

Deaf-Friendly Cricket

ndcs
every deaf child



Welcome from the National Deaf Children's Society

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people.

Without the right support, deaf children face barriers to getting involved in sport and cricket. By reading this resource, you and your club can understand how to overcome some of these barriers and ensure that you can fully include deaf children in all your cricket activities.

Welcome from the English Cricket Association for the Deaf (ECAD)

ECAD welcomes the *Deaf-Friendly Cricket* resource. Deaf people often face a range of barriers to participating in sport and this resource will prove helpful in providing an environment that enables more deaf and hard of hearing people to enjoy the game of cricket at all levels.

Chris Ratcliffe, Chairman
England Cricket Association for the Deaf

Welcome from the England and Wales Cricket Board (ECB)

The ECB is committed to working with NDCS in helping to get more deaf people involved in cricket. The ECB enjoys a good relationship with NDCS and wants to build on this and learn how cricket can tailor its offer so that those who wish can play, attend or follow cricket. This resource will give coaches, helpers and clubs valuable advice, guidance and confidence to welcome people to the game.

Ken Kelly, Inclusion and Diversity Manager
England and Wales Cricket Board

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Please note:

Within this booklet the word 'deaf' refers to all levels of hearing loss.

Although this booklet refers to deaf children and young people, the majority of the information is just as relevant to deaf people of all ages.

Introduction

Welcome to the *Deaf-Friendly Cricket* resource, produced by the National Deaf Children's Society (NDCS) in partnership with the English Cricket Board (ECB) and the English Cricket Association for the Deaf (ECAD).

NDCS manages the Me2 Deaf-Friendly project, which aims to break down the barriers deaf children and young people face when accessing sports, arts and leisure opportunities, by supporting deaf and mainstream organisations to be inclusive.

NDCS works with cricket clubs across the country, including local village clubs and professional clubs, such as Surrey County Cricket Club.

This resource aims to give support, ideas and guidance on how to include deaf young people in cricket activities.

Deaf young people can achieve anything any other young person can and they have the same physical capabilities. By making small and simple changes you will be able to include deaf young people in your cricket sessions, matches, tours and any other activities.

Although aimed specifically at deaf young people, you will find much of the information in this resource can be used with deaf people of all ages.

By the end of the resource you should:

- have an understanding of deafness and the barriers deaf young people face to participating in cricket
- be aware of the different methods of communicating with deaf young people and the basic communication skills that are needed
- understand practical adaptations you can make to support deaf young people
- know the next steps you can take and where you can get further support to ensure your club is fully accessible and inclusive of deaf young people.

With the right understanding and a positive attitude you can ensure that every deaf young person has the opportunity to take part in cricket.

NDCS uses the word 'deaf' to refer to all levels of deafness, including temporary deafness such as glue ear.

Understanding deafness

Types of deafness

There are two main types of deafness.

Sensori-neural deafness

This is usually caused by the loss of or damage to the hair cells in the cochlea (a part of the inner ear), meaning that sound can't be processed effectively. This type of deafness may be genetic (inherited) or caused by an illness or infection such as measles, mumps, rubella, cytomegalovirus (CMV) or meningitis. Sensori-neural deafness is permanent.

Sensori-neural deafness in childhood is rare but research shows there are more than 45,000 deaf children living in the UK. A further four babies are born deaf every day. In adulthood sensori-neural deafness is very common, with about 1 in 6 of the population developing deafness later in life, often caused by noise damage or aging.

Action on Hearing Loss (formerly known as RNID), estimate that there are approximately 10 million deaf or hard of hearing people in the UK.

Conductive deafness

This is the most common type of deafness in childhood and occurs when sound cannot pass through the outer and middle ear to the cochlea and auditory nerve in the inner ear. In children this is often caused by fluid building up in the middle ear (known as glue ear). Glue ear is very common, with 8 in 10 children experiencing a bout of it before the age of 10.

Glue ear can cause temporary deafness and often clears up naturally after a short time. However, it can also develop into a long-term condition which requires the child to wear hearing aids or have surgical intervention such as grommets. Children with temporary deafness may still require specialist support.

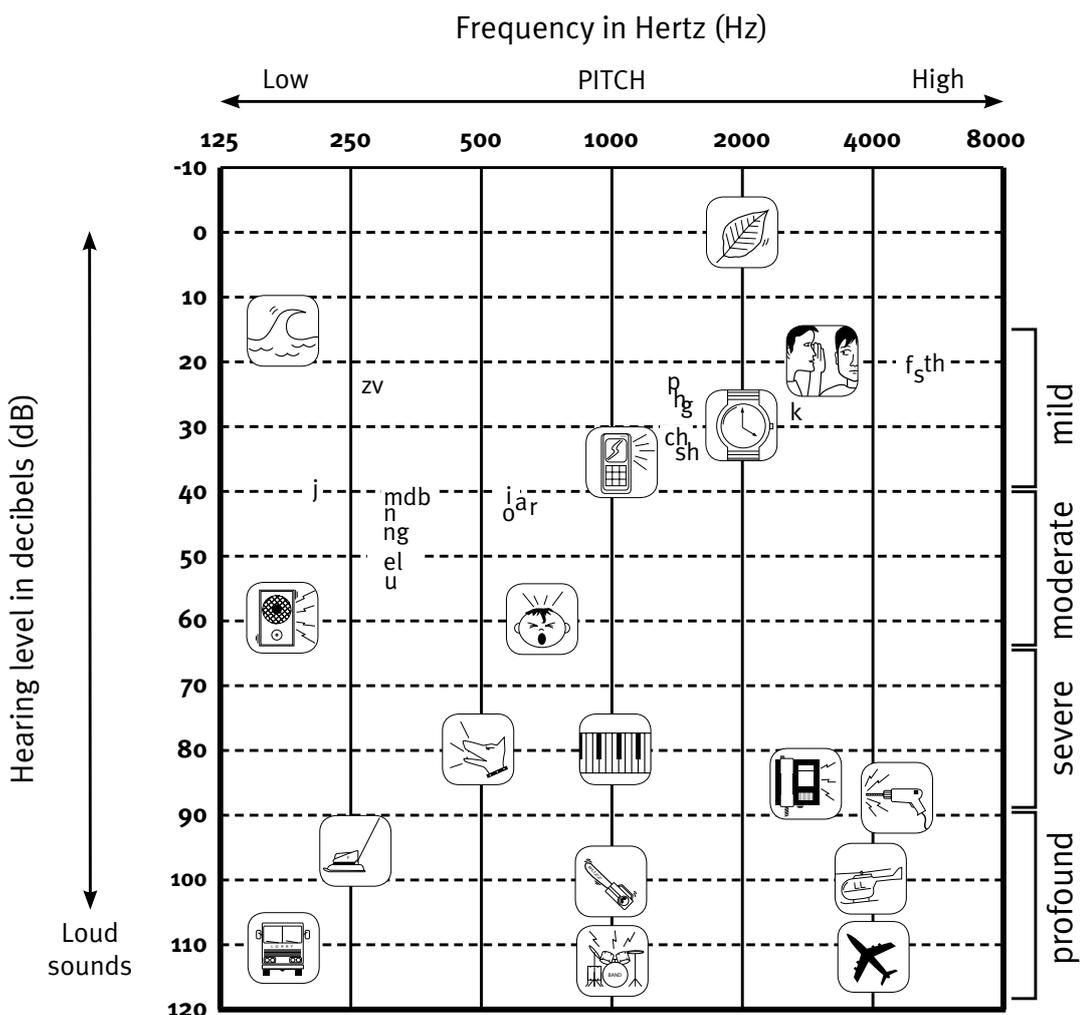
Levels of deafness

It is important to be aware that every individual's experience of deafness is different and that levels of deafness vary.

The definitions in the table below provide a simple way of understanding different levels of deafness.

Level of deafness	Possible impact
Mild (21–40 decibels (dB))	<p>Young people can usually hear everything that is said to them in a quiet room, but not if there is lots of noise present or they are far away from the person speaking.</p> <p>A young person would not be able to follow a whispered conversation.</p> <p>Some young people with mild deafness use hearing aids.</p> <p>A young person with glue ear will usually have mild deafness.</p>
Moderate (41–70dB)	<p>Most people with moderate deafness use hearing aids.</p> <p>Without their hearing aids, a young person could hear most of what someone says to them in a quiet room as long as they speak clearly. They could not follow a conversation in a large group if there is lots of background noise (as can often be the case in a sports environment) or if they are far away from the person speaking.</p>
Severe (71–95dB)	<p>Most young people with severe deafness use hearing aids and most can follow spoken conversation with one person in a quiet room when using them.</p> <p>Even with hearing aids a young person may need additional support to follow speech in a group or when background noise is present.</p> <p>Without hearing aids a young person may not hear someone talking to them but may hear some other louder sounds, like a whistle or a fire alarm.</p>
Profound (95dB+)	<p>Most young people with profound deafness use either hearing aids or cochlear implants.</p> <p>Without hearing aids or cochlear implants a young person could not hear someone talking but may be able to feel very loud sounds like lorries passing in the street.</p> <p>Even with hearing aids or cochlear implants a young person may need additional support to follow speech in background noise and in groups.</p> <p>Some profoundly deaf young people will use signing as their main means of communication, and many others will use signing as a way to support their understanding of spoken communication.</p>

The audiogram below is a visual representation of the loudness and pitch of a range of everyday sounds. It shows you how loud a sound has to be, and at what frequency, before a child can hear it.



The above information has hopefully developed your understanding of the different levels and types of deafness. The above are very basic descriptions, which should help you recognise the hearing loss experienced by a deaf young person, but it is vital you do not assume anything. Every person's hearing levels are different and may not easily fit into a certain bracket. A young person's hearing may also be different in each ear.

It is important that you speak to the young person (or their parents) to find out their level of deafness and their preferred communication method.

Impact of deafness

All deaf young people are different and because of this may use different communication methods. It is vital everyone is treated as an individual.

Children develop communication, learning and social skills on a daily basis. The impact of deafness on these areas will be different for every young person. No two deaf young people are the same and any level of deafness can affect access to communication.

Being unable to access communication often has the greatest impact on language development. English is a spoken language, and from a very early age, we learn about speech patterns and sentence structures from listening to other people talk. Deaf young people may have restricted opportunities to access spoken language and this can have an impact on their language development – speaking, reading and writing.

Deaf young people usually hear some frequencies (pitch) better than others. This means they may not hear all the parts of every word that is spoken. For example, m, b and d are low frequency speech sounds and s, f and t are high frequency speech sounds. This means the deaf child may only hear part of the word.

For example:
instead of hearing start, they might only hear ar
or
instead of bat, they might hear ba

Deaf young people may have limited vocabulary because they are unable to overhear different words being used in conversations around them and may not be confident that they have heard a word correctly. This includes place names and technical terms that might occasionally be used in conversation about a specific activity you may be leading.

For example, a deaf young person may never have heard of:
'Leg before wicket'
'Through the gate' or
'Silly mid on'

Some deaf young people, because of their communication difficulties, may come across as quite shy or quiet. They may lack confidence or self-esteem and find it difficult to interact with others. Some deaf young people will very confidently ask for clarification or for you to repeat what you have said or to explain technical terms. However, some will be too shy or embarrassed to ask you. It is really important that you check for and gauge the child's understanding. For example, when delivering instructions, monitor facial expressions and ask a young person to demonstrate. This doesn't necessarily have to be the deaf young person as it's important not to single them out.

Remember a deaf young person may

- misunderstand what is said
- not be able to hear enough to make sense of what is being said
- think that they have understood fully and not realise that they have missed out on important information (such as how to do a particular activity or shot correctly)
- lack confidence or self-esteem.



Hearing aids, cochlear implants and technology



Hearing aids

Most hearing aids work by making the sounds going into the ear louder. Hearing aids come in various shapes and sizes and all are programmed to closely match the individual's hearing loss. Most hearing aids are worn behind the ear (BTE) or in the ear (ITE).

A hearing aid consists of a microphone and an amplifier. The microphone picks up the sounds in the environment and the sounds are then made louder. They enable people to make the most of any residual hearing they may have. Hearing aids can be set to have one or more listening programmes. The young person is likely to know which programme they should use at which times and should be comfortable with adjusting their hearing aid themselves. It is the parent's responsibility to ensure their child's hearing aid is working correctly and that the programme used is appropriate. As a coach you will not need to know how to do this.

The hearing aid microphone works best at a distance of between one and two metres from the speaker in quiet conditions.

Young people may wear one or two hearing aids depending on their type and level of deafness as well as personal preferences.

Hearing aids do not restore typical hearing levels. It is important to remember that hearing aids amplify all noise, including background noise, making communication difficult in noisy environments.

Different types of hearing aid

BTE hearing aids are the most common type. A hard plastic 'elbow' allows the hearing aid to hang on the top of the ear and joins the hearing aid to the ear mould that sits inside the ear. The amplified sound then travels through the ear mould, into the ear canal.



All parts of an ITE hearing aid are enclosed in the shell, which is custom-made to the user's ear. The hearing aid may be visible in the bowl of the ear or may be miniscule and deep in the ear canal so that it cannot be seen.

People with permanent conductive hearing losses, for example caused by a congenital (present since birth) abnormality of the outer or middle ear, may use a bone-conduction hearing aid. These hearing aids work by converting sound into mechanical vibrations. The hearing aid is worn on the skull bone behind the ear (known as the mastoid) and the vibrations stimulate the inner ear (cochlea) whilst bypassing the outer and middle ears. People who use bone-anchored hearing aids will have had surgery to implant a small screw into the skull bone behind the ear which the hearing aid clips on to when being used.

Cochlear implants

Cochlear implants work differently to hearing aids. Instead of amplifying sound they use electrodes, which are implanted in the cochlea (in the inner ear), to provide electrical stimulation of the hearing nerves that the brain then interprets as sound. The user wears a microphone and speech processor behind the ear like a BTE hearing aid and a transmitter held on the head by a magnet. The speech processor converts incoming sound from the microphone into electronic signals that are then passed to the transmitter. These signals pass to a receiver under the skin and onto electrodes in the cochlea.

Wearing hearing aids and cochlear implants during sporting activity

Hearing aids and cochlear implants are sensitive pieces of electronic equipment and risk being broken if they fall out of the ear during vigorous activity. For this reason some deaf young people will choose to play cricket without them. However, others may prefer to wear them, particularly if they are taking part in a mainstream cricket environment, so that they can use them to hear instructions or calls from teammates.

It is generally accepted that deaf young people can use their aids when playing cricket, provided they are comfortable and securely fitted. If in doubt, advise parents to ask for further advice from their audiologist (hearing specialist).

The International Committee of Sport for the Deaf (ICSD) governs all international cricket competitions for deaf people. In the interests of maintaining a level playing field, it does not permit the wearing of hearing aids or cochlear implants on the cricket field during competition.

Deaf people are not restricted from wearing their aids in mainstream cricket competitions – it is the cricketer’s personal choice as to whether they are worn. The ECB states that it is the choice of the deaf young person and their parents whether they wear their hearing aids during matches.

When participating in matches it is worth making the umpire aware that there is a deaf person wearing a hearing aid or cochlear implant. Ask the umpire to utilise their standard gestures to ensure the deaf young person is aware of the information the umpire is providing.



“It’s great for their confidence. Here the boys know the environment they’re in is going to be inclusive, with people aware of hearing aids’ limitations with distance and background noise. It’s given my son enough confidence to walk straight into the local football club to play; he had no qualms about fitting straight in. The boys have got a lot out of it.”

Parent of deaf young person

Why is it important to support deaf young people?

With the right support deaf young people can participate fully in cricket and other sports. Below are a few examples of the barriers they may face if this support is not in place.

Technical

Without the right support a deaf young person may:

- struggle to follow a coach or leader's instructions and guidelines
- not understand a coach or leader's coaching interventions
- be confused by technical information during matches or practise, for example, the call of a batsman at the opposite end
- not fully understand technical discussions with peers and other key influences
- not be able to understand the rules of an activity or event
- not receive relevant information from cricket umpires, officials or tannoy announcements
- have reduced learning opportunities due to just copying peers
- be given reduced responsibility due to a perceived lower ability.

Psychological

Without the right support a young person may:

- struggle with low self-esteem – deaf young people are twice as likely to suffer from mental health problems than the general population
- exhibit low confidence because they don't feel like part of a club
- have feelings of loneliness and isolation
- feel frustrated because they are not able to understand
- display aggravation at not being able to follow instructions
- feel disappointed because they don't understand the reason behind particular decisions (for example, why was that given 'not out' or why wasn't I picked?)
- be anxious about how clubs, coaches and peers will react to their deafness.



Social

Without the right support a deaf child or young person may:

- struggle to follow conversation during an activity or whilst participating
- experience difficulties in joining in social conversations before the activity, during intervals or tea breaks, or after an activity
- be at greater risk of being bullied because they are different
- have limited opportunities to participate in sports and socialise with other children due to a lack of inclusive clubs.

A deaf young person has exactly the same physical capabilities as a hearing person and there should be no physical barriers to stop them achieving their full potential in cricket. Some young people may have problems with their balance, however, the brain is very good at compensating for these problems so that in practice they may not be noticeable. Speak to the young person's parents to find out if there are any concerns about clumsiness or poor balance.

With the right support, a deaf young person can participate and achieve in cricket just like any other young person. Supporting a deaf young person to overcome any barriers they may face will ensure they can participate fully and reach their potential as a cricketer.

Communication methods

Deaf young people use a variety of different communication methods. It is a misconception that all deaf people use British Sign Language. The information below describes the different communication approaches that deaf young people may use.

Auditory-oral approach – with the support of technology, such as hearing aids and cochlear implants, deaf young people develop listening skills and spoken language.

Lip-reading – this involves the ability to read lip patterns. However, many speech sounds look the same when spoken (e.g. ball / bail / male or 15 / 50) so it is difficult to rely on lip-reading alone.

British Sign Language (BSL) – is a visual language using hand shapes, facial expressions, gestures and body language to communicate. BSL is an independent and complete language with its own vocabulary, grammar and structure. It also has regional dialects.

Sign Supported English (SSE) – uses signs taken from BSL in English word order but does not attempt to sign every word that is spoken.

Signed English (SE) – is an exact representation of the English language through the use of signs (taken from BSL). A sign is used for every spoken word. It is usually used in educational settings to develop written and spoken English skills.

Fingerspelling – is where each letter of the alphabet is indicated through using the fingers and palms of the hand. It is used for signing names and places or for a word that doesn't have a sign.

Makaton – is a sign system that is used with children and adults (deaf and hearing) who may have communication and/or learning disabilities (e.g. children with Down's syndrome). It uses speech together with signs (taken from BSL) alongside symbols and is grammar-free.

Many young people will use a combination of approaches when communicating.

How to communicate with deaf young people at your cricket club

As mentioned previously, a deaf young person has the same physical abilities as any other player – the main barrier they may face is not being able to hear verbal information, meaning you will need to consider communication when coaching.

Below is some practical advice, tips and recommendations to support effective communication.

General communication

Always ask

Every deaf young person is different, so ensure you ask them about their preferred communication method. Not all deaf young people use sign language – some may prefer to use their voice. A young person who is new to the team is likely to feel more comfortable if you ask them what they prefer and will appreciate that you are keen to support them. They might even give you some handy tips!

Get a deaf young person's attention before you start speaking

Try waving or tapping their shoulder lightly, or if inside, knocking the table or flashing a light. You could ask other players to get a young person's attention if they are facing away from you at a distance. For example, someone fielding at midwicket might be able to get the attention of a deaf young person fielding at deep midwicket.

Cricket club child protection policies are designed to protect children from potential harm and also to protect the integrity of the adults who look after them. Consequently, physical contact between players and coaches is frowned upon. This can be a problem if, as coach, you wish to get the attention of a deaf young person who has his/her back to you and cannot hear you calling. As this is a common issue for deaf people, it is quite acceptable to tap them on the shoulder to get their attention. If you are unsure, ask the deaf young person how they would prefer you to get their attention.

Speak clearly and naturally

Here are some useful tips:

- shouting or speaking too slowly will distort your lip patterns
- make sure you don't cover your mouth while speaking (that includes scratching your upper lip while talking, for example)
- avoid moving your head or walking around while you're talking
- try to use facial expressions to make communication clearer
- use whole sentences to help a deaf young person pick up clues as to what's being said

Cricket is a social sport and can be easy for deaf people [to get] involved [if there are] visual signals and clear body language

Cricket coach

- get to the point without too much rambling
- eating or smoking while talking is a definite no-no.

It's great if you are trying to use your BSL skills to communicate, but continue to use your voice. A deaf young person may be able to hear some sounds and seeing lip patterns can also support understanding.

Face a deaf young person

When you are giving instructions or speaking to players, make sure you stand in a position where all deaf young people can see you clearly, with your face to the light. Don't stand with your back to a window or to the sun as this can put your face in shadow and make it very hard to lip-read.

Be clear about the topic of conversation

Group conversations can be difficult for deaf young people. Make it clear what the topic of conversation is and let the deaf young person know when it changes. You can check for understanding by asking the deaf young person to repeat what you've said, but be careful not to make them feel self-conscious or embarrassed in front of a whole group.

Keep background noise to a minimum

Hearing aids amplify all noises, not just your voice, so be aware of the noise of your surroundings. When having meetings, avoid lots of noise in the background like the sound of cars driving past, other players making lots of noise or a television!

Coaching

Demonstrate

All good coaches should use demonstrations – they support visual learning and are especially good for deaf young people. However, you should remember not to talk whilst you are showing an action, skill, technique or activity so a deaf young person can focus on what you're doing, rather than trying to follow what you are saying. Also, if you are demonstrating, you will often not be looking directly at the group, so lip-reading may become very difficult.

Tell the group what you are about to show them, show them (without saying anything), then talk about any specific coaching points. You can always ask one of the group to be your model, so you can point at the arms, head, etc.

Use visual cues

Use visual cues where possible, this could include tactics boards, flags, bibs, cones and anything else you can utilise. Point to what you're talking about. Tactics boards can also be a fantastic way of conveying your ideas and instructions, not just to deaf young people, but to all your players. A tactics board can support your verbal instructions, whilst flags, bibs and cones can also be great for practical activities, visual instructions and learning. For stopping and starting, wave a flag or bib as well as blowing a whistle.

Develop pre-agreed signs

Simple, widely understood gestures, for example, pointing at your eyes for 'look' can be really helpful. You don't have to use accurate sign language. Cricket is a sport that naturally lends itself to easy gestures - batting, throwing, bowling, etc. Demonstrating the action involved is an easy way of reinforcing communication and will help deaf young people to know what you are talking about, or trying to improve.

Coaching interventions

When you are coaching it is vital to make interventions to progress a learner's understanding and development. Making these interventions whilst allowing the activity to flow is vital. Consider how you will make these coaching interventions when working with a deaf young person or a group of deaf young people. You may have to compromise the flow of the activity when imparting the information, or prepare deaf young people to expect feedback in natural breaks during activities.

Working with communicators or interpreters

Provide a session plan or relevant information to the communicator so they are aware what will be taking place. Position yourself so the deaf young person can see both yourself and the communicator clearly, usually side-by-side. Ensure you talk directly to the deaf young person rather than to the communicator, and speak clearly and at a steady pace.

Working with assistant coaches

Make sure that people do not talk at the same time, as lip-reading more than one person simultaneously is impossible. Encourage people to put their hand up before speaking and then indicate who is talking so a deaf young person can look in the right direction.

Providing feedback and encouragement

Remember when playing games, or doing drills that your usual calls of encouragement to players may not be heard by deaf young people. Try looking at different ways of providing feedback, for example, give a deaf young person the thumbs up, or use red, amber and green coloured bibs to indicate how they are doing.

And finally...

Try, try and keep trying! Think of other ways to communicate – develop pre-agreed signs, gestures, use mime, and write things down. But make sure you never give up.





Cricket-specific information

Gaining the attention of a deaf young person

Whilst fielding you may need to attract the attention of a deaf young person who is not looking at you. It is perfectly acceptable to ask another fielder, or even spectator (especially in training situations) to gain the attention of a deaf young person.

Calling between batsmen

Calling between batsmen may require you to put in place pre-agreed signs to ensure there is no confusion. Calling between wickets can be confusing regardless of whether a player is deaf or hearing, so this may be good practice for all cricket players.

Scoring

Ensure a scoreboard is used to allow deaf young people to keep up with the score. If you don't have a scoreboard consider checking with the deaf young person to clarify if they know the score.

Health and safety

You should not exclude a deaf young person from cricket because of health and safety reasons – their participation in the sport should not pose a health and safety risk. However, it is good practice to think about any extra considerations if a deaf young person is part of your group. For example, if you are delivering a coaching session on catching you may want to agree a sign, gesture or visual to confirm that everyone is ready and alert.

Informing umpires

When playing a cricket match you may wish to let the umpire know that you have a deaf young person within the team, provided the deaf young person is happy for you to do so. Cricket umpires are very visual by nature, however, it is good practice to check with them that they will be using the relevant hand signals.

Cricket opportunities and the player pathway

The player pathway for a deaf young person is different to that for a hearing young person. Deaf young people have different options available to them throughout their cricketing lives.

Deaf young people can participate in mainstream cricket activity. This allows a young person to participate with their friends and to compete at the highest possible level. However, this can sometimes be difficult if they face communication barriers and/or a lack of deaf awareness.

Cricket activities specifically aimed at deaf people, for example a junior deaf cricket club, are fantastic as they break down communication barriers for deaf young people. However, there are only a handful of junior deaf cricket clubs, meaning that extensive travel may be required.

Deaf young people can participate in pan-disability cricket activity. However, playing alongside people with varying physical and sensory disabilities can lead to a wide range of skill levels, which may impact the quality of the experience. It must also be remembered that not all deaf young people consider themselves to be disabled. English Federation of Disability Sport research indicates that just 3% of disabled people prefer to participate in a pan-disability environment.

There is no one-size-fits-all approach to this pathway. All deaf young people are different, as are their communication methods. There is nothing to stop a deaf young person from playing a combination of mainstream and deaf cricket. For example, Umesh Valjee is the current captain of the England Deaf Cricket Team and also plays for Stanmore Cricket Club in the Middlesex County Championships.

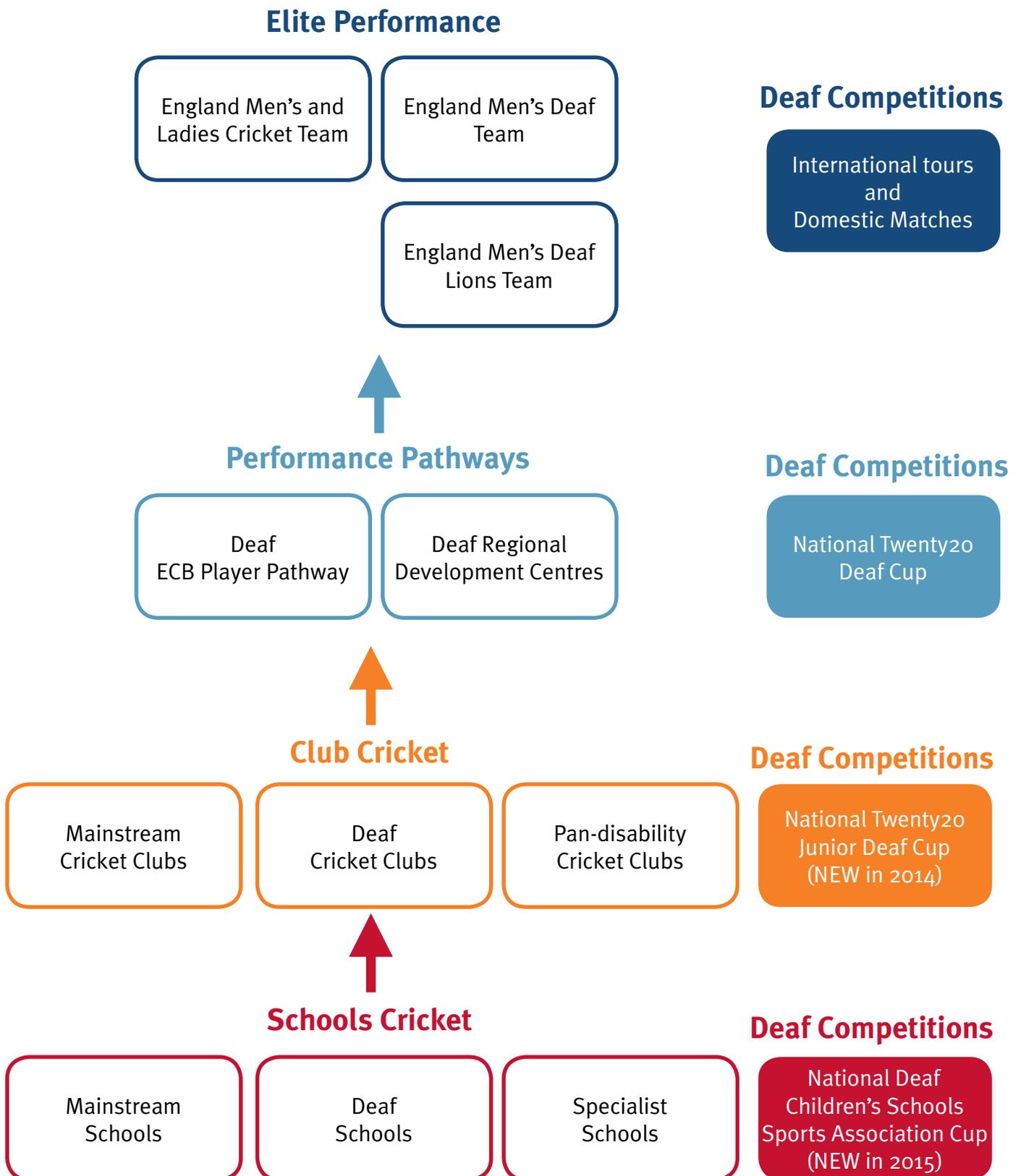
Some deaf young people may prefer to participate in mainstream cricket, as the standard of play at the elite level and the opportunities to participate as a professional are greater. Other deaf young people may prefer to participate in deaf cricket because of the social and cultural opportunities, or because it provides them with greater enjoyment. Elite deaf cricket players, especially those with ambitions to play for the England Deaf Cricket Team often combine the two approaches.

Note: International Committee of Sports for the Deaf (ICSD) rules state a deaf person must have a hearing loss of 55dB or greater in their better ear to compete in deaf sport. This rule is predominantly only applicable at national and international competitions and rarely used at youth or grassroots levels.

The diagram over the page shows a visual illustration of the pathways for a deaf cricketer.

I like playing at Lancashire deaf cricket as, we are all different ages and I can learn from older players
Deaf young person

Player pathway for a deaf cricketer



What you can do next...

Further resources

BSL for Cricket videos

BSL videos aimed at supporting cricket coaches and leaders to learn some basic phrases and cricket-specific terminology

www.ndcs.org.uk/BSLforSport

Training courses and workshops

Effective Communication: Coaching Deaf People in Sport workshop

Sports Coach UK's new three hour workshop is aimed at providing sports coaches with the knowledge, awareness and expertise to include deaf people within sport. The workshop has been developed in partnership with NDCS and UK Deaf Sport. It is an interactive and practical workshop that will help develop all sports coaches.

www.sportscoachuk.org

Making Activities Deaf Friendly

This NDCS six hour workshop aims to support leaders from sports, arts, leisure and youth groups and to equip them with the awareness, knowledge, skills and confidence to support deaf children and young people.

www.ndcs.org.uk/me2training

Volunteers

If there is a deaf young person attending your sessions whose first language is BSL, it may be valuable to recruit additional support to ensure that they can fully communicate with the coach and other participants.

Some deaf young people may require additional support in the form of a BSL interpreter*, communication support worker (CSW)** or communicator***.

Remember, not all deaf young people require communication support. Deaf young people are all individual and use a wide range of communication methods. It is important to involve the deaf young person, and potentially their parents in making a decision about the appropriate level of support.

Here are some examples of when it would be appropriate to recruit additional communication support:

- a deaf young person or their parents request assistance with communication support
- a deaf young person's preferred method of communication is BSL and you do not feel confident that you can include them without this support
- the topic of the session is complicated and reliant on lots of verbal communication– for example, a highly technical cricket session.

Deaf cricket can be ideal for deaf and hard of hearing people to raise their communication skills with the team and their friends. It can improve a player's cricket skills quickly if a cricket coach has a good knowledge of deaf awareness
England Deaf Cricket player

*BSL interpreters are professionally qualified to translate between English and BSL. Minimum of BSL Level 3, for junior trainee interpreters, trainee interpreters will have BSL Level 6.

**Mainly based in education settings and help communication between deaf students and hearing tutors. Minimum BSL Level 2, but ideally Level 3.

***May support communication. Important to remember they are not professionally-trained interpreters, and may hold a lower level qualification, for example BSL Level 1.

There are a number of ways you could look to find a volunteer communicator, below are a few suggestions:

Deaf-UK Jobs Yahoo group

This group is used by deaf people and people who have an interest in working with the deaf community. Jobs and volunteer opportunities can be posted for free. With a membership of more than 10,000 it can be a very effective platform to promote volunteer opportunities.

For more information, see groups.yahoo.com/neo/groups/deaf-uk-jobs/info and contact deafjobsuk@yahoogroups.com.

Adult education centres, colleges and local BSL training centres

British Sign Language (BSL) courses are delivered across the UK by a variety of training institutions, including adult education centres, colleges and BSL training centres. Many of the students are keen (and required) to develop their BSL skills through practising and volunteering with deaf children and young people at all levels from Level 1 to Level 6.

Signature is the awarding body for BSL courses. Its website has information on local training centres that you could contact. For more information, please see www.signature.org.uk.

Local deaf centre or deaf club

Across the UK there are a number of deaf centres which are independent charities as well as deaf clubs. Some deaf centres run their own BSL courses, others have agencies for sign language interpreter bookings. You may be able to promote your volunteer opportunity on their notice board or to members. Search online for 'deaf centre' and your town or city, or the British Deaf Association website.

For more information, please see www.bda.org.uk/contact.

NDCS

NDCS has a factsheet with further helpful hints and tips on how to find a volunteer communicator and the considerations you need to make. NDCS can also promote your volunteer opportunity to their network of volunteers or via social media channels.

For more information, please see www.ndcs.org.uk/me2volunteers.



Promotion

If you want to proactively encourage deaf young people to attend your cricket club or sessions, you may want to consider the following:

- Don't be afraid to use the word 'deaf' in your promotional materials. Many deaf young people are proud to be deaf.
- Include any communication support you will have available. For example; "full communication support will be provided or BSL Level 2 communicators present".
- Include if you will have any deaf leaders, coaches or assistants present.
- Include if hearing siblings and friends are also welcome to attend. Many deaf young people want to attend activities with a familiar friend or sibling.

There is no simple one-stop solution to promoting activities and clubs. Often, creating links with people in the community is the best way to successfully promote your activity.

A common misconception is that the majority of deaf young people attend deaf schools. For example, nearly 90% of deaf children and young people in England are taught in mainstream schools.

Below are some suggested organisations, contacts and platforms that could promote your club and activities directly to deaf children and young people:

- **Local deaf children's societies** – There are approximately 100 local deaf children's societies across the country. These societies are parent led voluntary groups. Some are small in size, whereas others have 100+ young members. Please visit www.ndcs.org.uk/localgroups to find your local deaf children's society.
- **Deaf schools** – There are approximately 20 deaf schools in the UK. Many of these are boarding schools and often children will travel long distances to attend a deaf school. Even if a deaf school is based in a different county they may well have deaf children and young people who live locally to your club or organisation. Please contact me2@ndcs.org.uk for a full list of deaf schools in the UK.
- **Sensory Support Services** – These are often located within councils. Contact your local authority or local education authority for more information.
- **Hearing impaired units/resource bases** – These are generally based within mainstream schools. Contact me2@ndcs.org.uk or your local sensory support service to find where these units are.
- **Teacher of the Deaf (ToD)** – ToDs are specialist teachers who support deaf children and young people directly. Go to www.batod.org.uk or contact your local Sensory Support Service to find your local ToDs.
- **Deaf youth groups and organisations** – An internet search will usually bring up details of these groups.
- **Deaf clubs** – These are generally adult focused but often have links with deaf youth groups and other networks. Again, try doing an internet search for more information.
- **Deaf social media groups** – These are often linked to deaf clubs.
- **DEAFinitely Inclusive Network** – You could look to get involved in your local DEAFinitely Inclusive Network coordinated by UK Deaf Sport. The Networks are made up of many organisations, groups and clubs that have the same goal to increase the opportunities for deaf people to play, coach and volunteer in sport. Contact participation@ukds.org.uk.
- **NDCS** – NDCS has a membership of more than 18,000 deaf young people, with the ability to promote directly to this membership. View www.ndcs.org.uk/promote or contact me2@ndcs.org.uk.

Useful contacts

National Deaf Children's Society (NDCS)

NDCS is the leading charity dedicated to creating a world without barriers for deaf children and young people.

NDCS runs the Me2 Deaf-Friendly Project. The initiative breaks down the barriers deaf children and young people face when accessing sports, arts and leisure opportunities by supporting deaf and mainstream organisations. NDCS supports sports clubs, coaches, officials and volunteers to be deaf friendly, ensuring their activities are inclusive of all deaf young people.

As part of the Me2 Deaf-Friendly project you as a cricket club can sign up to the Me2 Deaf-Friendly Pledge.

Signing up to the Me2 Deaf-Friendly Pledge is a simple way of committing to be deaf friendly and welcoming to deaf young people. It is free, and doesn't commit you to doing anything other than taking a positive approach to being inclusive to deaf young people. Once you have signed up you are able to access various support from NDCS.

This includes:

- information and resources
- training opportunities
- volunteer support
- publicity to deaf children
- support for taster events
- networking opportunities.

National Deaf Children's Society, Ground Floor South, Castle House, 37 - 45 Paul Street, London, EC2A 4LS

NDCS Freephone Helpline: 0808 800-8800 (voice and text)

helpline@ndcs.org.uk

www.ndcs.org.uk

English Cricket Board (ECB)

The England and Wales Cricket Board is the single national governing body for all cricket in England and Wales.

disabilitycricket@ecb.co.uk

www.ecb.co.uk

English Cricket Association for the Deaf (ECAD)

The English Cricket Association for the Deaf is a charity under the aegis of the British Association for Cricketers with Disabilities (BACD). ECAD aims to promote cricket for deaf people in England and the UK. Maximising the strength of all organisations in order to achieve high standards and inclusive practice for all deaf players in cricket.

secretaryecad@hotmail.co.uk

www.deafcricketecad.org

UK Deaf Sport (UKDS)

UK Deaf Sport are a National Charity and recognised strategic lead agency for deaf sport in the UK. It aims to encourage more deaf people to participate and reach their full potential in sport. UK Deaf Sport was established in 2003 and has been the UK's member of the International Committee of Sports for the Deaf (ICSD) since 2006.

office@ukds.org.uk

www.ukdeafsport.org.uk

English Federation of Disability Sport (EFDS)

The English Federation of Disability Sport (EFDS) was established in September 1998 as the strategic lead and umbrella body for disabled people in sport and physical activity throughout England.

www.efds.co.uk

Action on Hearing Loss (formerly known as RNID)

National charity for deaf people that aims to achieve a better quality of life for deaf and hard of hearing people by campaigning, lobbying, raising awareness of deafness, providing services and through social, medical and technical research.

Action on Hearing Loss Freephone: 0808 808 0123

informationline@hearingloss.org.uk

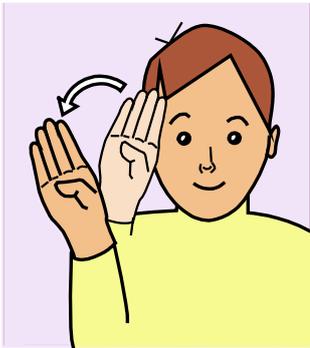
www.actiononhearingloss.org.uk



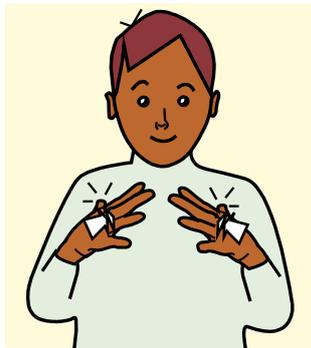
Representing Lancashire Deaf Cricket Club at the National Twenty20 Deaf Cup

Appendix 1

These signs and more cricket related phrases are available to view in online video clips. Please view www.ndcs.org.uk/BSLforSport.



Hello



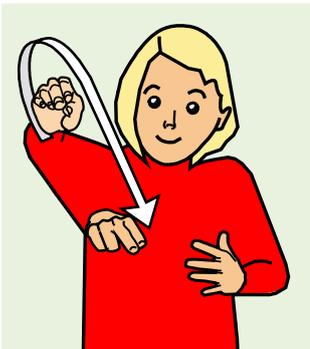
Ready



Cricket

Please photocopy this page and share with other members of your club, including coaches, officials, volunteers, parents and players.

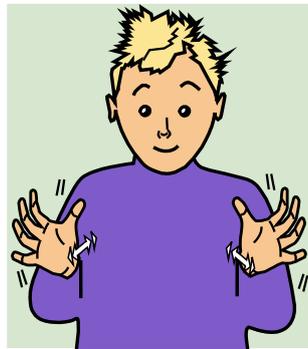
Please place in a prominent position if you have a cricket facility.



Bowling



Batting



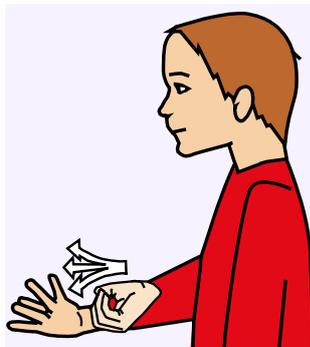
Fielding



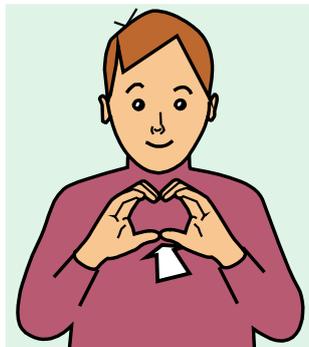
Run up



Throw overarm



Throw underarm



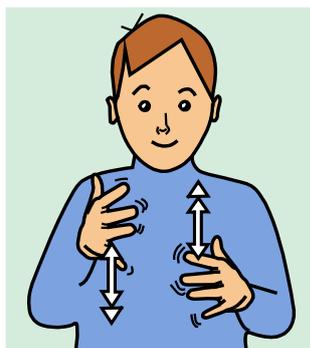
Catch



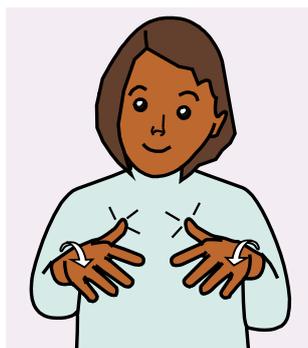
Watch



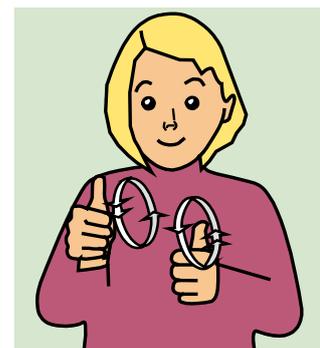
Match



Score



Break



Well done

Appendix 2

The British fingerspelling alphabet

Please photocopy this page and share with other members of your club, including coaches, officials, volunteers, parents and players.

Please place in a prominent position if you have a cricket facility.

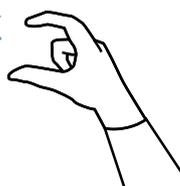
Aa



Bb



Cc



Dd



Ee



Ff



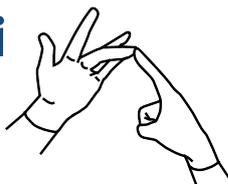
Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



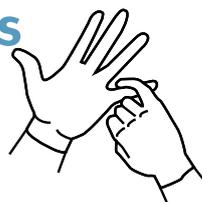
Qq



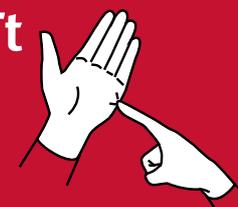
Rr



Ss



Tt



Uu



Vv



Ww



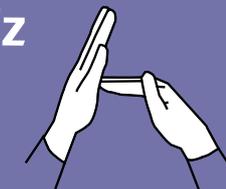
Xx



Yy



Zz



Appendix 3

Please photocopy this page and share with other members of your club, including coaches, officials, volunteers, parents and players.

Please place in a prominent position if you have a cricket facility.

Communicating with deaf children

Do:

✓ Speak clearly and naturally. Try to use an expressive face.

✓ Get a deaf child's attention before you start speaking. Try waving, knocking a table or tapping their shoulder lightly.

✓ Face a deaf child when you're talking. Always make sure the deaf child can see your face clearly. If necessary, sit down or crouch so that your face is level with theirs.

✓ Use visual cues, where possible. Point to what you're talking about.

✓ Make it clear what the topic of conversation is – and let the deaf child know if it's changed.

✓ Stand with your face to the light.

✓ Use whole sentences to help a deaf child pick up clues to what's being said

✓ Group conversations can be difficult for deaf children. Try to keep a deaf child involved, and avoid all speaking at once.

✓ Ask a deaf child to repeat what you've said if you're not sure if they've understood.

Don't:

✗ Speak too slowly or shout – this will distort your lip patterns.

✗ Move your head or walk around while you're talking. Speech movements can easily be missed.

✗ Have lots of noise on in the background like a TV or washing machine. Hearing aids amplify all noises, not just your voice.

✗ Take forever to get to the point. Avoid rambling.

✗ Cover or put anything in your mouth while talking. Eating or smoking while talking is a definite no-no.

✗ Stand with your back to a window – this can turn your face into a shadow and make it harder to lipread.

✗ Make a deaf child lipread for too long without a break. Lipreading involves a lot of concentration and can leave deaf children feeling tired.

✗ Give up. If stuck, try explaining in a different way or writing it down. Or if you have a mobile to hand, text it on your screen.

Remember – every deaf child and young person is different and deafness can range from mild to total. Some deaf children may sign, some may lipread, some may listen and some may speak. Some may do all these things. Always ask how they prefer to communicate.

NDCS is the leading charity dedicated to creating a world without barriers for deaf children and young people. There are over 45,000 deaf children living in the UK and four more babies are born deaf here every day. NDCS believes that every deaf child should be valued and included by society and have the same opportunities as any other child.

www.ndcs.org.uk
Freephone Helpline: 0808 800 8880

ndcs
every deaf child

Everyone for cricket!

Now summer's upon us, your child may want to take part in sports and activities. With a little awareness, clubs and organisations can be deaf friendly. Twins George and Patrick, 11, both moderately to severely deaf, tell us how they developed a passion for cricket with Surrey Junior Deaf Cricket Squad.

Dad Mark says:

"The boys were diagnosed with sensori-neural deafness just before their third birthday. They're non-identical twins so it's unusual, with no genetic cause. They had very little speech but took to hearing aids well. With speech and language therapy, by aged four their speech was almost age appropriate and they're making excellent progress at school.

"They tend to give most things a go and really enjoyed a deaf-friendly cricket taster day, so when Surrey club coaching started last autumn, they were keen.

"It's great for their confidence. Here the boys know the environment they're in is going to be inclusive, with people aware of hearing aids' limitations with distance and background noise. It's given George enough confidence to walk straight into the local football club to play; he had no qualms about fitting straight in. The boys have got a lot out of it."

George and Patrick have their say:

Q What do you like most about Surrey Junior Deaf Cricket Squad?

George: "Learning cricket with a great coach."

Patrick: "Learning new skills with awesome coaching."

Q What difference does it make when people know about deafness?

George: "They will talk a little louder and repeat things if you ask."

Patrick: "I don't have to explain about my hearing aids."

Q What would you say to other deaf children who'd like to play cricket or other sports but aren't feeling confident?

George: "Tell the coach that you are deaf."

Patrick: "Give it a go and see what it's like."



Coach John Matthews says:

“Cricket and signing are a passion for me – I’m a qualified ECB Club Coach and a BSL Level 2 signer.

“My mission is to give deaf children coaching in their first language or for those who don’t sign, to give them a coach who’s deaf aware. My son Jack, a Level One cricket coach who is deaf aware, helps too.

“It was frustrating watching my daughter Katie, 21, who’s profoundly deaf with cochlear implants, always being taught everything second-hand; by the time it’s explained to her, she’s a step behind everyone. I want all the players to receive messages at the same time.

“George and Patrick are very competent, we’ve seen considerable progress in them. Before coming here, I’m not sure they’d have been brave enough – because it does take bravery – to go to a mainstream club. We’re hoping they’ll join Woking & Horsell Cricket Club, where Jack and I coach.”

Team manager

Darren Talbot says:

“In sport there are often barriers for deaf children and many haven’t had the opportunities hearing children have.

“Here at Twenty20 Community Cricket Company, we’ve set up Surrey Junior Deaf Cricket Squad with the help of Surrey County Cricket Club. Their Cricket Development Officer Stuart Cope had the foresight to become involved and they provide funding for match fees and umpires.

“We’ve created the first deaf county cricket squad – their first tournament was in December 2013 indoors at Edgbaston and they won all three group matches, though lost the final.

“We’re gathering momentum. The aim is to create a county championship of deaf cricket and set up in deaf units in schools if we can get some sponsorship.

“Now our partners Kia Motors UK have very kindly agreed to sponsor the junior deaf cricket project in Surrey and have asked us to do a guard-of-honour at The Oval with 16,000 people watching, which is brilliant.”

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NDCS Freephone Helpline:
0808 800 8880 (voice and text)

helpline@ndcs.org.uk

www.ndcs.org.uk

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every deaf child