

# National Centre for Guidance in Education

## Guidance For Deaf People



Lárionad Náisiúnta *um* Threoir *san* Oideachas  
National Centre *for* Guidance *in* Education



An Roinn Oideachais  
Department of Education



# The Panel



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Department of Education

## NCGE:

**Mary Stokes: FET Programme Coordinator**

**Carol Guildea: Post Primary Coordinator**

## Irish Deaf Society:

**Mary Quirke**

**David Somers**

**Elaine Grehan**

**Lianne Quigley**





# The role of NCGE:



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Department of Education

**NCGE is an agency of the Department of Education and working with Department Further, Higher Education, Research Innovation and Science.**

## Our role:

**Develop, support and influence **quality guidance provision** in post-primary schools and further education settings as part of lifelong learning, in accordance with national and international best practice.**



# Context



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- This is the first conversation focusing on Guidance and the value we as a community can offer Deaf people.
- It will take a Universal Design for Learning (UDL) focus – exploring Deaf culture, experience of guidance, learning and work and most importantly set out the role of communication (ISL ACT 2017) in Guidance relationships.
- Deaf community are a minority bilingual community, strong communicators, and relationship managers.



# Inclusion & National Policy



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- ❑ Department of Education is working on a number of actions relating to disability, inclusion and guidance.
- ❑ The Oireachtas provides Irish Sign Language to support inclusion: [More Information from The Oireachtas](#)
- ❑ GOV.ie site and some relevant information for the guidance counsellors to know about: [More Information on Gov.ie](#)

## **Press Release 2 March, 2022**

- \* [Ministers Foley and Madigan announce establishment of a scheme to provide Irish Sign Language Support for children whose primary language is Irish Sign Language \(ISL\) and who are attending recognised schools.](#)
- \* [Minister for Education Norma Foley TD and Minister of State for Special Education and Inclusion Josepha Madigan TD announced details of a new scheme for the provision of Irish Sign Language \(ISL\) in-school support for students who are Deaf and whose primary means of communication is ISL.](#)

The new scheme will involve two key strands of support:

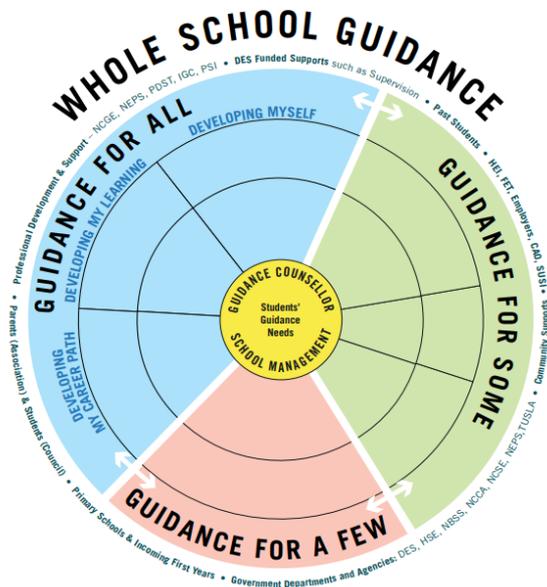
1. [Programme of intensive in-school support for individual students to enable them access teaching and learning and participate in school life](#)
2. [Programme of training and support to build capacity among the school community including teachers, special needs assistants, other school staff and pupils on communication using Irish Sign Language](#)



# Whole School Guidance Framework



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Developing Myself

Developing My Learning

Developing My Career Path

**Key Point:**  
**Inclusion**



# Whole School Guidance Framework



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## Areas of Learning: Developing my Career Path (p.21)

Students will be able to:

- **Identify barriers** to equality & inclusion & strategies for addressing these barriers.
- **Employ strategies** to address barriers to equality & inclusion.
- **Analyse barriers** to equality & inclusion in the workplace.
- **Assess barriers** to equality & inclusion in the workplace & in educational setting.



# The Role of The Guidance Counsellor



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How do we support students to identify and overcome obstacles?

- ❑ Planning:
  - appropriate use/adaption or non-use/selection of psychometric assessment
  - accessible and appropriate career/interest tools and information etc.
  - Include student voice to inform good practice
  
- ❑ Practice:
  - When to get involved? e.g. Transition to post-primary
  - Support around other transitions?
  - DARE/RACE scheme
  - Use of the correct terminology.
  - Invite a member of the Deaf community to the school to promote a career or course in FET/HEd
  
- ❑ Guidance Counsellor CPD
  - ISL Training?
  - Keep up to date on all aspect of culture e.g. language



# Language, Culture and Identity



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- The Irish Sign Language Act 2017 enshrined Irish Sign Language (ISL) in law as an official language of Ireland.
- Members of the Deaf community who use ISL as their preferred language identify as a cultural and linguistic minority group, rather than as persons with a disability.
- There are also deaf and hard-of-hearing people who do not use Irish Sign Language, who may or may not identify as disabled.
- Deaf is sometimes spelled with a small 'd' (deaf) or a capital 'd' (Deaf) to make a distinction between those who use ISL and those who do not.
- The use of both the lowercase and uppercase 'd' in this instance refers to all those who identify as culturally Deaf and those who do not.

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Advocacy

Rights

ISL

Access

Education

# Deaf Guidance Project

A POBAL funded Project



# Welcome

Introduction to format and Interpreting

Irish  
Deaf  
Society

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# The Irish Deaf Society (IDS)

(10 minutes – Elaine Grehan )

- A brief introduction to the IDS and the community it serves
- History of work for Deaf people – traditional roles, limited opportunity in education, challenges when accessing work
- How Deaf people identify – Deaf, Deaf Community
- Take note that this presentation, if quoting from other sources, might not always adhere to how we as a community identify, as is often the case when using historical or other cultural references

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# What the IDS can offer the Guidance Community

- Peer Advocacy Service
- Deaf Awareness Training
- Information and Resource
- FET Colleagues and Service in IDS
- Irish Sign Language Act (2017) (ISL)
- Guidance re interpreters, how to use, etc

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# Irish Sign Language Act (ISL) (2017)

(10 minutes – Lianne Quigley)

- What it is – how it came to pass
- What I means generally
- What it means in education and work
- Implications for Guidance

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# Overview of Guidance for Deaf People

Mary Quirke and David Somers

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# Key themes

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The History - past approaches for all concerned

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Practice from around the EU

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Story in the Research

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Sustainable Approaches to “Guidance” for Deaf People

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# Guidance / Career Development

- “Career Development” - a concept – end of 20<sup>th</sup> century
- Describes physiological, sociological, educational, physical and chance factors that influence someone's career over their life (Sears 1982)
- And interventions for successful career decision making (Spokane 1991)
- About more than a “job”. - *“Career guidance is a fundamental policy lever to help adults successfully navigate a constantly evolving labour market through advice and information on job and training opportunities.” (OECD, 2021)*

# Legacy

History for people with a disability – defined by medical approach – placed in a job

Today needs to shift beyond “job placement”

Contemporary practice focus

- Knowing yourself well
- Understanding what you need to do to succeed
- Appreciate the relationship between these two factors

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# Understanding guidance for Deaf people – the research...

- Lack of research and role models of Deaf people - only included in education and some professions (including teaching) in recent years
- Overcoming challenges faced by Deaf people requires a **unique knowledge of communication in guidance**
- **An appreciation of meaningful learning** so they can attain the necessary educational standards for professions and work
- Thus, it can be argued that career planning requires a **considered “approach” if it is to empower Deaf people** to transform their futures.

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# Project Desk Review

- Engagement with academics in career guidance, deaf studies, disability, education and inclusion studies
- Engagement with Euro guidance
- Systematic Literature Review
- Number of key papers identified – but very little focused on “guidance for deaf people”
- Much of the focus is on transition to employment, vocational rehabilitation, specialist or segregated services
- A need to make guidance counsellors Deaf aware in their work
- Universal Design approach.

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# A snapshot over the Years

Year	Society	Disability	Guidance	Deaf People
1950's	Changing world of work – vocational guidance emerges	Medical Model Approach	Segregated, set idea of jobs	Limited Opportunities
1980's	More inclusive career guidance theory & practice to include women & other cultural minorities	Social Model Approach	NRB	Less access to learning and work, went away to school
1990's	Influence – EU, national policies, seeking to evolve to changing nature of populations, economies and education	New models emerging including UD and Human Rights Models	NRB – shifting to HSE, School Guidance + other	Started to go to school locally, limited access to learning
2000 +	Legislation – Equality, Disability, Education, Employment etc	Inclusive Education, UD and UDL	Inclusive Pedagogical Practices	Improved learning, Tech offering new opportunity at work Changing attitudes



# Practice Across the EU Today

Service	Country
NGO's support (National Deaf Childrens Service, National Hearing Loss Charity, Deaf Umbrella)	UK
Disability focused/ Separate	Latvia
Equalizent – Deaf led service	Austria
GTB – a specific focused project	Belgium
Werkpad	Netherlands
Institute of Deaf and Hard of Hearing	Slovenia
Federal Employment Service (BA)	Germany
Parcoup – with a feature for Deaf People	France
Consensus there is no accessible service	Estonia
Has an accessible service in the past	Iceland



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# Systematic Literature Review Results

- **3900** studies imported for screening
- **1180** duplicates removed
- **2720** studies screened
- **2608** studies irrelevant
- **91** full-text studies assessed for eligibility
- **79** studies excluded
- **12** studies included



# A visual snapshot...



www.deaf

**WE'RE HIRING**

**FREE**  
CAMERAPERSON/OF

Flexib  
Studio Produc  
Video Produc  
Knowledge of Edi  
Technical Knowle  
Content Crea

SEND YOUR  
jobs@irishdeafsoc

When will be available on all our social media  
during our website



## EMPLOYMENT

**TAILORING**—Good permanent job of  
to deaf mute, £6 to £8 weekly  
worker. Deaf mute already employed  
like another as companion; T.T.; stave  
etc.—Box P628.

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# Career Guidance – Inclusion...

- Move to rights-based approach for difference and disability across education and employment – career guidance has a key role
- Involves both a Philosophy and a Practice
- UD and UDL as part of the Inclusion agenda is being embraced across teaching and learning – Guidance also needs to adopt an approach
- Guidance - need to appreciate our unique role as part of the inclusion agenda

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# Where are we going? Inclusive Guidance

**Moving away from disability being just a medical problem or health problem –  
inclusive education and Universal Design (UD).**

Legacy - Donoghue states that allowing *“the individualised notion of disability to prevail allows policymakers and employers to conceptualise disability as a misfortune that some people encounter, which legally only requires them to compensate by extending the reach of their services.”* Donoghue (2003)

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# First step – Consider our approach

## Key terms in Guidance and for the Deaf Community

- Communication
- Language
- Identity
- Culture

## This will set the baseline for key areas for development

- Identifying minimum knowledge about ISL a Guidance Counsellor must have
- Accessibility of ISL or communication mode of choice for deaf people in a guidance relationship
- Attitudes and assumptions

# Research Highlights

Fundamental issues related to career understanding among Deaf students include:

**lack of self-understanding;**  
**poor knowledge working experience;**  
**low public and business confidence (Sartinah, 2012).**

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# Research Highlights

A person with hearing impairment faces numerous adverse consequences related to

**personality,**

**language,**

**community relations**

**and vocational skills (Suparno et al., 2009).**

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# Research Highlights

Often role of “Guidance” falls to “others” including teachers...

In vocational education for children with hearing barrier, a teacher is expected to implement the career guidance carefully and is able to understand the characteristics of each child, since each child has a difference, both in terms of ability, intelligence, aptitude, interests, motivations and concentration.

Iswari, M. (2017). Career Guidance Model in Independence of Deaf Children in Time After Special Senior High School. *Journal of ICSAR*, 1(2), 131-133.

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# Need to consider factors for “Career Success”

- Study after study has demonstrated a strong relationship between education level and salary, promotions, and career satisfaction.
- A continuing reality for Deaf people is they will compete for work opportunity in primarily hearing environments
- “.../... individuals will have to understand and attend to the same factors that contribute to career success for all people, regardless of hearing status”.
- Kelly, R. R., Quagliata, A. B., DeMartino, R., & Perotti, V. (2016). 21st-century deaf workers: Going beyond" just employed" to career growth and entrepreneurship.

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# Reoccurring Theme - Career Decision Making Skills/ Self Efficacy

- Self-determination, self-efficacy, self-appraisal, and academic skills also have great impact on one's career development (Hughes et al., 2013).
- How to improve DHH students' career decision-making self-efficacy (CDMSE) is, therefore, worthy of serious attention; exploring and understanding its influential factors can be considered a significant attempt.
- Cheng, S., & Sin, K. F. (2021). Thinking Styles and Career Decision-making Self-efficacy among Deaf or Hard of Hearing, and Hearing Students. *Exceptionality*, 29(3), 167-181.

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# Communication is key

“**making an effort** to communicate with the Deaf person is almost always a powerful gesture and one that may lead to a strong mentoring relationship.

It is not necessary to know sign language for a **communication bond** to be formed—rather, it is necessary to be diligent and patient in pursuing avenues of communication and sustaining dialogue.”

“Believing in the individual, having faith that they can succeed, and treating them no different from a hearing person were all described by respondents as important.

Perhaps this is because persons who are marginalized in society **often lose confidence** in themselves, which in turn **impedes** their ability to **advocate** for themselves.”

• Kelly, R. R., Quagliata, A. B., DeMartino, R., & Perotti, V. (2016). 21st-century deaf workers: Going beyond "just employed" to career growth and entrepreneurship.

# Teamwork

- Counselors are expected to work with other relevant parties in the career planning.
- Afdal, A., Iswari, M., Alizamar, A., Ildil, I., Syahputra, Y., & Nurhastuti, N. (2019). Career planning differences between male and female deaf students/neprigirdinčių mokinių (vaikinių ir merginų) karjeros planavimo skirtumai. *Specialusis ugdymas/special education*, 1(39), 89-108.

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# Mentor

- A qualitative study of deaf graduates of Rochester Institute of Technology in New York State who became supervisors in primarily hearing work settings found **that having a mentor was a primary and persistent element in their career success.**
  - Foster, S., & MacLeod, J. (2004). The role of mentoring relationships in the career development of successful deaf persons. *Journal of Deaf Studies and Deaf Education*, 9(4), 442-458.
- It becomes clear that anyone can be a mentor for a Deaf person...a significant impact on their personal and professional development.
- One is never too old or young to be a mentor, and one is never too old or young to benefit from the support of a mentor.
  - Kelly, R. R., Quagliata, A. B., DeMartino, R., & Perotti, V. (2016). 21st-century deaf workers: Going beyond "just employed" to career growth and entrepreneurship.

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# Take a Universal Design (UD) Approach - Principles (Story, Mueller et al. 1998)

- A design approach that originated in the fields of architecture and the built environment (Story, Mueller, & Mace (1998)).
- PRINCIPLE ONE: Equitable Use.
- PRINCIPLE TWO: Flexibility in Use.
- PRINCIPLE THREE: Simple and Intuitive Use.
- PRINCIPLE FOUR: Perceptible Information.
- PRINCIPLE FIVE: Tolerance for Error.
- PRINCIPLE SIX: Low Physical Effort.
- PRINCIPLE SEVEN: Size and Space for Approach and Use.



Today there is also a need for a more sustainable approach to inclusion



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# The IDS Career Mentor Program

(10 mins – David Somers)

MENTOR



#DeafSuccess



# The Career Mentor Program

6 mentors

Introduction to career  
guidance and education  
world – training

Challenges – new  
language, new world

Opportunity - to  
empower the deaf  
community by acting as  
a link for Guidance  
Community

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# Peer Mentor for Deaf Career Guidance

Different to peer advocate

Potential Resource for Guidance  
Counsellors

Relationships within and outside Deaf  
Community.

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## Considerations going forward

Sharing of resources – IDS, Guidance Community, Mentors

+ Space for interactivity

Career clubs rather than job clubs – shift emphasis onto career information sharing

Greater need for relationship building going forward

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# Thank You

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# Discussion / Q & A



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