o Dance
 - o Gardening
 - o Crafts
 - o Sharing skills and ideas
 - o Activities led by a team of Deaf animators with the aims of fostering social ties among pensioners, stimulating their capacities, preventing the loss of autonomy, offering wellbeing, and supporting their connec-

tions with the outside world

- o Networking
- o Good network with opportunities to meet each other, for example via Zoom
- o Online correspondence or live international visits
- o Intergenerational contacts

In view of the activities listed, we can take an overall view. Therefore, we can classify the activities into 4 groups: Organisational, Spiritual, Cultural, and/or Physical activities.

It should be borne in mind that, whatever activities are proposed, the key would be to hold activities regularly. If there are difficulties in holding activities regularly, there is no harm in keeping the "basics" going by XXXorganizing an informal seniors' meeting in between activities.

It is also crucial to be aware of the physical and financial vulnerabilities of deaf seniors. It should be ensured that some activities are at least accessible for all deaf seniors. The emphasis here is on accessibility because, with age, additional difficulties may exist. We have e.g. deafblind, deaf with physical disabilities, deaf with cognitive disabilities and the degree of disabilities varies. Given that deaf seniors may have mobility issues, it is important to keep in mind that this may be one barrier to their participation. One solution to this presented by a NAD in our survey was a network of mobility volunteers who drive elderly deaf to and from events.

And last but not the least, all the activities contribute to

Best practice: VidAsor

VidAsor brings deaf LSE signers into elders' homes via video technology

- Increased social contact to combat isolation
- Help coordinate day to day life
- Increased independence

Best practice: Sordi Senior

Sordi senior work on social inclusion of elderly deaf people and enable them to remain active through learning, volunteering, and contributing to the well-being of society. Concretely, the training is in sign language with the support of younger people, and digital natives in the framework of intergenerational dialogue.

- Increased social contact
- Increased independence in learning digital skills

CONCLUSION

This guideline aims to raise awareness on the issue related to inclusion and education in deaf seniors. On the page above, we have included remarks, suggestions, and activities that we think should be considered while creating the space for work with D/deaf seniors and planning activities for their benefit. The content of the developed result is a kind of supplement to the results developed so far: Analysis (IO1), Toolkit (IO2). The developed set of materials will certainly be helpful for people working directly with D/deaf seniors and for their benefit, for family members of seniors and for representatives of institutions dealing with the development of local policies for the local community. As the average age of the population increases each year and the birth rate declines nationally, it is necessary to emphasize the importance of expanding and improving local support services for seniors in general and D/deaf senior in particular and of national policies to support the functioning and independence of older people.

For information on the DESEAL- Deaf Senior Education for Active Living project and its results, please visit project

website: www.deseal.eu

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