






This is a summary of Expression Australia's PD topic 4, *DHH student's experiences at TAFE*; aimed at supporting Auslan Interpreters in TAFE.


Slides	Commentary
<p>Professional development</p> <p><b>Auslan Interpreters in TAFE</b></p> <p>Session 4 – Student experiences 10 February 2022</p> <p>Presenter : Joe Sabolcec</p> 	<p>Welcome to the fourth Professional development workshop, aimed at improving confidence and knowledge of Auslan interpreters in TAFE.</p> <p>We acknowledge the Wurundjeri people of the Kulin nation on whose lands we host this meeting today and pay our respects to their elders past, present and emerging.</p> <p>We warmly welcome Joe Sabolcec, manager of DeafConnectEd, who has generously offered to facilitate tonight's workshop on DHH student experiences in TAFE and thanks Melinda Mindrum for also assisting.</p>
<p>At the end of this session you will have:</p> <ul style="list-style-type: none"> <li>• a better understanding of the diversity of DHH learners in VET</li> <li>• a better understanding of the challenges you may experience in VET</li> <li>• some additional strategies to employ in managing these challenges</li> </ul>	<p><b>Outline</b></p> <p>This is what we hope to cover in tonight's workshop.</p> <p>The workshop will be a mix of information about various research that has been conducted on DHH student experiences in TAFE and discussions of case studies and implications for us as interpreters.</p>
<p><b>Transitioning from school to VET</b></p> <p><i>"Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life."</i></p> <p><small>Punch R (n.d.) Supporting Adolescents who are DHH in Transition to Post-School Education and Employment, Victorian Deaf Education Institute: <a href="https://www.vdet.edu.au/education/learn/transition-to-post-school-education-and-employment/">https://www.vdet.edu.au/education/learn/transition-to-post-school-education-and-employment/</a> Accessed 17 Jan 2022.</small></p> 	<p><b>Adjustments</b></p> <p>Renee Punch from Queensland Uni conducted research into this transition phase of DHH students life. This is one of my favourite quotes.</p> <p>As for any student leaving high school, it is a big adjustment for DHH students leaving the highly structured environment of high school and into TAFE education, which requires a more self-motivated and independent approach.</p> <p>It is important to note that while we will be looking at some of the challenges for our DHH students in the case studies tonight, most DHH students are highly successful at TAFE and learn to navigate the system to achieve their goals.</p>

<p style="text-align: right;">5</p> <p style="text-align: center;"><b>Transitioning from school to VET</b></p> <p>Situation is improving:</p> <ul style="list-style-type: none"> <li>• better awareness</li> <li>• improved access to technology</li> <li>• improved access to services</li> </ul> <p>but disadvantages and barriers still exist</p> <p><small>Purch R (in d.) Supporting Adolescents who are DHH in Transition to Post-School Education and Employment, Victorian Deaf Education Institute  <a href="https://www.deafeducation.vic.edu.au/professional-learning/template/2020/temple-101-supporting-adolescents-who-are-dhh-in-transition-to-post-school-education-and-employment">https://www.deafeducation.vic.edu.au/professional-learning/template/2020/temple-101-supporting-adolescents-who-are-dhh-in-transition-to-post-school-education-and-employment</a> Accessed 17 Jan 2022.</small></p> 	<p><b>We have come a long way.</b></p> <p>Today there is better awareness, more inclusive policies, better technology and resources and better access to services for DHH students in TAFEs, but we have a lot more to do.</p> <p>However, research has found that barriers do still exist and that DHH are still disadvantaged within TAFEs.</p>
<p style="text-align: right;">Student experiences in TAFE 4</p> <p style="text-align: center;"><b>Transitioning from school to TAFE</b></p> <p>Challenges:</p> <ul style="list-style-type: none"> <li>• Need for strong personal attributes – e.g. resilience</li> <li>• Awareness of barriers and options</li> <li>• Ability to self-advocate</li> <li>• Lack of role models</li> <li>• Managing fatigue</li> </ul> <p>As teens they may be:</p> <ul style="list-style-type: none"> <li>• Self-conscious</li> <li>• Unwilling to talk with adults</li> </ul> 	<p><b>Some of the challenges</b> for DHH students are listed here.</p> <p>DHH students are expected to advocate for themselves, be aware of the services available and seek them out. There is a lot put on them. They also lack role models.</p> <p>Most manage it well but this requires a high degree of resilience.</p> <p>DHH students can often feel a high level of fatigue in coping with TAFE, especially in the early months.</p> <p>There are also the ‘usual’ issues that go with being a teenager, not so confident to speak up, unsure of their study plans, need to socialise and make friends, dealing with becoming an adult learner.</p>
<p><b>Research into DHH students at TAFE and university.</b></p>	<p><b>Research findings.</b></p> <p>Griffith university study showed that many DHH students at TAFE:</p> <ul style="list-style-type: none"> <li>• have longer completion rates</li> <li>• Do not feel they belong</li> <li>• Some do not self-disclose</li> <li>• 43% approached Student services.</li> </ul> <p>Research from Melbourne Polytechnic shows many DHH students have:</p> <ul style="list-style-type: none"> <li>• Lower literacy scores on enrolment</li> <li>• Are less likely to register for LLN services</li> <li>• When they did access LLN they benefited greatly</li> </ul>

<p style="text-align: center;"><b>Activity</b></p> <p><b>Case study 1:</b> A young deaf student is in their first year of a Cert III in Individual Support. They don't seem to be mixing with other students. They want to chat with you during breaks and during class activities. The teacher doesn't seem to notice. You've agreed to this initially, because other students are having a chat as they work, but the requests are now more frequent.</p> <p><b>Case study 2:</b> A deaf student is in their first year of TAFE. They are taking their own notes – there is no notetaker. There have also been several videos used in class that you have interpreted. You have asked about captions but the student doesn't seem to realise the importance of captions.</p>	<p><b>Group activity</b></p> <p>Given our collective experience as interpreters, let's discuss and gather ideas on what you would do if faced with these scenarios.</p> <p>Some key strategies suggested for Case study 1:</p> <ul style="list-style-type: none"> <li>- Build rapport with whole class, to encourage interactions between DHH and other class members.</li> <li>- Talk with teacher and gain their insights</li> <li>- Alert DLO to issue</li> <li>- DHH student may need a break from you and others at break time – student fatigue.</li> <li>- Self-care- interpreters are entitled to and need breaks also</li> <li>- Establish boundaries, be upfront with student e.g 'I'm going to take a break now, see you at the next class.'</li> </ul> <p>Case study 2</p> <ul style="list-style-type: none"> <li>- Encourage student to ask for captioning, from teacher, DLO</li> <li>- Suggest note-taker</li> <li>- Approach DLO for advice</li> <li>- Ask teacher directly for captioning</li> </ul>
<p style="text-align: right; font-size: small;">Student experiences in TAFE 6</p> <p style="text-align: center;"><b>The needs of other learners</b></p> <p><b>Deaf Victoria Student forum (2019)</b></p> <ul style="list-style-type: none"> <li>• Need for transition programs for all learners</li> <li>• Enrolment support</li> <li>• Felt isolated – mentoring and peer support</li> <li>• Low awareness of services and supports</li> </ul> <p><b>Particular challenges:</b></p> <ul style="list-style-type: none"> <li>• Online learning</li> <li>• English literacy</li> </ul> 	<p><b>Findings of DHH Forum in 2019.</b></p> <p>Online learning</p> <ul style="list-style-type: none"> <li>-harder for DHH students to see and focus on interpreter, teacher, PowerPoints and classmates on zoom. Screen size.</li> <li>- Some students may have digital literacy issues</li> </ul> <p>English Literacy.</p> <ul style="list-style-type: none"> <li>- DHH students are aware of their own literacy levels</li> <li>- Inconsistent services between TAFEs</li> <li>- Private RTOs have less funding for services</li> </ul>

<p style="text-align: right;">12</p> <p style="text-align: center;"><b>The needs of other learners</b></p> <p>Deaf Migrants:</p> <ul style="list-style-type: none"> <li>• Language needs</li> <li>• Personal experience and hardship</li> </ul> <p>Learners returning to study:</p> <ul style="list-style-type: none"> <li>• ICT skills</li> <li>• Awareness of services</li> </ul> 	<p><b>Deaf migrants</b></p> <p>English as a second language, creates difficulty with signs, vocab and English.</p> <p>Personal experiences and hardship can impact education success. Some migrant DHH students may:</p> <ul style="list-style-type: none"> <li>- have a different sign language from another country</li> <li>- come from an oral culture (poor reading and writing skills)</li> <li>- have had no formal education</li> <li>- have suffered Trauma</li> <li>- no experience with interpreters</li> <li>- feel reluctant to ask teacher for help</li> </ul> <p>Older DHH learners returning to study may:</p> <ul style="list-style-type: none"> <li>- lack IT skills</li> <li>- have lots of work experience but less formal education experience</li> <li>- be re-skilling</li> <li>- have not worked with interpreters in education context</li> <li>- need to know about services available</li> <li>- are possibly more independent and have less time</li> </ul>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Case study 3:</b> A Deaf student arrived in Australia 3 years ago. They seem to have picked up Auslan quite well, although there are occasional requests for a sign or requests to clarify a sign they haven't seen before. But the student is clearly struggling with English. They have asked you to fingerspell less and to fingerspell slowly, and they often ask you the meaning of English terms used in the course. They also ask you about their answers to self-directed quizzes used in class each week, asking if you think they're correct.</p> <p><b>Case study 4:</b> A deaf student is enrolled in a Diploma in Business Management. The course is fast paced with specialised terminology and theoretical models introduced each week. The student has expressed frustration with you about the number of interpreters who have interpreted for the student. They also feel interpreters are arriving unprepared.</p>	<p><b>Group activity</b></p> <p>Some strategies discussed</p> <p>Case study 3:</p> <ul style="list-style-type: none"> <li>- reach out to teacher, their job to assist, they would most likely appreciate being informed</li> <li>- teacher can assist with providing specific terminology</li> <li>- Facilitate student asking teacher directly for assistance</li> </ul> <p>Case study 4</p> <ul style="list-style-type: none"> <li>- Talk to DLO</li> <li>- if you accept the job you need to prepare</li> <li>- create whatsapp group with interpreters to relay signs/issues/ tips etc.</li> <li>- work as a team</li> <li>- seek assistance and resources from teacher</li> </ul>

<p style="text-align: right;"><small>Student experiences in TAFE 7</small></p> <h2 style="text-align: center;">Review</h2> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Preparation</li> <li>• Professional relationships and boundaries</li> <li>• Actively seek feedback</li> <li>• Reflective practice</li> </ul> 	<h3>DHH students are very diverse</h3> <ul style="list-style-type: none"> <li>- Spend time developing a relationship with student</li> <li>- Ask for more time with client</li> </ul> <p>Who supports the interpreter? Make sure you seek a mentor, professional person to de-brief with confidentially</p> <p>Network with other interpreters, teachers, keep learning</p> <p>Actively seeking feedback is key for professional development</p> <p>Reflect on practice</p>
<p style="text-align: right;"><small>16</small></p> <h2 style="text-align: center;">Self-reflection</h2> <p>Think about the session this evening and consider the following for 1 minutes:</p> <ul style="list-style-type: none"> <li>• What do I do well when engaging with students?</li> <li>• What skills do I need to work on to better engage with students?</li> <li>• What goals can I set to develop these skills further?</li> </ul> <p>Now share some of your reflections and goals in pairs (5 minutes)</p> 	<h3>Reflection exercise</h3>
<h3>References</h3> <p>Ballard M (2016) Accept or Decline? Questions Sign Language Interpreters Should Ponder, Street Leverage. Posted 21 September 2016. Accessed 22 Jan 2022 <a href="https://streetleverage.com/tag/demand-control-schema/">https://streetleverage.com/tag/demand-control-schema/</a></p> <p>Clarke C (2007) Connecting the Dots: A successful transition for deaf students from vocational education and training to employment National Centre for Vocational Education Research. <a href="https://www.ncver.edu.au/research-and-statistics/publications/all-publications/connecting-the-dots-a-successful-transition-for-deaf-students-from-vocational-education-and-training-to-employment">https://www.ncver.edu.au/research-and-statistics/publications/all-publications/connecting-the-dots-a-successful-transition-for-deaf-students-from-vocational-education-and-training-to-employment</a> Accessed 12/05/21</p> <p>Dean RK and Pollard RQ Jr (2013) The Demand Control Schema: Interpreting as a practice profession, CreateSpace Independent Publishing Platform. For a summary: <a href="https://demandcontrolschema.com/book/">https://demandcontrolschema.com/book/</a></p> <p>Napier J, McKee R and Goswell, D (2018) Sign Language Interpreting, Theory and Practice, Third Edition, The Federation Press, Sydney. See Chapter 7: Interpreting Contexts, Education.</p> <p>Punch R (n.d.) Supporting Adolescents who are DHH in Transition to Post-School Education and Employment, Victorian Deaf Education Institute: <a href="https://www.deafeducation.vic.edu.au/professional-learning/template?eventtemplate=101-supporting-adolescents-who-are-dhh-in-transition-to-post-school-education-employment">https://www.deafeducation.vic.edu.au/professional-learning/template?eventtemplate=101-supporting-adolescents-who-are-dhh-in-transition-to-post-school-education-employment</a> Accessed 17 Jan 2022.</p>	<p>There is a lot more to learn about DHH students in TAFE and adult education settings.</p> <p>Here are some references for you to explore further.</p>

<p><b>Resources</b></p> <p>deafConnectEd – study support for learners <a href="http://www.deafconnected.com.au/study-support/">http://www.deafconnected.com.au/study-support/</a></p> <p>ADCEt: Inclusive Teaching – Specific Disabilities – Deaf and hard of hearing <a href="https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/deaf-hearing-impaired">https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/deaf-hearing-impaired</a> ADCEt: Planning for post-secondary education <a href="https://www.adcet.edu.au/students-with-disability/planning-for-post-secondary-education">https://www.adcet.edu.au/students-with-disability/planning-for-post-secondary-education</a></p> <p>National Deaf Centre for Post-Secondary Outcomes <a href="https://www.nationaldeafcentre.org/">https://www.nationaldeafcentre.org/</a></p> <p>Deaf Victoria submission for the Legislative Assembly Inquiry into access to TAFE for learners with a disability <a href="https://www.parliament.vic.gov.au/images/stories/committees/eic/LA_TAFE_access_inquiry/Submissions/Submission_19_-_Deaf_Victoria_-_16_October_2020_Redacted.pdf">https://www.parliament.vic.gov.au/images/stories/committees/eic/LA_TAFE_access_inquiry/Submissions/Submission_19_-_Deaf_Victoria_-_16_October_2020_Redacted.pdf</a></p>	<p>Here are some extra resources for you.</p>
<p>Professional development</p> <p><b>Auslan Interpreters for TAFE Next session</b></p> <p>Session 5 – TAFE teachers – building rapport 17 March 2022</p> <p>Presenter : Christy Filipich (ASLIA WA)</p> 	<p>Thanks you for your participation.</p> <p>The next workshop will be – <i>TAFE teachers – building rapport.</i></p>