4. Training package for a family member of a person who has difficulty hearing or speaking

Information about the disability and what you can do about it

People who have difficulty hearing or speaking have difficulty communicating with others.

Communication means that people give each other information and understand each other. People communicate to tell each other their thoughts, needs, and feelings. All people want to communicate their thoughts, needs, and feelings with others.

People communicate in several of the following ways:

- One person speaks, and another person hears and understands the words.

- One person uses movements of the hands, face, or body to give information, and another person understands the movements.

- One person writes something, and another person reads it.

- Most people use all these ways to communicate, but speaking and hearing are the ways they use most often.

So people who have difficulty hearing or speaking have difficulty communicating with others in the family and in the community.
People who have difficulty hearing

- A person may have difficulty hearing for one of the following reasons:

  The person was born with difficulty hearing.

  The person had a disease which caused difficulty hearing.

  The person had an injury to the ears or the head which caused difficulty hearing.

- The person may be able to hear some sounds, such as loud voices or loud noises, but not other sounds.

Or the person may not be able to hear any sounds.

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Children who were born without hearing or lost hearing at an early age

- Babies usually learn to understand words and to speak by listening and by making the sounds they hear.

- A child who cannot hear any sounds will not start to speak. This child cannot hear people talking. This child does not know that people use words to communicate.

  Such a child needs a great deal of help at home and at school to learn how to communicate. The child will communicate with movements of the hands, face, and body. The child may learn to speak a little but the speech will not sound like other people's speech.

- A child who has difficulty hearing but who can hear loud voices also has difficulty speaking. The child hears words only when people speak loudly and clearly. The child may know only a few words so he or she cannot talk well with others.

  The child will need more time to learn to speak than children who can hear well. The child will need help at home and at school to learn to speak.

  Such a child will also use movements of the hands, face, and body to communicate.

- The child you train may have difficulty hearing and not be able to speak. If so, ask your Local Supervisor for the Training Package to help you to train the child to communicate.
Adults who lost hearing after learning how to speak

- An adult who was able to speak before having difficulty hearing is still able to speak. But the person may speak very little because he or she cannot hear and understand what other people say.

Family members and friends should encourage the person to speak. They can also use movements of the face, hands, and body to help the person understand what they are saying.

- The person you train may be an adult who could speak before losing hearing. If so, ask your Local Supervisor for the Training Package to help you to train the person to communicate.

People who have difficulty speaking but can hear

- A person may have difficulty speaking for one of the following reasons:

  Because he or she cannot say words correctly.
  
  Because he or she cannot remember words easily.

Children who have difficulty speaking but can hear

- Some children who can hear take longer than others to learn to speak. If the person you train is a child who has difficulty speaking, it may be for one of the following reasons:

  The child has difficulty speaking as well as difficulty moving. Some children, who have difficulty moving the arms and legs, may also have difficulty moving the face, mouth, and tongue. Such children may have difficulty speaking clearly.

  If the child you train has difficulty speaking as well as moving ask your Local Supervisor for the Training Package to help you to train the child to communicate.

  The child’s speech development is delayed. The child has no difficulty moving.

If the child you train has difficulty speaking but not moving, ask your Local Supervisor for the Training Package on “Play Activities.” Use this package to train the child to communicate.
Adults who have difficulty speaking but can hear

- The person you train may be an adult who can hear but has difficulty speaking. The person may have got the difficulty following an illness.

- An illness which causes difficulty moving the arm and leg on one side of the body may also cause difficulty with speaking. The person you train may have had this illness.

- The person may have difficulty remembering words. The person may remember only some words. Or the person may have difficulty remembering many words.

- The person may also have difficulty understanding some words when other people talk to him or her.

- Because of the person's difficulty remembering and understanding words, family members and friends may stop talking to him or her. The person may be alone most of the time.

- Try different ways of communicating with the person. Give the person time to speak and see if the person can remember words. Also find out if the person can use movements of the face, hands, and body to communicate.

- Speak with your Local Supervisor about the training in communication that the person should have. Your Local Supervisor will find out if there is someone who can give you advice on this.

Results

After you have read this package, you may check your understanding by answering the following questions:

- What are the ways people use to communicate?

- What can cause a person to have difficulty hearing?

- What can cause a person to have difficulty speaking?

- Who is easier to train in communication, a person who could hear and speak before losing hearing, or a person who was never able to hear? Why?

- What can you do to help a person with difficulty hearing or speaking?

Now check back in the package to see if your answers are correct. If any answer is wrong, read the package again. Then answer the question again and check your answer. If you have any trouble doing this, you can discuss it with your Local Supervisor.
5. **Training package for a family member of a child who has difficulty hearing and has not learned to speak**

How to train the child to communicate

- Communication means that the child understands you and you understand the child. Both of you must learn the best ways to communicate. Children who can hear some sounds may communicate differently from children who cannot hear any sounds.

- Some children with difficulty hearing are able to hear some sounds. They may hear loud voices and loud noises.

These children can learn to speak, but they need a longer time to learn than children who hear well. They have difficulty learning to speak because often they do not hear words when the people around them are speaking. They hear only if the people remember to speak loudly and clearly.

You can teach a child who can hear only loud noises to speak. Remember always to speak clearly. Speak loudly, but do not shout at the child. Let the child see your face when you speak.

Also help the child to use other ways to communicate. Teach the child to use movements of the hands, face, and body to communicate.

- Some children with difficulty hearing cannot hear any sounds.

These children should learn to communicate by using movements of the hands, face, and body. They may learn to speak, but they will need a great deal of time and help to learn to speak.

- You can help a child who cannot hear any sounds by communicating in different ways. Speak to the child when he or she can see your face. Use movements of your hands, face, and body to help the child understand what you say.
How to help a child to learn to communicate

- In order to learn to communicate the child should want to communicate with others. The child will want to do this if you show that you love the child and that you want to communicate with him or her.

- Talk to the child as much as possible, even if the child cannot hear any sounds. Talking to the child will make him or her feel loved.

Touch and hug the child like you do other children in the family. This shows your love for the child.

- When you talk to the child, be certain that the child is looking at your face. Your face should be in the light so the child can see the movements of your face, especially the lips and the eyes.

- The child will learn to communicate by playing with other children. Show the other children in the family how to help the child communicate. Ask them to play with the child. Ask them to teach him or her the names of people and the names of objects they use for play.

- Each day spend some extra time with the child to help him or her learn how to communicate. You should do this when the child is happy to do it. If the child does not want to do it, it is better to wait until later.

Often the child does not learn about the people and objects around him or her because the child cannot hear. For this reason the child needs extra time with you to learn about the things around him or her and to learn how to communicate.

You should spend many short periods of time teaching the child. If you teach him or her for a long time, the child will get tired and will not learn with you.

- When you are not spending extra time teaching the child, you and other family members can continue to talk to the child.
Try to do the training activities as a game. Then you will be playing with the child and he or she should like the activities.

The child needs your patience and understanding. It is very difficult for the child who cannot hear to learn to communicate.

The child must learn how to understand you. The child must also learn how to tell you what he or she thinks and feels.

Sometimes the child will be upset or angry because he or she cannot communicate something. Try not to become angry with the child at these times.

It is also difficult for you to learn the best way to communicate with the child. If you are patient, you and the child will learn to communicate with each other.

You may spend a long time helping your child to communicate before he or she tries to tell you something.

First the child must see and understand what other people say and do. Then the child will try to say something.

The child can learn with the eyes what other children learn with the ears. Let the child see the things you do. Let the child play with other children. Teach the child to look at people's faces when they talk. Try to communicate with the child as much as possible.

After some time the child will understand what he or she sees. Then the child will want to communicate with you.

You can also help your child by teaching him or her to do all the things other children do. Teach the child to dress, go to the latrine, and bathe without help. Teach the child to do the household activities that other children do, such as carrying water, cleaning, or gardening.
A child who has difficulty hearing and has not learned to speak

- Take the child to the market with you. Help him or her to learn about people and places in the community.

- Include the child in the social activities of the family. Take the child to religious meeting places, to feasts, and so on.

- When the child is of school age, and is able to communicate with the family, send the child to school. Talk with the teacher and the other children at the school. Teach them how to communicate with your child.

How the child can learn to communicate

By seeing the body movements used for communication

- All babies like to watch family members laugh, wave, clap hands, or make other movements with the face and hands.

Babies who do not have difficulty hearing will hear the family members talking as they make movements. These babies learn easily what the movements mean.

- Your child who has difficulty hearing does not hear your voice when you smile, laugh, or wave your hands. Your child needs more time to learn what your movements mean.

Play with your child as often as possible. Make movements with your face, hands, and body to help the child understand what you say.

- When you speak to the child, let the child see your face. Even if the child does not hear any sounds, let him or her watch your lips and face as you speak. Let the child see when you are happy, sad, tired, and so on.

Look at the movements of the child's face. If the child is happy, smile or laugh with the child. If the child is sad, try to comfort the child.

- Speak to the child about family members. Speak about objects in the house. Speak about people, animals, plants, and objects outdoors. Point to the people or things you speak about.
Let the child touch the things you speak about.

Ask all the children and the adults in the family to talk to the child in the same way.

- Encourage the child to let you know what he or she wants. For example, when you give the child a drink point to the cup. Show the child how to point to the cup or how to make a movement which means “drink”. Then give the child the drink.

In this way the child will learn how to let you know what he or she needs by using movements of the face, hands, or body.

**By learning the meaning of hand movements**

- You and the family can make a plan to help the child and the family learn to communicate.

Each family member should remember to face the child and to speak loudly and clearly. The child should see the family member’s face and body movements.

Children in the family should play with the child and talk to the child. The child with difficulty hearing may learn more easily from other children than from adults.

- Family members should also agree to use certain body movements to mean certain things.

For example, your family may agree to use one movement of the hand for “yes” and another movement for “no”. Your family members may want to use the movements shown in the pictures here. Or they may want to make up their own movements.

These special movements of the hands are called signs.

- After the family chooses signs for “yes” and “no”, each child and adult in the family should use those signs when they say “yes” or “no” to the child.

The child should see the family member’s lips and face say “yes” at the same time the child sees the family member make the sign for “yes”.

The family should choose signs for the things they talk about most often.

There are examples of signs for some words on page 7. You and your family may use these signs, or you may make up your own signs.

A set of signs used for communication is called a sign language. In some countries all of the people with difficulty hearing use the same sign language to communicate.

Ask your Local Supervisor if there is a sign language used by people in your country. You can also ask your Local Supervisor if there is a person who lives in or near your community who knows a sign language. If so, maybe that person can come and help your family learn the signs for communication.

Ask the children in the family to use signs when they talk to the child who has difficulty hearing.

The children can also help to make up signs that the family will use to communicate with the child who has difficulty hearing.

This child may be able to help the other children make up some signs. The children may make special movements or signs to mean each member of the family.

For example, the children may speak about the tallest person in the family by reaching up with one hand to show that the person is big.

Or they may speak about the shortest adult in the family by reaching down with one hand to show that the person is small.

When the children play they will make up other signs. The adults in the family should learn the signs that the children use so that they can also communicate with the child who has difficulty hearing.

Children and adults should communicate with the child by speaking and making body movements or signs at the same time. The child should be able to see the face, hands, and body movements of the person who is speaking.
Examples of signs

Yes / Good
No / Bad
Eat
Drink
Sleep
Give
Wait / Stop
Please / Thankyou
I / Me
You
Baby
House
Go
Come
Sit
Stand up
Like / Love
Hear
See
Think
The child may need to see a sign used many times before he or she understands what it means. After the child understands a sign he or she may begin to make the sign.

Some children who cannot hear take a long time before they begin to make signs. Be patient with your child. Continue to speak and to use signs to communicate with the child.

By seeing other people make sounds

A baby who has difficulty hearing will begin to make sounds. But because the baby cannot hear the sounds, he or she may stop making them.

Encourage your child to make sounds. You can do this by showing the child that you are pleased with any sound he or she makes. Smile at the child. Talk to him or her. Clap or wave your hands, or hug the child.

Maybe your child can hear some sounds. Try to find out if your child responds to some sounds that you make when you speak. If the child does hear some sounds, repeat these sounds as often as possible. Encourage the child to make the same sounds.

Let the child put a hand behind one ear to see if he or she can hear better. The child can try this with each ear to find out if it helps.

Maybe your child can hear only loud voices or loud noises. Speak loudly or make loud noises and encourage the child to make sounds at the same time.

Try not to shout. If you shout you change the sound of words. You may also look angry when you shout. Do not let the child think you are angry when you are helping him or her to communicate.

Speak clearly. Try not to speak fast. Try not to speak more slowly than when you talk to other children. Do not move your lips more than when you speak to other people.
Your child may not hear any sounds at all. If so, the child will have great difficulty learning speech. The child may not make many sounds. But the child can learn to communicate by using body movements.

Even if you think that the child cannot hear you, speak to the child as often as possible. Let the child see your face as you speak. Use movements of your face, hands, and body as you speak.

Teach the child to look at people's faces when they speak. If the child can hear loud voices, encourage him or her to listen and to look.

Use words and actions to explain and describe everything you do when you are with the child. For example, when you say "Come and eat", make the signs for "come" and for "eat". Then point to the place where the child must sit down and show him or her the plate of food.

By learning the meaning of face movements

While the child is learning what you say with signs, he or she may also learn some of the words you say as you are speaking. When the child understands what you say by seeing the movements of your face and mouth, he or she is speech reading, or lip reading.

A child who hears some sounds or loud voices will learn to lip read more easily than a child who cannot hear sounds.

The child needs help to learn to lip read. Other children can help the child during play. You can help the child by spending some extra time each day communicating with the child.
A child who has difficulty hearing and has not learned to speak

For example, during play the children can help the child to learn to lip read “ball” and the names of the children. The children can ask the child to throw the ball to one of them. One child can say “Throw the ball to Jose”. The child who cannot hear must watch the face of the child who speaks.

Another child can say, “Throw the ball to Carla”. If the children play like this many times, the child may learn to lip read their names, and the words “ball” and “throw”.

Encourage the children to play games using words for objects, parts of the body, and numbers.

You can try many ways to help the child to learn words:

For example, sit with the child in a quiet place. At first help the child to lip read only two or three words that you use every day. Make sure that the words look different on your lips.

You could teach the child the words “stool” and “cup”. Say to the child, “This is a stool”. Then point to the stool. Hold the cup near your face and say “This is a cup”. Make sure that the child looks at your face when you speak.

Then say, “Where is the cup?”. Give the child time to respond. If the child does not point to the cup, say again, “Where is the cup?”. Then help the child point to the cup. Do the same thing with the stool.

When the child knows your lip movements for “cup” and “stool”, ask him or her to put the cup on the stool. Then ask the child to give the cup to another family member.
Try to make these activities into a game. For example, hide the cup and ask the child to find it. Make up games you and the child can play to help him or her read people's lips. If the child thinks it is a game, he or she may learn more easily.

Do these activities with the child for a short time. The child may get tired easily. Then he or she will not learn.

Your child may also learn lip reading by seeing you say the same things each day.

For example, each day you may hold up a bucket and ask the child to get water. Make certain that the child sees your face when you say "Get some water". After some time the child may understand if you say "Get some water" without holding up a bucket.

Lip reading can help a person to communicate. But a person with difficulty hearing cannot understand other people by lip reading only. This is because some speech sounds look the same on the lips. For example, your lips make the same movements for "mama" and "papa".

When you and your family communicate with your child you should speak and use signs or body movements.

Ask other people in your community to do this as well. Show other people the signs you use to communicate with your child. Show them also how to make it easier for the child to lip read.

When your child is learning signs and lip reading, he or she may first learn the names of objects and people.

Then the child may learn signs and words for activities, such as "come", "go", "give", "fetch", "sit", and "walk".

Later the child may learn signs and words to describe objects or activities, such as "big", "little", "fast", and "slow".
By using signs

- After the child understands the signs or words, he or she may begin to use them to communicate.

Usually a child will use signs to communicate before he or she tries to speak.

- When the child uses a sign that he or she has never used before, show that you are pleased.

Let the child know that you want him or her to use that sign again. The next time the child wants to say the same thing, wait for him or her to make the sign. If the child does not use the sign, you should make the sign. Then ask the child to repeat it.

- Show the child that you are pleased that he or she is telling you something. Respond to the child. Give the child what he or she wants to have, or help the child to do what he or she wants to do.

When the child uses many of the signs that you use, begin to use more signs so the child can learn to communicate more things using signs.

- At first the child will use one sign at a time. For example, the child will make the sign for “food” or for “drink”.

After some time the child will use two signs together, such as the sign for “baby” and the sign for “sleep”.

- Later the child will use signs to make more complete sentences, such as “Papa wants food”, or “I see big house”.

When the child understands more signs, he or she will use them.
By saying words

After the child is able to understand some words by lip reading, he or she may try to say the words. The child may begin to make sounds as he or she makes the lip movements for a word.

Encourage the child to make sounds. If he or she makes a sound for a word which is almost like the word should sound, show the child that you are pleased.

You can help the child to make sounds by teaching the child to feel the "vibrations" that sounds make.

"Vibrations" are the small movements that you feel in your nose, head, or chest when you make a sound. For example, when you make the sound "m" or "n" you feel the vibrations in your nose.

Being able to feel vibrations can help children who have difficulty hearing to make sounds. Being able to feel vibrations will help them begin to understand what speech is. It will also help these children to speak.

To help the child feel vibrations, put the child's hands on your nose, cheeks, throat, or chest while you are speaking. Let the child feel the vibrations in these places while you speak.

Now put the child's hands on his or her own body at the same places one by one. Teach the child to make sounds and cause vibrations.
If the child is able to hear some sounds or loud voices, he or she will be able to make some sounds. Encourage the child when he or she makes sounds that are like the sounds you make when you speak.

If the child makes sounds that are like crying or screaming, let the child know that they are the wrong sounds. You can do this by saying "No" and asking the child to try again. Do not get upset or angry if the child makes the wrong sounds when he or she is trying to speak.

When the child makes the correct sound, show him or her that you are pleased.

Encourage the child when he or she tries to speak. Do not force the child to try to speak. Spend some time each day with the child when he or she wants to say some words.

Find out which words the child tries to say. For example, the child may try to say the names of other children, or the words for objects or kinds of food.

Choose one or two words the child tries to say and help him or her to say them. First say the word in a sentence. Speak loudly and clearly while the child watches your face. Let the child feel the vibrations on your face or body. You can also place the child's hand in front of your mouth so he or she feels the air move as you speak.

For example, the child may try to say another child's name, "Sami". You could say "There is Sami". Point to Sami and ask the child to say the name.

If the child says "Sami" so that you can understand the word, or part of the word, let the child know that you are pleased.

If the child makes a sound that is not like the name "Sami", let the child know that the sound was not correct.

Say the word again while the child looks at your face and lips. Then ask the child to say the word.
The child may be able to say only part of the word correctly. For example, the child may not make the "S" sound correctly because it is difficult for a person who cannot hear.

If the child is not able to say part of a word after several tries, let him or her try another word.

- Try to find easy words that the child can say. The child will be encouraged if he or she says a word so that you can understand it.

- Try to help the child to learn words that he or she needs to use most often.

- A list of words follows which your child may want to use:

  These are words for self care: food, cup, water, latrine, shirt, dress, bed.

  These are words for activities: come, go, give, eat, wash, sit, stand, walk, sleep.

  These are words for describing things: big, little, hot, cold, full, empty.

  These are words for feelings: tired, hungry, happy, sad, sick, angry.

  These are words for people: you, me, he, she, they.

You may think of other words for your child to learn.

- The child should see you talking in sentences to learn how to communicate in sentences. The child will learn to lip read words more easily if the words are in sentences.

- You can help the child to learn words and to put words together by having "conversations" with the child.

  Sit with the child and talk to him or her. The child will understand some of the things you say.

  You can have a "conversation" by asking a question and then answering it yourself if the child did not understand.
For example, you can ask the child, "Are you hungry?" If the child does not respond, you can help the child by saying "Yes I am hungry." Then say, "So mother will feed you."

Give the child something to eat and talk about what he or she is eating.

In this way you involve the child in communication even if the child is not ready to speak to you.

- Your child will need a great deal of time to learn to speak so that you and the family can understand. You must be patient and help the child.

- At first, the child will say only one word at a time. After the child is able to communicate by speaking one word at a time, he or she will put words together.

- Usually the child will begin by using spoken words in the same way he or she uses signs. First the child will say names of objects and people. Then the child will say words for activities. Then he or she will put words together to make sentences.

- If your child is able to speak, he or she will most likely continue to use signs while speaking.

You should also continue to use signs when you talk to the child.

- Using signs with speaking and signs with lip reading will help your child and your family to communicate with each other more easily.

- If your child cannot hear any sounds, he or she may not be able to say many words that you and the family can understand.

Continue to communicate with the child by speaking and using signs. Encourage the child to communicate in any way he or she can. Let the child use body movements and signs.

Let the child know that you and the family want to communicate with him or her. Also let the child know that he or she does not have to speak to make you happy. Show the child that you are happy to communicate with him or her in the way that is best for him or her.

- Remember that many people who cannot hear and cannot speak can communicate. Your child can do many things and can be happy if he or she can communicate with other people. The child should communicate in the way that is best for him or her.
### Results

After you have used this package for some time, answer the following questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside “Easily” if the person communicates in that way often without needing to repeat many times for understanding. Put the date in the box beside “With difficulty” if the person does not communicate in that way often, or needs to repeat many times. Put the date in the box beside “Not at all” if the person does not communicate in that way.

<table>
<thead>
<tr>
<th>Question</th>
<th>Easily</th>
<th>With difficulty</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands simple instructions?</td>
<td></td>
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<tr>
<td>Expresses needs?</td>
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<tr>
<td>Understands movements and signs for communication?</td>
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<tr>
<td>Uses movements and signs for communication which others understand?</td>
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<td></td>
<td></td>
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<tr>
<td>Lip reads?</td>
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</tbody>
</table>
A child who has difficulty hearing and has not learned to speak

Speaks?

- Easily
- With difficulty
- Not at all

If all your answers are "Easily", you and the child have done well. You can stop using this package.

If any answer is "With difficulty" or "Not at all", it may be because of one of the reasons listed below. Go through the list to find a possible reason for each of these answers and see what you can do about it.

<table>
<thead>
<tr>
<th>REASON</th>
<th>WHAT TO DO ABOUT IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You are not using the different ways of communication clearly so that the person can understand.</td>
<td>You and other family members should use body movements or signs in a better way. Or you should speak more clearly so that the person can lip read.</td>
</tr>
<tr>
<td>2. You may not have trained the person long enough.</td>
<td>Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.</td>
</tr>
<tr>
<td>3. You may not have followed the instructions correctly.</td>
<td>Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can use one or more ways to communicate. Then stop using this package.</td>
</tr>
<tr>
<td>4. The person cannot be trained to communicate in this way because of his or her disability.</td>
<td>Try to find other ways to communicate with the person. Discuss with your Local Supervisor whether you should stop using this package.</td>
</tr>
</tbody>
</table>

If you continue to use this package, train the person for some time. Then answer all the questions above again to see if the person does more activities.
6. Training package for a family member of an adult who has difficulty hearing but can speak

How to train the person to communicate

- An adult may begin to have difficulty hearing after learning to speak as a child.

- Such a person was able to communicate easily. Then he or she began to have difficulty hearing. Now the person has difficulty understanding other people.

- At first the person is very sad. He or she feels cut off from family members and friends.

- The person may still be able to speak, but he or she may speak very little. The person speaks only a little because he or she does not hear what other people say.

How to help the person

- You can help the person by showing that you care about him or her. Give the person love and attention. Let the person know that you still want to communicate with him or her.

Do this by spending time with the person. Encourage the person to speak to you. Help the person to understand what you want to tell him or her by trying different ways of communicating.
Encourage the person to do the same things he or she did before the difficulty with hearing.

Make sure the person continues to do household activities.

Make sure also that the person continues to do a job if he or she had a job before.

The person should also continue to take part in social activities. Talk with the person's friends and the people he or she works with to help them communicate with the person.

In order to find the best way to communicate with the person, you should spend some time each day helping the person.

Encourage the person to speak in order to tell you what he or she thinks, feels, or needs.

If the person is able to hear loud voices, he or she may hear some of the words you say. The person will hear words more easily if you speak clearly and loudly. Try not to shout.

Try to find the best way for you to give the person information so that he or she will understand.

You can try the ways of communication described in this package.

How the person can learn to communicate

By speaking to others

A person who loses hearing cannot hear his or her own speech. Because of this the person's speech may begin to sound different. The person's speech may become too high or too low, too loud or too soft. The person may say some words wrong.

You can help the person to continue to speak clearly. For example, if the person speaks too quietly, put your hand behind your ear to show him or her that you cannot hear.

If the person speaks too loudly, you can put a finger in front of your mouth, or put both hands over your ears.

If the person says words wrong, let the person know that his or her speech is not correct. Make sure that the person is looking at you. Say the words that the person said wrong. Tell the person to repeat the words. Let the person know when he or she says the words correctly.
By learning the meaning of face movements

- The person may be able to understand some of the things you say by watching the movements of your face and lips when you speak. This is called speech reading or lip reading.

- If the person is able to hear loud voices, he or she may hear parts of words and lip read the other parts.

- Ask the person if he or she can hear better by putting one hand behind the ear. Let the person try this with each ear to find out if it helps.

- The person will never be able to lip read every word you say. This is because some speech sounds look the same on the lips. For example, your lips make the same movements for "mama" and "papa".

- Sometimes the person may not be able to read your lip movements, but he or she will understand something from the expression on your face.

- Some people learn to lip read without being taught how to do it.

Other people have difficulty lip reading. These people need help to learn how to lip read.

- Spend some extra time each day helping the person learn to read your lips when you speak.

- The person must be able to see your face. Sit or stand so that light shines on your face. Speak clearly. Do not make your lips move more than you move them when you speak to other people. Do not speak with something in your mouth.
Begin with words which you and your family use every day. For example, show the person the things you bought in the market. Point to the tomatoes and say, "I bought tomatoes". Do the same for each thing you bought.

Then say the same things without pointing. Name the things in a different order. For example, if you named tomatoes, rice, and maize, then name maize, tomatoes, and rice. Ask the person to repeat what you say.

Start with a few words. When the person can lip read those words, add more words.

In this way you help the person to understand you by lip reading.

Speak to the person about people or events that are interesting to him or her. The person may like to know about family members and their activities, or about community members and their activities.

You, other family members and friends should speak to the person as often as you did before he or she lost hearing.

Explain to other people that they must face the person when they speak. Tell them to speak clearly. Tell them also that the expressions on their faces will help the person to understand what they say.

**By reading and finger spelling**

If the person is able to read, he or she may like to read newspapers or books. These things will help the person to know what is going on in the community. They will also give the person things to talk about with others.

You may have these things. Or some people in the community may have them and let your family member use them.

If the person is able to read, you can communicate by writing information or by spelling words with your fingers.

You can use your fingers to form letters and to spell words that the person does not understand by lip reading.
There are examples of finger movements for each letter of one alphabet in the following pictures. Your language may use another alphabet. If so, you can make special finger movements for your alphabet.

The picture here shows an example of how finger movements are used to spell the word "boy".
You should also find other ways to communicate with the person. If the person gets information only by reading or finger spelling, he or she will not be able to communicate with people who cannot read.

Spend some time each day to help the person learn to communicate. Try different ways to communicate.

Teach the person when he or she wants to learn. Do not force the person.

Teach the person for a short period at a time. Then let the person rest.

Teaching the person two or three times a day is better than helping the person for a long time once a day.

**By learning the meaning of hand and body movements**

- When you are speaking to the person, use movements of the face, hands, and body to help the person understand what you say.

  Different expressions on your face help the person to lip read.

  Movements of your hands and body can also help the person to understand what he or she cannot understand by lip reading.

- You can use a special movement of your hands to mean one word or idea. Each time you want the person to understand that word or idea, use the same movement.

- When a person uses the hands to make special movements which mean special words or ideas, the person is using sign language. The following is an example:
In some countries all people who cannot hear use the same set of signs to communicate. If people with difficulty hearing in your country do not have a sign language, you can make up special signs. There are examples of signs on page 8. You can change these and add new ones.

Ask your Local Supervisor if there is a person who already knows sign language. Maybe that person can come and teach you the sign language, then the person you train, then the rest of the family.

You, family members, and friends should learn the signs along with the person. You must use the signs to give information to the person.

The person should speak. He or she does not need to use signs to give information to other people. The person should know sign language to get information from other people.

You can teach a person sign language in the following way:

Choose a sign you want to teach the person.

For example, you may want the person to learn a sign for "come."

Speak to the person at the same time you use the sign. You could say "Come with me." Make the sign for "come" as you say the word.

If the person does not understand, ask a family member to help. The family member can stand next to the person. Make the sign for "come" and, at the same time, say to the family member and the person "Come with me". Then the family member should walk towards you to show the person what your words and the sign mean.

If the person has difficulty lip reading, teach the person signs for the words you use most often. Family members and friends should know the signs so they can use them to communicate with the person.

Some people who lose hearing may not want to learn signs. If that is the case, do not force the person. Continue to communicate with the person in a way he or she wants to use.
### Examples of signs

<table>
<thead>
<tr>
<th>Sign</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes / Good</td>
<td><img src="image" alt="Yes / Good" /></td>
</tr>
<tr>
<td>No / Bad</td>
<td><img src="image" alt="No / Bad" /></td>
</tr>
<tr>
<td>Eat</td>
<td><img src="image" alt="Eat" /></td>
</tr>
<tr>
<td>Drink</td>
<td><img src="image" alt="Drink" /></td>
</tr>
<tr>
<td>Sleep</td>
<td><img src="image" alt="Sleep" /></td>
</tr>
<tr>
<td>Give</td>
<td><img src="image" alt="Give" /></td>
</tr>
<tr>
<td>Wait / Stop</td>
<td><img src="image" alt="Wait / Stop" /></td>
</tr>
<tr>
<td>Please / Thankyou</td>
<td><img src="image" alt="Please / Thankyou" /></td>
</tr>
<tr>
<td>I / Me</td>
<td><img src="image" alt="I / Me" /></td>
</tr>
<tr>
<td>You</td>
<td><img src="image" alt="You" /></td>
</tr>
<tr>
<td>Baby</td>
<td><img src="image" alt="Baby" /></td>
</tr>
<tr>
<td>House</td>
<td><img src="image" alt="House" /></td>
</tr>
<tr>
<td>Go</td>
<td><img src="image" alt="Go" /></td>
</tr>
<tr>
<td>Come</td>
<td><img src="image" alt="Come" /></td>
</tr>
<tr>
<td>Sit</td>
<td><img src="image" alt="Sit" /></td>
</tr>
<tr>
<td>Stand up</td>
<td><img src="image" alt="Stand up" /></td>
</tr>
<tr>
<td>Like / Love</td>
<td><img src="image" alt="Like / Love" /></td>
</tr>
<tr>
<td>Hear</td>
<td><img src="image" alt="Hear" /></td>
</tr>
<tr>
<td>See</td>
<td><img src="image" alt="See" /></td>
</tr>
<tr>
<td>Think</td>
<td><img src="image" alt="Think" /></td>
</tr>
</tbody>
</table>
Training the person to communicate

- Each time the person understands what you are telling him or her, show that you are pleased. You can do that by smiling, nodding your head, and saying “Good.”

The person may be upset or angry when he or she does not understand what you say. Do not get angry at the person.

Be kind and patient with the person.

Training a person with difficulty hearing how to understand what others say takes a long time. It is important to train the person to understand so that he or she will feel part of the family and the community.

Results

After you have used this package for some time, answer the questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside “Easily” if the person communicates in that way often without needing to repeat many times for understanding. Put the date in the box beside “With difficulty” if the person does not communicate in that way often, or needs to repeat many times. Put the date in the box beside “Not at all” if the person does not communicate in that way.

<table>
<thead>
<tr>
<th>Understands simple instructions?</th>
<th>Easily</th>
<th>With difficulty</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses needs?</td>
<td>Easily</td>
<td>With difficulty</td>
<td>Not at all</td>
</tr>
<tr>
<td>Understands movements and signs for communication?</td>
<td>Easily</td>
<td>With difficulty</td>
<td>Not at all</td>
</tr>
</tbody>
</table>
An adult who has difficulty hearing but can speak

<table>
<thead>
<tr>
<th>Lip reads?</th>
<th>Easily</th>
<th>With difficulty</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaks?</th>
<th>Easily</th>
<th>With difficulty</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If all of your answers are “Easily”, you and the person have done well. You can stop using this package.

If any answer is “With difficulty” or “Not at all”, it may be because of one of the reasons listed. Go through the list to find a possible reason for each of these answers and see what you can do about it.

<table>
<thead>
<tr>
<th>REASON</th>
<th>WHAT TO DO ABOUT IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You are not using the different ways of communication clearly so</td>
<td>You and other family members should use body movements or signs in a better way. Or</td>
</tr>
<tr>
<td>that the person can understand.</td>
<td>you should speak more clearly so that the person can lip read.</td>
</tr>
<tr>
<td>2. You have not trained the person long enough.</td>
<td>Continue training the person. If you have no results in six months, ask your Local</td>
</tr>
<tr>
<td></td>
<td>Supervisor for advice.</td>
</tr>
<tr>
<td>3. You have not followed the instructions correctly.</td>
<td>Read the package again. If you think that you have not understood the instructions,</td>
</tr>
<tr>
<td></td>
<td>speak to your Local Supervisor. Then repeat the training until the person can use one or</td>
</tr>
<tr>
<td></td>
<td>more ways to communicate. Then stop using this package.</td>
</tr>
<tr>
<td>4. The person cannot be trained to communicate in this way because of</td>
<td>Try to find other ways to communicate with the person. Discuss with your Local</td>
</tr>
<tr>
<td>his or her disability.</td>
<td>Supervisor whether you should stop using this package.</td>
</tr>
</tbody>
</table>

If you continue to use this package, train the person for some time. Then answer all the questions above again to see if the person does more activities.
7. Training package for a family member of a child who has difficulty speaking and moving but can hear

How to train the child to communicate

- A child who cannot say words clearly may have difficulty moving the arms and legs.

The child may have difficulty moving the mouth, tongue, face, and head. For this reason, the child has difficulty saying words clearly.

- Most children with this disability can hear. They hear and learn the words you use when you speak but they cannot say the words clearly.

- Speak to the child you train as often as possible, even if he or she cannot say any words. This will help the child to understand what is happening in your home and your community.

- This disability happens in babies and very young children. An older child who has this disability will have had it since early childhood.

- A child who cannot speak to other people may feel cut off from family members and people in the community.

The child can hear what other people say, but cannot tell others what he or she thinks, feels, or needs.

- Sometimes the child may try to express his or her thoughts. If other people do not understand, the child may feel sad, upset, or angry.

Sometimes the child may not try to speak because he or she thinks that other people will never understand.

- You can help the child by finding out if he or she can learn to speak more clearly.

- Encourage the child to communicate in any way that he or she can in order to express needs and feelings.

The child may be able to express himself or herself with movements of the face, hands, or body. Or the child may be able to use pictures to communicate.
What you can do to help the child

- You can show the child that you care about him or her and that you want him or her to communicate with you.

Do this by talking to the child as much as possible. Talk to the child about what you are doing.

- Tell him or her what other family members are doing. Talk to the child about people and activities in your community.

- Give the child a chance to respond to you by speaking or using other ways to communicate.

- If the child cannot sit without support, place cushions around him or her. Then the child can sit and look at people and watch what they are doing.

Ask your Local Supervisor for the Training Package which tells you how to make seats for a person with difficulty sitting.

- A child may not be able to hold the head up when in the sitting position. This child may be able to hold the head up when lying on the stomach and leaning on the arms.

- The child may have difficulty eating and drinking. If so, ask your Local Supervisor for the Training Package to help a person who has difficulty moving take care of himself or herself. This package will show you how to help the child with eating and drinking.

- If the child can hold the head up when lying on the stomach and leaning on the arms, try feeding the child in this position.

- If the child learns to move the head and mouth for eating and drinking, he or she may learn to speak more clearly.

- You can also help the child by including him or her in family activities and in community activities.

- Encourage the child to do the same activities that other children do.

If the child is of school age, send him or her to school. Talk with the teacher about the child's disability and the difficulty with speaking. Explain to the teacher that the child can hear.
Training the child to communicate

Encourage your child to play with other children. Tell the children about the child's difficulty with moving and speaking. Explain to the children how they can communicate with your child.

Train the child to communicate in ways that are best for him or her.

You should spend time with the child each day to help him or her learn to communicate.

Spend a short time with the child two or three times a day.

Try to be with the child in a quiet place.

Let the child rest when he or she is tired.

Teach the child different ways to communicate. Then you and the child can find out which are the best ways for him or her.

Teaching the child to communicate may take a long time. You and other family members should be patient.

How to help the child learn to speak

A child who has difficulty moving arms and legs may sit with his or her body bent or turned.

Help the child to sit as straight as possible and to keep the head up straight. The child will be able to make sounds or speak better if the head is held up.

If the child has difficulty moving and speaking, you can begin to help him or her in the following ways:

Teach the child to use one sound or movement for “yes” and another sound or movement for “no.” Teach the child to do something that is easy for him or her to do.

For example, the child can say “yes” by blinking the eyes once, or by raising the right hand.

The child can say “no” by blinking the eyes twice, or by raising the left hand.

If the child can communicate with “yes” and “no,” you can find out what he or she wants by asking questions.
Let the child see you when you speak to him or her. If the child has difficulty moving the head, you can move so the child can see you. Then you and the child can see each other's face and movements. This will make communication easier.

The child may not be able to make a sound to call you when he or she needs you. If so, find a way for the child to let you know that he or she needs you.

For example, place a tin with stones in it near the child. He or she can hit the tin to make noise to call you.

The child who has difficulty moving the arms, legs, head, and mouth may also have difficulty drinking and eating.

In this case, begin training the child to do exercises for the head and the mouth.

If the child you train is a small child, he or she can do these exercises lying on the stomach. The child should lie on the stomach and hold himself or herself up on the arms. You may have to put a small cushion under the child's chest to help him or her stay in this position.

Ask the child to do the following exercises with the head:

Tell the child to hold up the head and to look straight in front of himself or herself.

Then to turn the head from side to side.

Then to bend the head from side to side.

If the child has difficulty with these exercises, you can help the child by putting your hands on both sides of his or her head.
Ask the child to do the following exercises with the mouth.

- Tell the child to hold the head as straight as possible, to open the mouth, and to keep the tongue in the mouth.

Then to close the mouth tightly.

- Tell the child to hold the head as straight as possible, then to open the mouth and push the tongue out straight.

Then to pull the tongue into the mouth and close the mouth.

- Tell the child to open the mouth and push the tongue out. Then to move the tongue from side to side.

Then to move the tongue up and down.

Then to pull the tongue into the mouth and to close the mouth.

- Tell the child to hold the head up as straight as possible, to close the lips, and to blow.

You can hold a piece of paper so the child can move it by blowing. Or you can ask the child to blow out a candle.

At first hold the paper or the candle close to the child's mouth. When the child is able to blow it, move it away from the child so he or she has to blow more.

- Tell the child to hold the head up as straight as possible, to close the lips, and to suck.

Put a reed or a straw into a glass with water or tea. Let the child try to drink by sucking on the reed or the straw.

The child can also blow through the reed or straw to make bubbles in the water or tea.
If the child is able to do these exercises for the head and mouth, you can ask him or her to make special sounds.

Listen to the sounds the child makes. Smile and repeat the sounds to the child. Let the child know that you are pleased when he or she makes sounds.

Tell the child to make the sounds “da,” “ma,” “ba,” “pa.” Encourage the child to repeat the sounds in different ways. For example, “ma ma ma ma,” “ma ma pa pa,” “ma ba ba ma.”

Tell the child to make the sounds “aa”, “ee” and “oo”.

Let the child look at your face and mouth when you make the sounds. Then ask the child to make the same movements with the mouth in order to make the sounds.

Listen carefully to find out if the child is also trying to say some words.

If the child can make some sounds clearly, ask him or her to say some words.

Tell the child to say the names of people or objects in your home or yard. Begin with names that the child finds most easy to say.

When the child says a word, show that you are pleased.

Then use the word in a sentence. For example, if the child says “baby” you can say “The baby is sleeping.”

Begin with two words that you want the child to say. When the child can say these two words, choose two more words. Make certain that the child has learned the old words before you teach him or her new words.
Choose words that the child hears frequently. They should be short, easy words to say. They can include words for objects, greetings, or activities, such as "play", "hello", or "come". The words should include names of things the child may want, such as drink or food.

- Try to do this until the child can speak and people can understand him or her.

- People who are with the child often will understand him or her more easily than people who do not know the child.

- If the child tries for about 6 months to say new words but cannot do so, stop the training, at least for a time. Continue to speak to the child. Let the child use other ways of communication to express himself or herself. Encourage the child to continue to make sounds and to say whatever he or she can say. Ask your Local Supervisor for advice.

**How to help the child communicate without speaking**

- When people communicate they use movements of the face, hands, and body to express their thoughts and needs.

- The child you train may also use some movements for communication. For example, the child may point to things he or she wants. The child may use one special movement of the eyes, the head, or the hands to say "Yes". He or she may use another special movement to say "No".

Find out if the child can use other movements of the face, head, hands, or arms to tell you what he or she wants to say.

- Some people, who cannot hear or speak, use special movements of the hands to communicate. This is called sign language. There is an example of sign language on page 8.

If the child can move the head, hands, and arms well, he or she may be able to use signs to communicate.

If the child has difficulty moving, he or she may have difficulty making special signs with the hands.
Examples of signs

Yes/Good
No/Bad
Eat
Drink
Sleep
Give
Wait/Stop
Please/Thankyou
I/Me
You
Baby
House
Go
Come
Sit
Stand up
Like/Love
Hear
See
Think
Choose two or three of the signs on page 8 and ask the child to make the signs. See if the child can use his or her hands in this way.

If the child has difficulty moving the fingers, the signs may not look like the pictures on page 8.

If the child can make signs with the hands, he or she can express thoughts or needs with signs.

People in your community or your country who have difficulty hearing and speaking may use the same set of signs for communication. Ask your Local Supervisor about this.

If there is not a set of signs used in your country, you can use the signs on page 8. Or you can make up your own signs for the child.

Ask your Local Supervisor if there is a person who lives near your community who already knows sign language. Maybe that person can come and teach you, your child, and the rest of the family to use sign language.

Family members should understand the signs the child makes. Family members can speak to the child and let the child respond with signs.

The child you train can also use pictures to communicate.

This way of communicating may be better for a child who has difficulty moving and cannot make signs with the hands.

Collect pictures from newspapers, calendars, and cards. Find pictures of the things the child eats and drinks. Find pictures of people doing activities you, the child, and your family members do. There are examples of pictures on page 10.

Show the pictures to the child. Talk about the pictures.

Then ask the child to point to a picture of something he or she wants to have or to do. Give the child what he or she asked for in the pictures. Or let the child do the activity which he or she pointed to in the pictures.
A child who has difficulty speaking and moving but can hear

Examples of pictures
Training the child to communicate

If the child has difficulty moving the arms to point to the pictures, you can point. The child can use a movement or a sound to let you know when you are pointing to the picture of something he or she wants.

You can put the pictures the child uses most often on stiff paper or a board. Or you can make a book of pictures for the child.

- After you and the child have tried different ways of communicating, see which ways are best for the child.

- Help the child to communicate in the way he or she can express his or her thoughts or needs most easily. All family members should learn to understand the way the child communicates. You and the other family members should continue to speak to the child as much as possible.

Results

After you have used this package for some time, answer the three questions below.

Begin by watching the child you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside “Easily” if the child communicates in this way often without needing to repeat many times for understanding. Put the date in the box beside “With difficulty” if the child does not communicate in that way often, or needs to repeat many times. Put the date in the box beside “Not at all” if the child does not communicate in that way.

<table>
<thead>
<tr>
<th>Expresses needs?</th>
<th>Easily</th>
<th>With difficulty</th>
<th>Not at all</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses movements and signs for communication which others understand?</th>
<th>Easily</th>
<th>With difficulty</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
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</table>
A child who has difficulty speaking and moving but can hear

<table>
<thead>
<tr>
<th>Speaks?</th>
<th>Easily</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>With difficulty</td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
</tr>
</tbody>
</table>

If all of your answers are "Easily", you and the child have done well. You can stop using this package.

If any answer is "With difficulty" or "Not at all", it may be because of one of the reasons listed below. Go through the list to find a possible reason for each of these answers and see what you can do about it.

<table>
<thead>
<tr>
<th>REASONS</th>
<th>WHAT TO DO ABOUT IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You have not trained the child long enough.</td>
<td>Continue training the child. If you have no results in six months, ask your Local Supervisor for advice.</td>
</tr>
<tr>
<td>2. You have not have followed the instructions correctly.</td>
<td>Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the child can use one or more ways to communicate. Then stop using this package.</td>
</tr>
<tr>
<td>3. The child cannot be trained to communicate in this way because of his or her disability.</td>
<td>Try to find other ways to communicate with the child. Discuss with your Local Supervisor whether you should stop using this package.</td>
</tr>
</tbody>
</table>

If you continue to use this package, train the child for some time. Then answer all the questions above again to see if the child does more activities.