

DEAF PEOPLE IN THE WORLD OF WORK

The Manual about hearing impaired people for employers, for schools and for everybody

Edited by: Dr. Terézia Borsos
Proofread by: Dr. Ágnes Szigetvári
Fellow editor: Eszter Ondrejcsák
Drawings by: Alexandra Jakab

Copy edited by Munka-Kör Foundation for Hearing-impaired people non-profit organization, under the Erasmus+ project (Development of the study material for hearing-impaired people in HORECA sector).

Content

Introduction

2. About hearing-impairment

- 2.1 Concept of deafness
- 2.2 Deaf communities and culture
- 2.3 About sign-language

3. Communication opportunities with hearing impaired people

- 3.1 Communicational methods and techniques
- 3.2 Translational methods
- 3.3 Active age hearing-loss people divided into different groups according to linguistical competences
- 3.4 Tips and recommendations with whom can we communicate

4. Preparation of work for deaf people

- 4.1 Development of communicational abilities/skills
- 4.2 Training, development at workplace
- 4.3 Educational package of ERASMUS programme
- 4.4 Advantages of training and development at workplace

5. Suggested and non-suggested professions for deaf people

- 5.1 Rights and opportunities
- 5.2. The role of the abilities and skills in the course of the training and in the course of the practice of the training

6. Typical problems during the employment of hearing impaired people

- 6.1 Communicational problems and lack of information
- 6.2 Difficulties and missing parts of vocational training
- 6.3 Misconducts at the workplace / Lack of duties
- 6.4 Psychosocial problems at workplace

7. Preparing the team to welcome a deaf person

- 7.1 Role of supporter /helper person
- 7.2 Introducing the deaf student / employee to colleagues and trainer
- 7.3 Introducing workplace to deaf employee /student

8. Accessible workplace

- 8.1 making the employers aware of the unsafe situations at a work place for a hearing impaired person
- 8.2 Special managements for deaf students/workers

Bibliography

Introduction

Manual guide – *Deaf people in the world of work* – Dedicated to the respected employers, who treat the problems of disabled people with appreciation, and are willing to deal with hearing impaired people, but they are not completely aware of their specific needs, and the methods with which communication would become more efficient. In this manual guide you can not only find information in connection with deafness and loss of hearing, but useful tips and ideas for making the workplace accessible and finding the customized communicational methods.

Abilities of a person can be often judged by the grammatical and expressional skills, the IQ and attitude of work is often estimated very low, on no evidence. The society does not see that it is the communication of the hearing impairment people is that is damaged. Deaf children have to learn to speak in an artificial way. They are not be able to hear their own voices, there is, no self-controll and their articulation is different from hearing people.

When a deaf person speaks badly, it doesn't mean he is stupid. In the western thinking, helping the less fortunate has become more and more important, so did the view, that disability is not only a health issue. It is not even a personal matter. It is more like a very complicated relationship between different causes and states, some of which only exist in our society's prejudging mind.

This means, that it is all of ours job to make this situation better, to help deaf people get back into the world of work. It is obvious that learning in our mother tongue is much easier, than doing it in any other language. If someone's mother tongue is the sign language, they should have the opportunity to be able to learn a profession that way. There are many examples proving that especially in the HORECA sector, deaf people can receive a special education that ables them to work. In several countries – Germany, Austrian, Switzerland – the jobseeking occurs co-operating with specialized job assistants, at the expense of rehabilitation fund. The claim is already given, paying falls in the competence of integrations office.

Number of hearing impaired people is not negligible. According to statistical datas 10-13 percent of people have some degree of hearingloss worldwide. There are 278 M middle hearing impaired people in the world, and 70M deaf people. Because of „the plague our age” mentioned noise injury, this rate is constantly growing.

Erasmus project is common project of 3 partner countries (Poland, Greece, Hungary.) This manual guide is about development of vocational training in Horeca Sector. The courses and sign-language dictionary will be made in written, sign-language and video form.

2. About hearing-impairedness

2.1 The definition of deafness

It is very difficult to determine the definition of deafness, there are several different cultural, medical, educational, pathological and other determinations and often they are completely different from each other. These determinations can be easily misunderstood by any laic person. Let's see the most important assumptions.

The essence of the pathological /medical point of view: deafness means lack of hearing, which is a chronic state, a deficit. The target of doctors is to cure any disorder, breaking down the deficit. The opportunity of this is given by high technology, in the form of cochlear implants (CI). The development of hearing should begin, as soon as possible, otherwise the brain develops itself to rely (only) on visual information. If the disease is found in an early age, the hearing impairedness is not sensible in their speech, because they gain access to the kingdom of voices, they live as hearing people. Around 6 years of age, the children's ability of learning to speak is decreased. It is proved, that most of the time, hearing injured people will not be able to learn to speak in their adulthood.

The essence of the pedagogical point of view: The task of a surdopedagogue is to educate the deaf children. As much as possible, they use the same principles as they do with hearing children in education.

The aim is for the deaf children to learn to speak, read and write as accurately as possible. It is easier to learn to speak with a CI, because children are able to hear the different voices and sounds. Deaf children without that have to face much more difficulties, they cannot hear themselves, their own pronunciation. The self-control is missing in speech control, reading, correct usage of language, even in writing.

The essence of the cultural /antropological point of view: This interpretation doesn't take deafness as a lack of hearing, it is not stressing the correction of this deficit, but sees deafness as an existing, given status. This is a state of being. There are no 5 senses. There are only 4, and they still have to try and live life the fullest in this world. This point of view tries to search every valuable ability of an individual, and stresses the development of these abilities and skills. This point of view gives opportunity for us to see the deaf people not only as some disabled community who desperately need help from others, but as a community with its own culture and language – kind of like a minority –, and also with unique cultural, political and demographic characteristics.

2.2 Deaf communities and culture

The formation of the deaf community can be put in the 18th century, the beginning of institutional education for deaf people. Before that they were segregated. The deaf community is very heterogeneous.



Within their members there are many different levels and degrees of hearing loss, from deaf to nearly fully hearing people, and their relatives and supporters, but they are all connected by their culture and the usage of the same language. Signlanguage is their mother tongue, their national language is a foreign one for them. They feel as an outsider in their own country. The Gallaudet University, recommends 31 Bachelor and 27 Master courses for deaf people *e.g. in the field of public administration or international development*, and PhD in the field of linguistic and clinical psychology. The

Gallaudet University is situated in the US and it is the acropolis of the deaf culture. The living space of deaf people is really extended at this institution.

They get an opportunity to prove deafness does not necessarily mean a mental disability.

2.3 About sign-language

In hearing society the lack of knowledge and awareness about the sign language is very often lots of hearing people are afraid of signs and its users this language is seen as 'the pointing of the stupid'. According to linguistic studies sign-language has every requirement as any other language to be called a language. Signlanguage is just as valuable as any other spoken language in the world.

Sign languages – against lots of misbeliefs – have their own grammar, created in a natural way, just like every other spoken language. These languages don't spread in an accidental way, but via visual signs.

3. Communicational opportunities with hearing loss

3.1 Communicational methods and techniques

Hearing injured people communicate in different ways, it depends on several factors. Such factors can be: age when deafness has begun, type of deafness, linguistic skills, degree of hearing (if there is any left), skills of lipreading, speech ability, personality, family background, level of education, IQ and personal preferences.

The importance is the change of thoughts not the means of it between the people. First, the employers and colleagues have to learn, there is no deaf person who is able to use every communicational method, and also there is no type of communication which is suitable for everyone. Not even signlanguage.

You can ask deaf person about suitable communicational method. This question is very pleasant for deaf people. Sometimes the overexaggerated help only makes the situation become worse and more awkward.

These are some communicational methods, that can be used:

Oral communication – This is followed by what is left of the hearing (depending on the level of deafness), and visual metacommunication, mimicry, gestures.

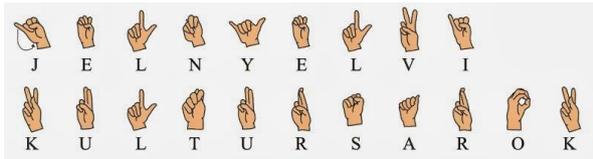
Lip-reading is observing and understanding the optical pictures created by lip movements, and through of this, understanding of speech. The speech IQ of an individual can also help filling out gaps in the understanding process.

Hungarian Sign language – is a foreign visual language with its own grammar, vocabulary and rules which are different from spoken Hungarian language.

Communication with fingerspelling – The dactile alphabet is the international fingerspelling abc. The handshapes resemble to letters. Every letter is a different handshape.

Every nation creates its own language and vocabulary, therefore their own letters as well.

Phonemical abc known only in Hungary. **It consists of hand signs.**



Written communication (make notes, e-mail, functions of smart phones that read texts out loud etc.) – In case of deaf people, writing is the safest and most accurate method of communication because everyone knows how to read and write, at a some level.

3.2 Translational methods

Sign-language translation – Translator signs what speaker says.

Oral translation – Translator articulates the text without sound, accompanying it with natural mimicry and gestures.

Writing-translation (*subtitled in real time live*) – It is made with a typewriter supplied with special keyboards. The speech comes on the monitore simplified.

Translation to voice – Translator says or articulates what deaf people sign. It can be called reverse interpreting.

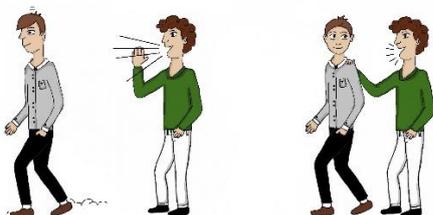
3.3 Hearing injured people inactive age according to language competences

- **Deaf people using lipreading** and spoken language, not using signlanguage. Their speech is understandable, with a few exceptions.
- **Deaf person using signlanguage** and speak out loud very difficultly. In these cases lipreading doesn't work, at all. The number of this group cannot be estimated. Assumably there are only a few people like this, because oral educational methods have been used in many schools for many decades, and there are just a few people who did not finish elementary school.
- **Bilinguals**: using both spoken and signed language. Their speech is understandable most of the time.

3.4 Tipps and recommendations – with whom and how can we communicate

9 things you can help a deaf person with:

Direct your attention on yourself, before you speak!

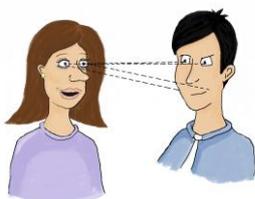


Wave your hand.

Touch His / her shoulder.

If you are standing next to the switch, give a light signal, switching it on and off.

Keep an eyecontact with hearing impaired person!



Eyecontact helps the directly communication. Speak directly to deaf person. If translator appears, deaf person can turn to him directly.

Don't speak loud!



Speak with normal rhythm, don't too slow, don't too quick.
Don't turn very near to deaf people it obstacles the lipreading.
The most suitable distance is 1-1,5m.

Don't turn away during the conversation.



The lack of keeping the right distance causes inconvenience for the lip-reader.

It is the natural reaction to turn to the direction where someone points to or to the direction where the other person does something.

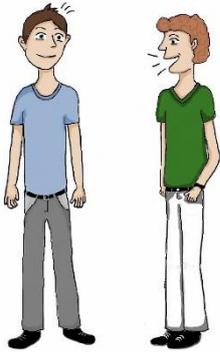
If you speak to someone who is hearing-impaired, make it possible for him /her to lip-read, do not turn away.

Take out cigarette or chewing gum from your mouth before speaking!



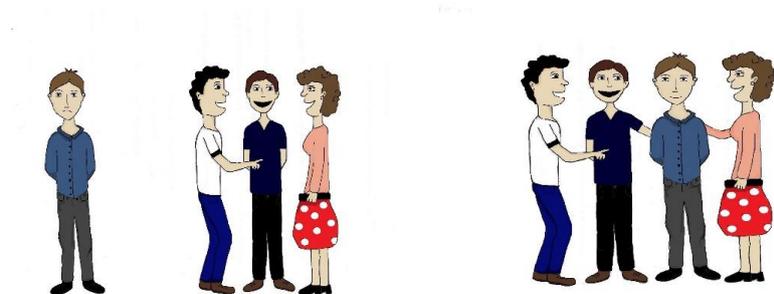
If you have something in your mouth, it changes your articulation and distorts the optical pictures of speech sounds therefore makes it impossible to lip-read. Put away the cigarette or the chewing gum when you speak with a person who is hearing -impaired.

Use simple words. Avoid the usage of foreign expressions!



There are some words that cannot be read from the mouth because they are not visible or because they are not visible well and contain consonants that can be mistaken. In this case, the lip-reader asks the other person to repeat what she / he has said. Do not repeat the same word, instead of it, use other words with similar meanings or restructure the sentence.

Avoid sudden exchange of topic.



If the lip-reader is not familiar with the topic, then the combinational possibilities narrow for the lip reader. Tell the person who is hearing-impaired that you are going to talk about another topic.

Moustache and glasses are the obstacles of lipreading



The glasses should be put down and pull your moustache away from your mouth, if you speak with lipreader deaf person.

If it is not successful, don't hesitate to take a notice and pencil!

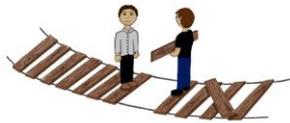


Writing down the important things.

Keep in mind that it is not the fault of the person with hearing-impairment that he / she is not able to sense sounds.

In this complicated world, the life is a huge trial even for hearing people, but much more for the hearing impaired. In order, to have a full-life, the person with hearing-impairment needs to have the possibility to direct his / her own life and maintain his / her self-respect and self-valuation and he / she needs that the others who do not have hearing problems to respect him / her equally.

He / she also needs work so that not to be, on the dole.



The goal is to achieve a direct communication among the hearing-impaired and the well-hearing employee or employer and the colleagues. The so called, communication bridge stands for the direct communication between the hearing-impaired and the well-hearing. Building a bridge, is only possible from the two sides.

It is not only the hearing-impaired who has to adapt to his / her environment but it is his / her company that has got a lot to do, as well.

4. Preparation of work for deaf people

4.1 Development of communicational abilities/skills

The 1st step to preparation of jobseeking is complex and individual habilitation and rehabilitation, it means the development of communicational skills in case of hearing impairment people. The hearing impaired people's communication is injured. For his/her is the most important thing to be developed communicational skill with every existing methods. They cannot hear speech, that's why, their speech are not understandable. Development of Rehabilitation skills occurs in rehab. centres. E.g. in Germany: development of

communicational skill in Rendsburg. It is not a clinical centre. They work with pedagogical methods. Their goal is to develop the communicational skills in interest of employment, and gain social and law information. The infocommunicational accessibility has been implemented. Every room is equipped with doorbells, and alarm clocks. There are induction loops, fire signings, and any other special phone equipments. The touched people can try several appliances which can be adapted at workplaces. The relatives colleagues of hearing injured person have also an opportunity to take part in rehabilitation. It is supported by health provider. It is recommended to use this opportunity! The life situation of deaf people will become more positive if the colleagues also take part in trainings.

It is approached

- not to be too much expectations in connection with successful of rehabilitation,
- they should also contribute to better understanding.

If deaf person and colleagues take part in rehabilitation together, there is an opportunity to adapt it, helping the further development. It would be the right solution. Unfortunately there is, no possibility in every country. The training developments are very often at workplaces, not only for reduced capacity workers but for each employee. The content and aim is different in case of deaf people. It is necessary:

- to develop the speech dynamic extension of understanding opportunities
- to enable them to understand behavioural ways of the voiced environment and to use it as a source of information.
- to help them by giving the means to independently direct their lives
- to gain more confidence
- to help them in finding their ways in the voiced world and to know their own rights

For the people who are deaf the above, might be the prerequisite of getting a job, improving their professional skills and building relationships.

4.2 Training development at workplace

In ulterior decade, there were many changes in the concept of vocational training. We could see penetration of competency based education. Instead of „qualification” the concept of „competence” is used, it means borderless ability to act. (On this basis instead of vocational training we can speak about development of competences.) The pedagogical models have been also changed. We got off from that model, in which the main actor was teacher, we are approaching to those models in which the students – *in this case deaf students* – acts the main role. It is necessary to find those models which on the one hand are responsible for pretensions of companies. on the other hand, via workplace-concentrated learning methods – for individual developmental needs. The traditional methods are used course of initial vocational training widely, especially at small-, and medium entrepreneurs. It is parameter, that there are separate theoretical and practical education. During the exercise, the student works together within an other professional who is regarded as an idol. This professional shows what student does, complementing it with several practical skills.

The student monitors the different subalternation of tasks to be able to repeating it as perfect as possible. This method suits for hearing people, if the student is deaf, then is able to immobilize the labour processes visually, but will not understand the explanations.

The „on the job” training was more advantage for deaf people.

It is reasonable to using of these tools, if the exercise in special situation is very important, the classroom education is impossible, one trainer and one student training is needed, small number of group appearance of mentor /mediator is important. Would be expensive to take out the participants from work, the technical and insurance point of views don't give any other opportunity, it is impossible to break the work. It is very often at unit-products, from the most workers – especially if their communication skills are good – will become the best „on the job” trainers. There are existing some changes of learning at work in which the example is the student, the vocational training materials can be appeared via cd-rom, and some other brandnew IT tools.

CBT – Computer Based Training and WBT – Web based training: The feature of CBT WBT supported educational methods gives opportunity to individual and autonom learning processes. The content is structured by pedagogical method.

4.3 Educational package of erasmus programme

It is usable supporting CBT and WBT trainings. This package wish to give a helping hand for firms to hire train deaf people within Horeca sector. It is usage in every field of vocational educational trainings.



Content of educational package: manual guide for information of employers. Brochures introducing of professions of Horeca Sector are getting an insight into secrets of different professions of sector for students, help career choice with this. Professional materials in simple language (courses, video or DVD format), in professional-, specific sign-, and spoken language dictionary.

These materials facilitates independent or planned learning for deaf students. Everybody can choose the suitable format, word tasks, Power Point presentations, subtitled videos, or videos with sign-language explanation.

Mayor of deaf youths don't mean problem of using PC and IT.

Advantages of development and training at workplace: giving opportunity to match to circumstances and enquiries, time and expens-efficiency. Feature of program package is different modules. Modules consist of different parts. These parts are separable educational

courses. The modules are the changeable documents, videos, which could be adapted in various orders, according to pretensions of employer, these modules could be varied. The educational package can be adapted for learning group or individuals, without essential goals of modules would damage, the constant expansion of this package is possible and mixing from different modules. The educational package provides possibility for tutor/trainer to choose concrete solutions in the course of one-one teaching part-task, gives the steps and needed visual aids (videos with sign-language explanation, terminological dictionary)

4.4 Advantages of training and development at workplace

- It is allowed to take responsible for commitments at workplace.
- Time and expense effectiveness. Trainer receive some information about level of individual skills and abilities, the developing areas become recognizable.
- The needs of firm can be matched to ambition and needs of individual.
- The studied can be adapted to the individuals directly and organizing-specified.
- The studied information match to order of work.
- The workers can understand the aim of quality.
- Fluctuation can be influenced, the trainings and severance pay, process of recruiting can become unreasonable.
- The firm become attractive, the firm likely to be attractive for new colleagues.
- Solving ability and acquired knowledge and skills can be used at another frameworks and workplaces.
- The process and timing of development can be matched to individual learning abilities.

5. Suggested and not-suggested professions for deaf people

Because this target group is very sensitive, it is not too simple to suggest any profession for hearing injured people. You would want to be careful, so you have to pay attention to several points.

5.1 Rights and opportunities

„Every person has a right to work, to have responsible work circumstances, to have the ability to make free career choices, and to have protection against unemployment. But is there really a free choice? Regarding to the near past's experiences, „free choice” does not exist at all, or if it does, it is strictly limited. We must face the fact, the fact that not every profession can be suitable and/or possible for everyone, usually, social inequality influences our choices very significantly, even in the case of a hearing person.

The career and educational choice of young deaf people is very affected by the different lifestyle: due to their disability they have less opportunities, because hearing is one of the basic skills in certain professions. The fact of deafness and risks of accidents are determinative at aptitude tests everywhere, observing of ability and skill of each person is not included in Gp's tasks. Meaning that the list of suggested professions are fairly short, and involves very old-fashioned professions, that are not worth learning anymore. This list includes such professions where deaf people don't need to communicate with anyone, so they can be hidden from eyes of hearing people as if they do not exist at all. In case of deaf parents' deaf children, very often

the parents would be 'forced' to choose their professions because of their disabilities, because they need to work. they need the money. Children could follow unifacial samples. As a result of the e „deficit theory” the abilities and EQ of deaf people are estimated much lower, than it really is, also, these people also loose their self-confidence and self-estimate.

For example in Germany, where rehabilitation of deaf people is running very well, (development of communicational skills with professionals), they are able to take part in vocational trainings of one third part of the officially accepted professions. Still, not every deaf people want to grab this opportunity or want to take part in career choices actively. There are many deaf people accepting the suggestions of their parrents or teachers. Meaning that there are several tasks in the field of information-flow that has to be developed, even there.

Mrs. Virágh thoughts are also true at the moment: *The carreer of deaf people are determined by their hearingloss, but in learned scope of activities their intensity of work and abilities are equivalent to hearing people.*

Hearing impaired people are more accepted and even wante st those workplaces that have employed hearing injured people in bigger numbers and longer time. The integration causes a very big problem at the workplaces where they would be employed for the 1st time. (MRS Virágh, 1985.)

Judgement of reduced capacity workers ground of individual a bilities matters cliché nowadays. It should be normal that workers with reduced abilities are judged by their own capacities and development, and also are provided with individual attention in their workplace.

5.2 The important is the deaf person and not her/him deafness

Initial principle is that planning a carreer is never easy, there is no one way, the individual career just as influenced by coincidents as by the planning. Further Influencial power is the belief or disebelief in their abilities to be able to manage a certain task and to have an opportunity to try it. It is a fact, that due to lack of communicational skills, deaf people cannot be on the top, but they do still have other human values, that can make them more suitable to work.

6. Typical problems during the employment of hearing impaired people

A regular problem in connection with employment of hearing impaired employees is stereotypes about deaf people. Usually, employers afraid from communicational obstacles and accidents at workplace. Deaf people don't feel hospitality in the world of hearing people because thez aren't allowed them. The opinion of hearing people also contribute their foreign feeling, it is true, nobody sights into their world, that is as beautiful as world of hearing people. Deaf people suffer from communicational problems in the world of hearing people, but they can communicate with each other very well with their mother language, sign-language. It shouldn't be wondering, they feel badly themselves. They don't know what hearing feels, and they differ from hearing people not only in hearing disability, but their personality completely, as well. Disability doesn't matter for them, but hearing people should consider them like others, habits behaviour, manner bust from given individual's personality and experienced events, and not from disability.

There are 5 typical problems according to Thomas Worseck:

- a) Communicational problems
- b) Lack of information
- c) Failures difficulties of vocational training
- d) Breach of duty
- e) Psychosocial problems

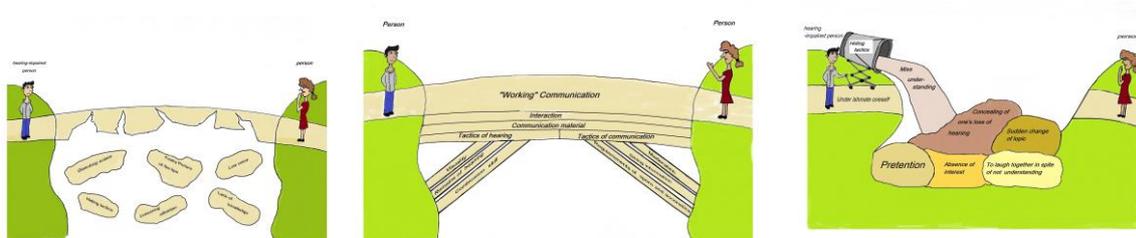
6.1 Communicational problems – Lack of information

Two problems cannot be separated from each other, because two problems follow from each other. Of course, in case of hearing impaired people, the central problem is damaging of communication, hearing and speech. If a deaf person's the mother language is sign-language, it is necessary the spoken language to be learned as 2nd language. The basic condition of lipreading is rich vocabulary. The vocabulary of sign-, and spoken language are very different, and besides differ to each other in linguistic structures, too.

„It is impossible to think indogerman langauage and to speak Hungarian, the Hungarian language's geometry differs from other language, than Bolyai's language differs from Euklidesz” – writes Sandor Lenard, a polyhistor.

The german social hearing impaired worker, Jochen Müller regards as a deep gap between hearing and hearing loss and is analyzing the tumblers, is thinking about a build of communication bridge.

He fixes to build up this bridge, active co-operation to be needed from two parts. The goal is life-long development of communicational skill and building up speech understanding, strategic elements for deaf.



What are the concrete communicational problems at workplace and what is the solution?

Don't think that each deaf person uses lipreading. It depends on individual and IQ level.

Solution: speak „simple language”!

E.g. „determined contract” – this is a difficult language: ontract till May. Or „you puddled dead water” – likely the deaf person understands it word for word with her/him poor vocabulary absolutely. Don't think, that deaf person understood the conversation, even if he/she bows „yes”.

It can be occured that's why she/he bows, because it is unpleasant to ask repeat for three times. Rather he/she gives up.

Solution: understanding become easier, if she/he uses keywords related to topic.

E.g.: It is just a joke. Or: It is a very important task.

In group situations – (sessions, training, etc..) follow the tips below.

It is difficult to read the lips of person who is always moving.

Stay and preferable talk to deaf person from face to face.

Hearing people are hearing from side view.

Sit (or stand) the deaf person to the most advantage place

If deaf person asks deaf person will know what the best place is for him/her.

Utilize visual aid if it's possible!

Sight is the primary receiver channel of deaf person. But visualization is also good for hearing people.

Pay attention to light of room, the speaker should be in centre of light.

If you use of foreign words, expressions, write them down to a paper, and give time to read them for participants, before you speak again!

Provide time, when you refer manual guides or texts, as deaf people have to pay attention to written information before they would pay their attention to speaker again.

(Hearing people can hear the information in the meantime, but the deaf person loses the information.)

Slow up timings of communication softly, to help the understanding.

The most people speak too quickly.

Take time to make a question or give answers for deaf person.

Repeat those questions or quips which have been told from end of room, sign to speaker.

Remember, deaf person is excluded from everything which occurs outside of sights.

Course of training, situation exercises could be adapted.

Like every other people, deaf person learns quickly practical than theoretical.

What is difficult to explain with some words, may be it is understandable to introducing of activities for deaf person?

Chatting with colleagues:

Don't wonderring, don't laugh misunderstandings.

This includes to deafness.

Use posture, and pictured and graphycal explanations.

The lipreaders are frustrated from too much gestures, but sign-language users not.

Moreover, they are glad it, because they listen not only to face and lips, but whole body.

If they tell jokes, it is not sure, the deaf people understand them.

Deaf people would not like to take part in conversation in this case.

Don't wonder, if deaf person would not like to speak.

Deaf person is conscious of missunderstandable speech.

Take questions like deaf's colleague can give a short answer.

6.2 Difficulties and missing parts of vocational training

The chances of hearing impaired students learning in specialized schools and in integrated educational, from special institutions they are going on the specialized schools, secondary schools, till children learned in integrated education go on the high schools, universities. Course of education in many cases the special needs and visual requirements of hearing impaired students aren't considered. There are just a few sign-language user teachers. Individual point of views aren't get on very often, students are not interested in their work.

According to a result of survey, 70% of under 25 year old of youth finish work which they aren't interested of it, they wouldn't like to do it just because earn of money. It sounds very dangerously and fearfully, if these surveys show the outstanding situation isn't shown always authenticity. If several people have profession which are not interested in it, they influence not only their environment a negative efficiency, but performance becomes worse and worse. This

survey has been made among hearing people. According to another survey, hearing impaired people signed between not-favourable professions their learned chosen professions. It shouldn't be wondering, regarding their limited possibilities. This problem is easier to prevent than to solve. On the grounds of educational systems dealing with endangered youths, short-time work experience and approaching of learning by doing, frame the important parts of prevention. The experience at workplace is important, which means at first former job shadowing and later practical activities. Job shadowing has an opportunity to make a decision for deaf student: to be interested in given profession suitable for finishing of work, could be himself or herself imagine in role of baker, gardener etc. before they have started to learn a new profession.

6.3 Misconducts at the workplace / Breach of duties

This problem can be occurred at bigger entrepreneur where the task, the command are performed by loudspeaker. The message doesn't get to hearing impaired person to acoustical way, that's why they don't know what their mistake was. Deaf person can misunderstand very important things.

Solution: it is necessary to tell the tasks in written for deaf colleague. Preferably in simple language. Breach of duty is qualified, if information got to deaf person, despite of this didn't performance the given task.

6.4 Psychosocial problems at workplace

It could be imagined, in case of deaf employees these problems could be come up in stress situation at work environment. According to national and international researches because of stress, the employee can acquire psychosomathical sickness. The most important appliance of prevention is image of psychosocial risks.

What does the concept of psychosocial risk mean?

Psychosocial risk is qualified according to law, those stress efficiency which can be occurred at workplace (conflicts, work organizing, worktime, insecurity of employment), which are influenced to responses combined with stress labour accident, physical and mental sickness.

According to national and international researches the high work-related stress becomes riskfactor: because of high stress employee can become victim of psychosomathical sicknesses. The researches show the health problems binding with incapacity of work leading to missing and reducing performance.

7. Preparing the team to welcome a deaf person

Public labour integration of deaf employees is unimaginable without co-operation of specialized experts, professionals, supporter helpers, mediator, job assistant, auditor - giving possibility to acquire reasonable competences on public labour market. Supporting pretention of deaf students /employees may be different from each other, depends from degree of their injury, what are their personal circumstances like. **Role** Supporting person regards to deaf student /employee as a client, and gives widespread, personalized, regular and long-term supports.

Monitors the enquiries of deaf clients; makes interviews with clients; organising individual and group trainings. (Informs with her/him clients about educational materials of professions of Horeca sector. Clients will be informed about features of professions, and they make decision in which professional field they would like to go on their studies or look for a job.)

Researches of opened workplaces; makes profile with scope of work analyzation; collects the suggestions of practical tutors; matches pretentions of potential employers and clients; provides with help of work trials to get right colleagues for right partners; prepares and accompanies the client to job interview; accompanies and introduces the client to tutor (trainer) and to common colleagues.

7.1 Role of supporter / helper person

Prepares summary and individual employment plan for each client; deals with integration and the practicing, coaching of work processes, makes individual and group follow-up; gets in touch with employers and gives advices for them.

7.2 Introducing the deaf student /employee to colleagues and trainer

If the receptive workplace deals with more deaf students-employees, then we talk about introducing of group, accentuating of heterogenic pretensions and needs, there aren't two similar deaf people. Introduction occurs one by one.

As the case may be the introduction can be occurred with PowerPoint, in pleasant environment. (Coffee, soft drink, cake)

Introduction includes tips and recommendations related to communication methods „How can we communicate with deaf people”.

With whom and how we can introduce speaking or signing or lip-reading deaf person.

If the group is heterogenic, it is necessary to prepare the colleagues, don't be surprised if deaf people cannot communicate with each other without a hitch or don't make friendships with each one.

If everyone uses sign-language, they understand each other.

There are also differences among them if one learned in integrated and other learned in specialized primary school.

Hearing person understands much better the characteristic speech of deaf people, than not hearing person, because he/she gets to used to it soon, he/she can get used to strange pronunciation within 2—3 days.

Because of articulation problems, from lips of deaf person lip-reading is very difficult.

Not only the sound, but optical image is different.

Between two deaf people could be deeper the communicational gap than between hearing and deaf people.

These situations should be treated with understanding.

7.3 Introducing workplace to deaf employee /student

(Comment: If supporter doesn't use sign-language, appearance of sign-translator is needed.)

Information

What does an employer expect?

What will be the scope of activities?

How should the employee behaviour in work environment?

Who will be the direct trainer /coach?

What kind of methods will be educated?

Will have an opportunity to pay attention to scope of activities?

Don't forget deaf employee afraid of communicational problems more than colleagues and employer.

Deaf employee is aware of speaking understandable very badly, vocabulary is poorly, misunderstands the tasks, that's why he/she is frustrated and worry about articulation of tutor, whether tutor has a moustache or turning around during speech, lip-reading is possible or not, shall deaf people understand what the tutors say.

Lots of people have no clear about developed visual concentration ability of deaf people.

Surveys prove that deaf people' depth perception is more advanced than hearing people.

Similar hand shape appears in sign-language, a small movement gives another interpretation to the same signs.

For example: Purple and grey seem to similar in Hungarian sign-language.

The sign-language users see the difference.

Strengths of deaf people should be bearded interest on vocational training, if deaf students could peek calmly through 3 days at workplace, these days would be equivalent with theoretical studios.

Educational material of Erasmus program includes a choice of career brochure, from which the students can learn work processes.

8. The accessible workplace

8.1 Signing the possible sources of danger

The general info communicational and audio-visually accessibility is expected at every workplace, not only where deaf people are employed.

The alarm appliances are needed to supply with light source and light signing.

The danger is signed with the international accepted red and red orange colours

In general there are two danger sources: statical, local danger, periodical and accidental.

The 1st one enquiries constant indicatory signing, prevention. The 2nd one requires to an understandable, reasonable alarming which are sensationable for everyone, and escape rejections.

The paying attention and alarming systems are required correct installation via experts. E.g. in case of fire, is necessary to be installed sound, sound-txt, and illegible and pictogram alarming appliances giving understandable rejects about following behaviours /manners.

It is excepted to determine the escape route, the available aid appliances for disabled people (escape chair, elevator, slope etc.) and way of outer helps with pictograms and advertising boards.

The alarming, rejects should be understandable for everyone.

Instruction sheet of Emergency system should be replaced at entrance door on the wall in big measure and eligible a notice board.

8.2 Special managements for deaf workers

It is important to create the personalized circumstances at workplaces, such as supplements (induction loops, light systems), physical environment (acoustical and light circumstances), right technological appliances and adapted technologies, personal helper and flexible employment. (Greve, 2009.)

The adaptation of workplace environment could receive good aspects from hearing injured employee, or hearing injured employees have an opportunity to try a work process at the given workplace, before they would start to work.

- In general lighting of workplaces are important. Bad light circumstances could obstacle the lip-reading.
- The table of deaf employee should be replaced to sit next to entrance door or the boss /trainer.
- If these points may implement, paying of the attention a torch or waving is enough, if deaf employee doesn't notice the signs and waves during work.
- It is very important to be clear, how communicational channels works between employer and employees at workplace like, the constant available of these channels maybe guarantee for accessible communication.
- The written information provides equal accessibility to information for hearing impaired people, too (sms, e-mail. colour cards, notes)

Sms function gives an opportunity to write our messages.

This function is important for deaf people and for everyone working in noisy work environment. Vibrating alert independ from degree of hearing gives a concrete signing for everyone.



These are not only the expensive, latest models that are equipped with the speech recognition tool but the cheaper android smart phones and tablets can also be used for speech recognition, available in Hungarian, as well, by Google.

This cloud based service works in a noisy environment, as well. It makes possible for the trainer or the colleague to use their phones for the communication, by speaking into the phone, for the hearing-impaired to read it.

Newness which is not available in our country, but hope, it will be accessible as soon as possible.

Transcense app. can bring solution for this problem, this app. is able to translate the speech to written language at the same time, appearing on a display of smart phone.

Smarter phone can connect to this app activating all microphones, recording the speeches for nearby people.

This app. recognises and separates sound of each people.

The different voices are connected with different colours, the user can make differences between speakers.

The words are illegible even if more people speak at the same time.

Bibliography

- KERESZTESSY Éva, KOVÁCS Zsuzsanna, PERLUSZ Andrea, *Bevezetés a hallássérültek rehabilitációjába, rehabilitációjába*, Budapest, Fogyatékosok Esélye Közalapítvány, 2003.
- *Bevezetés a hallássérültek pedagógiájába*, szerk. CSÁNYI Yvonne, Budapest, Bárczi Gusztáv Gyógypedagógiai Tanárképző Főiskola Szurdopedagógiai Tanszék, 1993.
- *A beszéd-nyelv fejlesztésének módszerei hallássérülteknél*, szerk. CSÁNYI Yvonne, Budapest, Bárczi Gusztáv Gyógypedagógiai Tanárképző Főiskola Szurdopedagógiai Tanszék, 1994.
- Dr. HOCHENBURGER Emil, *A gyakorlati audiológia kézikönyve*, Kossuth Kiadó, 2003.
- VITÉZ Ágnes, *A kétnyelvűség jelensége a miskolci siket közösség körében* (MA-szakedolgozat), Magyar Nyelv- és Irodalomtudományi Intézet, Magyar Nyelvtudományi Intézeti Tanszék, Miskolc, 2014.
http://kvt94.lib.uni-miskolc.hu:9080/JaDoX_Portlets/displayContent?docId=17482&secId=10869 (2016)
- BONNIE POITRAS TUCKER, *A csend hangjai*, Budapest, Bastei Budapest Kiadói Kft., 2002.
- *Cselekvési terv a hallássérültek ellátására*, Készült a Szociális és Munkaügyi Minisztérium megbízásából (zárójelentés), Budapest, 2010. április.
<https://ar.scribd.com/doc/49925752/Cselekvési-terv-a-hallasserultek-ellatasara> (2017)
- PAPP Gabriella, SZAUER Csilla, FEHÉR Ildikó, DÁVID Andrea, PERLUSZ Andrea, KATONA Vanda, *Út a munka világába*, Budapest, BME Tanárképző Központ, 2015.
www.tankonyvtar.hu/hu/tartalom/tamop412b2/2013-0002_ut_a_munka_vilagaba/MV/smvjs33g.htm (2017)
- *Gallaudet Egyetem: Tárgul a siketek élettere*.
<http://newsletters.usembassy.hu/Publications/Gallaudet.pdf> (2017)
- *A munkahelyen való tanulás módszerei*.
http://www.learn-and-work.com/lw/download/hu_m2.pdf (2017)
- *Módszertani kézikönyv a Dobbantó projektben megvalósuló Job Shadowing tevékenység megszervezéséhez és lebonyolításához*.
http://fszk.hu/wp-content/uploads/2016/08/job_shadowing_kezikonyv.pdf (2017)
- Krzysztof KOWAL, Wojciech STADNICKI *Raport na temat barier występujących na styku osoba Głucha – potencjalny pracodawca*.
<http://www.glusiwpracy.dobrekadry.pl/dokumenty/Raport-bariery.pdf> (2017)
- SZABÓ Tamás Péter, *Jelölő hallók és halló siketek: A jelnyelv nagykövetei*, Nyelv és Tudomány, 2013. <https://www.nyest.hu/hirek/a-jelnyelv-nagykovetei> (2017)
- *Hogyan kommunikáljunk a siket emberekkel:*
<http://www.c3.hu/~sinoszib/sikomm.htm> (2017)
<http://www.wikihow.com/Ask-Someone-if-They-Are-Deaf> (2017)
<http://www.wikihow.com/Communicate-With-a-Deaf-Person-Through-an-Interpreter>
(2017)
<http://www bbw-nuernberg.de/downloads/KleinerRatgeber.pdf> (Kleiner Ratgeber)
(2017)
<https://www.schwerhoerigen-netz.de/dsb-ratgeber/?L=0> (Ratgeber) (2017)