

**EDUCATIONAL AND COUNSELLING CENTRE
FOR THE PROVISION OF SERVICES FOR PEOPLE
WITH HEARING IMPAIRMENT**



SCHOOL FOR THE DEAF





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This booklet is a summary of the commemorative edition on the occasion of the School for the Deaf 60th anniversary.

School for the Deaf

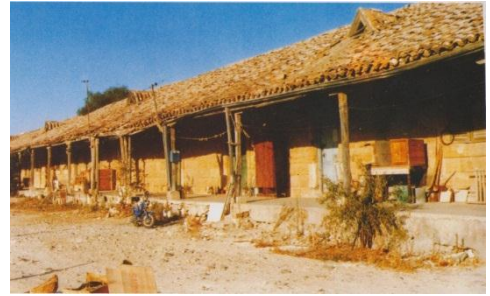
Nicosia

September 2013



A. HISTORY

The School for the Deaf was established by the Rotary Club in 1953 in Nicosia and initially operated as intercommunal School, as both Greek Cypriots and Turkish Cypriots attended.



The building that hosted the School for the Deaf in Nicosia from 1953 until 1958

In three years the British Government and later the Government of Cyprus took full responsibility of its operation. The contribution, however, of social and charitable groups, as well as of individuals was and still is very big.

In 1958 the School moved to Morfou in the building of the former College of Teaching.



The School for the Deaf in Morfou



Deaf artisans of the Cooperative Corporation of the Deaf

In 1961 the Cooperative Corporation of the Deaf was founded which aimed in the vocational training and rehabilitation of the graduates of the School.



*The School for the Deaf
In Gerolakkos*

In 1970 the school moved to Gerolakkos. The new premises, which included the School, Boarding school and workshops, were distinguished for their operational soundness.

SCHOOL FOR THE DEAF: A COURSE OF 60 YEARS



Refugee School in Anthoupolis

Unfortunately, in 1974 the Turkish invaders occupied the area and the School. The Deaf children were housed in tents in the Refugee School in Anthoupolis.

In 1976 the tents were transferred to the current site of the School, which was granted by Holy Kykkos Monastery. Gradually the tents were replaced by prefabricated premises and later by the permanent facilities, in which the School currently operates.



Prefabricated classrooms

Brilliant period (1976 – 1991)

During this period:

- The new school is completed with special classrooms, special workshops and public areas distinguished for their functionality, as well as a hall for multiple usage.



School



Multiple usage halls

- A building complex is being erected to house all services for deaf adults.



*Social Centre for the Deaf
33 28th October Ave
Makedonitissa*

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- Educational programs are upgraded.
- New Curricula are drafted.
- Modern amplification devices are used.
- New specializations are introduced (Speech Therapy).
- Audiology Services are extended to children outside the School.



Speech Therapy using special software



Fitting of personal amplification device



Using Computers

- Rich vocational training programs are applied (Typing, Technical Drawing, Wood carving, decoration lessons, sewing, and embroidery).



Typing



Sewing



Wood carving



Decoration lessons



Embroidery

SCHOOL FOR THE DEAF: A COURSE OF 60 YEARS

- Many rich artistic events take place.



Deaf dance group



Christmas festivity

In 1987 special units for the Deaf are established in Limassol and later in Paphos, and Larnaca.

In 1990, following the reduction in number of the students of the School, as a result of their inclusion in mainstream schools, the boarding school stopped its operation and since then the School has been operating as a day school.

B. COMMUNICATION METHODS

◆ *Oral method*

The first communication method applied to the School for the Deaf, which was also cemented, was the oral, since the first qualified teacher and founder of the School, Mr. Georgios Marcou, was specialized, just like the next ones, in Great Britain, where the oral method was dominating.

◆ *Total communication method*

In the early 1980s, the use of total communication method started to be discussed between the members of the staff, i.e. the use of speech and sign using the syntax of spoken language, because the teachers of the School took postgraduate studies in U.S. A, where this philosophy prevailed. However, the total communication method did not prevail, since:

- the oral language had deep roots,
- there was no standardized Cyprus Sign Language, and
- the parents were opposed to the use of the total method.

Noted that the students were already communicating through signs and so developed their own sign language.

◆ *Bilingual - intercultural education*

As far the philosophy of bilingual intercultural education was concerned, Cyprus followed the latest trends which prevailed in Europe and America. In 2006, after pressure exerted by the Cyprus Federation of the Deaf (CFD), the "on the Recognition of Cyprus Sign Language Law (66(1)2006)" passed by the Cyprus Parliament. The Ministry of Education and Culture in collaboration with the School for the Deaf and Cyprus Federation of the Deaf went ahead and completed its registration by producing three products:

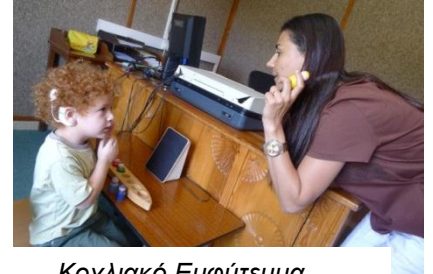
- 1) Traditional Grammar (book and CD)
- 2) Communicative Grammar (book and CD)
- 3) Conceptual Dictionary (book and CD)



The products of the registration of Cyprus Sign Language

Course of conflict

The development of technology in the field of hearing aids and cochlear implants makes the use of sign language in the education of children with hearing loss, unnecessary. The new controversy that is smoldering now is the pushing of Sign Language on the one hand, and the rise of cochlear implants and expansion of inclusion on the other. Today, most of the children at School for the Deaf have cochlear implants and are oral. There are, however, children who communicate with sign language. For this reason two interpreters of Cyprus Sign Language (CSL) are employed to facilitate the teaching and communication, since most teachers, especially in middle school and high school, do not know sign language.



Κοχλιακό Εμφύτευμα



Interpretation in sign language

C. SCHOOL FOR THE DEAF STATUS

After the enactment of "On Education of Children with Disabilities Law (N.113(1)1999)", the School for the Deaf operates pursuant to the provision of this law. It continues to operate as a separate department with a separate budget. Its Directors are *Heads of Department* and report directly to the Director General of the Ministry of Education and Culture. The School for the Deaf has its own Governing Council, which, according to the law, is appointed by the Minister of Education and Culture. Its Staff is interchangeable and belongs to the Educational Service .

D. SCHOOL FOR THE DEAF TODAY

The Deaf School currently works as an Educational and Counseling Center. However, it also maintains, its historic role as a day special school.

1. ***Audiology Centre and Technology Resource Service***

The Audiology Center of the School for the Deaf is staffed by an Audiologist, who offers the following services throughout Cyprus:

- Audiological assessment of children 0-18 years
- Counseling as to the proper handling and management of the child's hearing impairment
- Counseling for teachers
- Suggestions for implementing practices to improve the acoustic conditions and proper communication with students, etc.



Middle ear assessment

2. ***Early Intervention and Education Service***

The School for the Deaf created this service on a regular basis since 1990 and serves all families with a deaf child aged 0-3 years old. The service is staffed by a teacher.

The program includes:

- General information about deafness and ways to reduce the effects



Shot from the parental guidance program

- Update on fitting and utilization of technical devices such as hearing aids, cochlear implants and FM systems
- Evaluation of the child's potential and creation of a personal intervention and education program which includes:
 - a) Cognitive-perceptive development
 - b) Linguistic expression
 - c) Motor development
 - d) Social and emotional development
- Helping family to come into contact with other centres and services, as well as to meet other parents



Group activity at the nursery department

- Functioning of Nursery Department at School for the Deaf
- Referral to other support services that meet the needs of the deaf child and family.

3. Psychological Support Service



Two psychologists of the MoEC (one Educational and one Clinical) provide their services to the School. The psychologists assess the linguistic, motor, cognitive, learning and psycho-emotional aspects of each child. With appropriate interventions and suggestions for parents and teachers or others, they help in reinforcing the learning capabilities and in culturing the psychosocial skills of each student.



4. The School for the Deaf as a day school

The day school accepts children aged 3-21 years. Depending on the children that attend, departments of Kindergarten, Elementary, Middle and High school are created. The children come from various parts of Cyprus and their transport is taken care of by the state.

SCHOOL FOR THE DEAF: A COURSE OF 60 YEARS

The School leaving certificates are equivalent to those of other public schools. The curricula are the same as those of mainstream schools, language tailored to the needs of children, and taught by the corresponding teachers in each level and subject. For primary school children the School for the Deaf Curriculum for Language Development is also used, which focuses on the special needs of the deaf.

a) Programs in the School

Since 2010 the **Nursery Department** for 0-3 year olds is operating, which is administratively under Agios Dometios Community Volunteer Council (CVC) and is sponsored by the Ministry of Labor and Social Insurance. School for the Deaf has undertaken the advisory and educational part of the program.



One-to-one lesson in the Nursery Department

For children 3-5 years a department of Preschool Education is operating. Depending on their specific needs, the children follow a program of support by a specialist teacher for the deaf and integration in mainstream classes of the Public Kindergarten of Makedonitissa A'. The function of public kindergarten in the area of the School provides the opportunity for easy access and flexible integration of the children of preschool age, most of which will later continue their education in schools in their neighborhood.



The children of **Elementary Education** are taught either by a teacher for the deaf or by a general teacher. Depending on their skills they are integrated in various subjects in the general classes of the neighboring elementary School of Makedonitissa.



Secondary General / Technical Education: in the High School programs, with the approval of the MoEC, common



Culinary Arts lesson



Core subjects, such as French, Music, Ancient Greek, etc., are replaced with vocational training, such as Typing, Computer Science, Graphic Arts, Culinary Arts, Photography, Mosaics etc

Mosaic construction

In recent years in the School a **Program of Reverse Integration** is also successfully applied, i.e. hearing children visit the school, are trained or get involved in various collaborative activities with deaf children.



The subject of **Speech Therapy** is also offered to children of preschool and school age. It is especially concerned with the evaluation and development of speech and language, understanding and auditory memory. It also deals with the assessment and solution of swallowing problems.



An additional course in recent years is that of **Music Education** for preschool and school age children who have cochlear implants and/or hearing aids. The lesson is very often done with reverse integration of hearing children from the Public Kindergarten of Makedonitissa A'.



The **optional All-day School** operates at the School for several years now as a necessity. It has been embraced by both the staff as well as the parents and students, because it strengthens the morning attendance of children by assisting the students with their homework, by solving communication



Doing homework in the all-day school

problems of children, school and family, and by giving children the chance to become involved and with other activities, such as dance and theater, which do not have the opportunity during the morning attendance.



b) Out-of-School Programs

- The School coordinates the integration programs in mainstream schools of Secondary and Technical Education. Two teachers inform and provide support to all those involved, like teachers, parents, children, etc.
- It has an advisory role in the programs of deaf students
- It organizes training seminars for teachers engaged in the education and rehabilitation of the deaf, for parents or for deaf adults.



From a training seminar for teachers

- It organizes summer camps or dance, theatrical play or music workshops so that deaf children, who attend mainstream schools, have the opportunity to meet other deaf children. The aim is to help them accept their diversity, to acquire self-awareness and self-esteem and to socialize.



Camp in Paphos



Camp in Prodromos

5. Bodies

a) School for the Deaf Governing Board

The School for the Deaf Governing Board is appointed by the Minister of Education and Culture every three years. Based on the Law on Special Education, its responsibilities are to see to the training and social inclusion of deaf adults, as well as to the services and resources necessary for them.

b) School for Deaf Children Welfare Fund

It is a non-government and non-profit organization, founded in 1972 to "promote, assist or encourage the welfare, education, employment and rehabilitation of the deaf". Its resources are contributions from abroad as well as from within the country. Its current revenues are derived primarily from renting part of its buildings.

c) Friends of the Deaf Club (FDF)

It is a voluntary non-profit organization, that has as main objective to offer all possible assistance to the deaf.

Some of its objectives are:

- Caring for every aspect of social welfare, vocational rehabilitation and education of the deaf.
- Caring for deaf adults and elders.

- The promotion of measures for the elimination of prejudice and society's support to the deaf.
- The encouragement of individuals and groups or organizations to cooperate, or offer volunteer service or other assistance for the deaf in general.



Home work to help hearing children of deaf parents

Volunteer work



Music at the Nursery department of the School

d) Pancyprian Association of Parents of Children with Hearing Impairment

Founded by parents, blood relatives and guardians of children with hearing loss, who work voluntarily to achieve the objectives of the Association. The purpose of the Association is to provide children with hearing difficulties equal opportunities of integration in education, work and society. It also undertakes activities related to research on hearing loss, education and vocational rehabilitation of the children, their welfare and socialization.

With various, at times, events, it enlightens the public and coordinates activities for the problems people with hearing loss face. For these, it formulates and submits requests to the appropriate government agencies such as the Ministry of Health, the Ministry of Education and Culture, the Ministry of Labor and Social Insurance etc., and to the appropriate Committees of the House of Representatives about matters of social and educational policy that concerns them.

e) Co-operative Company of the Deaf

It was founded in 1960 with the purpose to vocationally rehabilitate the graduates of the School and integrate them smoothly into the society and the country's workforce. After 1974 its factory in Makedonitissa, next to the School, employed beyond sixty deaf people. The furniture of the



Deaf craftsmen

Co-operative Company of the Deaf, especially the Cypriot carved furniture, adorned homes, hotels, restaurants etc.

Today, unfortunately, the Company followed the general remission rate in our country and was led to shrinkage.

f) Deaf Unions

The School for the Deaf and the School for Deaf Children Welfare Fund encourage the organization of the deaf into Unions so that, through interaction, to develop identity and culture and to establish closer ties within the deaf community. The SDWF grants various events and activities of the deaf, which may be of cultural, social, sporting or recreational type and/or interest. The Cyprus Federation of the Deaf, in which all the Unions belong to, has developed relationships with other Deaf Unions of the European Union, but also of the World Federation of the Deaf.



Mosaic (1.80x1.20 cm) from the project "The ship" creation of School for the Deaf students which was presented in all cities of Cyprus under the presidency of the European Council of the Republic of Cyprus.