Greater Utilization of Community Educational And Training Services By The Adult Deaf

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**Recommended Citation**  
Jones, R. L., & Galloway, V. N. (1967). Greater Utilization of Community Educational And Training Services By The Adult Deaf. *JADARA, 1*(3). Retrieved from [https://repository.wcsu.edu/jadara/vol1/iss3/7](https://repository.wcsu.edu/jadara/vol1/iss3/7)
GREATER UTILIZATION OF COMMUNITY EDUCATIONAL AND TRAINING SERVICES BY THE ADULT DEAF

RAY L. JONES AND VICTOR N. GALLOWAY

FOREWORD

This is the final narrative report of a pilot project sponsored by the Vocational Rehabilitation Administration, Office of Health, Education and Welfare (Project RD 2086-S-66). The period of the study was from September 1, 1965 to August 31, 1966. Dr. Jones was director of the project, and Mr. Galloway was the principal investigator.

BACKGROUND

The Leadership Training Program in the Area of the Deaf, San Fernando Valley State College, Northridge, Calif., has for the past few years been involved in the community development of services and resources for the adult deaf. There have been demonstrations to the deaf that there are ways to make the best and fullest use of available community services. In spite of vast resources for education and training in the greater Los Angeles area, its deaf citizens continued to be under-trained, under-educated, and under-employed. Through the use of the resources at hand, the deaf adult could receive the training necessary to improve his employability. It became
apparent that in order to make these services available to the deaf citizens, the employment of a capable and professionally trained deaf person would be required to provide the necessary communication link between the deaf citizens who need training and personnel in community agencies which offer such educational or training opportunities.

The Vocational Rehabilitation Administration support made possible the following significant accomplishments in the program during the period September 1, 1965 to August 1, 1966. The combined resources of the Los Angeles City Schools, the San Fernando Valley State College, and the Mott Foundation of Flint, Michigan were also utilized in this project.

**ADULT EDUCATION**

Funds from the Vocational Rehabilitation Administration, the Los Angeles City Schools, and Mott Foundation funds made it possible to employ an adult education specialist to direct the expansion of adult education programs for the deaf in the greater Los Angeles area and to develop projects that would benefit the deaf. This proved to be a most productive action as many heretofore closed avenues of communication were opened. The various activities of the adult education specialist are described below.

During the fall semester of 1965, the adult education program for the deaf was expanded to include a course in basic drafting and blueprint reading and a course in home economics. The former was in response to the expressed need for aerospace-related training while the latter was largely experimental and involved the Home Economics Department of San Fernando Valley State College. A general over-all course which would give basic concepts in home economics was developed by the faculty and geared to the ability level of the deaf students in the group. Student assistants from the college were used in this experiment to prepare much illustrative material, since the deaf students' ability to comprehend the spoken word was relatively low. Demonstrations and visual aids were used, a materials were handed out for future reference. This project illustrated the value of bringing outside agencies into programs for the deaf. It provided the deaf students with opportunities to learn the use of family resources of time, energy and money, while at the same time the college student assistants gained valuable experience in adult
education and in social and community activities. In all, there were
eight courses at three centers.

The adult education program was continued through the spring
semester of 1966 with the addition of several courses including Leadership Training for the Deaf, and Introduction to Data Processing.
A total of fifteen classes for the deaf were offered in four centers.
For the first time an adult school system outside of the Los Angeles
City School System offered a class for the deaf bearing the total cost of it. The employment of the deaf adult education specialist was paying off in this extension of educational opportunities for the adult deaf.

Another important development that semester was the offering of
the class in Leadership Training for the Deaf. Development of leadership among the deaf was desperately needed and there simply was no opportunity for the deaf to avail themselves of the necessary training. A course was developed that would cover the characteristics of leadership, leadership techniques as applied in group activities, study of human behavior, mass psychology, practice in public speaking (in the language of signs), and parliamentary procedure. Two of the aims of this course were to develop awareness on the part of the deaf students on their potential roles in society and to help them become more involved in community life and become more aware of the various educational and training programs to satisfy their need and make significant contributions.

A prominent leader in community and civic organizations was brought in to instruct this leadership class and immediately proved herself a tremendous success. She was ably assisted by two interpreters. The session was so successful that the general defeatist attitude of the deaf was completely displaced by a new exuberant attitude when they experienced greater success with the new attitude.

The group has submitted a request that this leadership class be continued through the next fall semester. Many of the students have evinced strong qualities of leadership as they assumed responsible roles in organizations of and for the deaf. Others have announced their intentions to run for elective offices in their organizations. This is community development at its best.

In a metropolitan area with a high concentration of deaf residents, training of this type is desperately needed to avert the deteriorating quality of leadership that is now evident in the various organiza-
tions of and for the deaf. The tremendous success of the aforementioned class in leadership warrants further study of this problem.

In response to requests from the various community agencies such as the Department of Vocational Rehabilitation, Bureau of Public Assistance, Goodwill Industries, organizations of parents of the deaf and hard of hearing children, and others, classes in manual communication were continued in cooperation with three school districts. Each district bore the entire cost of the operation of these classes. Coordination was provided by the adult education specialist. The Leadership Training Program provided much of the instructional materials that the participants in the program had developed over the years.

Other private agencies and groups also undertook the establishment of classes in manual communication in churches, other schools and private homes. During the spring semester of 1966, some 225 hearing persons were known to have taken the courses.

During the summer session, some fifteen graduate students in the Special Education and Speech Therapy Department of San Fernando Valley State College enrolled in a 6-week course in fingerspelling and the language of signs taught by a staff member of the Leadership Training Program. As a direct result of this, it is now planned to add a credit course in manual communication to the San Fernando Valley State College curriculum.

This demonstrated once again that a major roadblock in our special area has been poor communication, which left a lack of understanding on the part of the general public about the deaf. With liaison being provided between the various parties concerned, the communication barrier was no longer formidable. The three school systems have now assumed the operation of these classes as one of their normal functions.

In cooperation with the Los Angeles City Schools and the Vocational Rehabilitation Administration through the Leadership Training Program in the Area of the Deaf, a Conference for Teachers and interpreters in Adult Education Programs for the Deaf was held on March 19, 1966 on the campus of San Fernando Valley State College. The aim of the Conference was to upgrade the programs for the deaf and to provide the teachers an opportunity to discuss materials and methods in adult education programs for deaf persons. A corollary objective was also to lay the groundwork for development of guidelines for establishment and administration of adult educa-
tion programs for the deaf in other cities. Much emphasis was placed on community action. Mr. Richard Smith, President of the National Association for Public School Adult Education, and Mr. John Gough, Chief of Captioned Films for the Deaf, U.S. Office of Education, were principal speakers. Dr. Thomas A. Mayes, Mott Foundation, closed the Conference with a summary of the proceedings of the day. He also presented the Mott Community School Philosophy.

Some ninety teachers, interpreters and administrators took part in this all-day conference. Out of the several group discussions came a wealth of information and material for future planning. The proceedings of the conference, the first of its kind in the nation, is now in press.

An outgrowth of the adult education program for the deaf was the Adult Education Methods Institute, held on six consecutive Saturdays, May 31 through July 2, 1966, on the campus of San Fernando Valley State College. In developing adult education programs for the deaf, it had become apparent that the greatest degree of success was achieved when deaf teachers, hearing teachers who were skilled in the language of signs, or well-trained interpreters were employed. The deaf students were better able to identify themselves with these types of teachers and were able to get the education that met their immediate needs.

In securing qualified teachers, then, it was necessary to cope with a credentialing problem. Many of the teachers have state credentials based on the postponement of some of the requirements, one of which was a statement of the completion of two courses. Three deaf teachers had previously attempted to take the required courses at two nearby universities but were compelled to drop out because of the communication barrier.

With the provision of the Mott-supported interpreting services, it was possible to arrange for these three students to function at the same level as hearing students. Consequently, sixteen deaf and eight hearing teachers were enrolled in two graduate level courses at San Fernando Valley State College.

The highlight of the Institute was a presentation by Marshall Hester of Captioned Films for the Deaf, U.S. Office of Education, Washington, D. C., the chief emphasis being on the construction and development of instructional media and on the use of audio-visual equipment and media, especially the overhead projector and films made available through Captioned Films.
tape equipment to tape student “demonstration lessons.” These were

Another interesting development in the course was the use of video-
given an instant playback for the student-teacher and class to critique
the lesson. There are exciting possibilities in this approach to evalu-
ation of instruction in the classroom and to curriculum planning.

The two team teachers were Dr. William R. Hathaway, Director of
Adult Education Division, Behavioral Research Laboratories, Palo
Alto, California, and Miss Virginia Vail, Principal of Reseda Adult
School, Reseda, California. Their presentations were entirely oral and
only through the interpreting services were the deaf students able to
profit from all the instruction.

As an outgrowth of a conference in the office of Mr. J. Richard
Smith, NAPSAE President, a section meeting on adult education
programs for the deaf has been included in the coming annual con-
ference of the National Association for Public School Adult Education
in Chicago this fall. Dr. Thomas A. Mayes will chair a panel on
“Adult Education for the Deaf” and Dr. Ray L. Jones, Project Direc-
tor, Leadership Training Program in the Area of the Deaf has been
invited to participate on the panel. It has been suggested that by this
means education nationally will be made aware of the need that
exists to service a segment of the adult populace that has not been
reached.

COMMUNITY DEVELOPMENTS

In anticipation of the assignment of two or three doctoral-level
interns from the Mott Foundation supported Inter-University pro-
gram in School Administration to the Greater Los Angeles area for a
period of two or three weeks, a program of community development
in a few selected cities in California was devised and arranged. Al-
though circumstances did not permit the interns to take advantage of
this program, the key staff members of the Leadership Training Pro-
gram went ahead with the meetings with a few leaders and workers
in the deaf communities, some hearing persons interested in services
for the deaf, church leaders, and others, wherein areas of mutual in-
terest were explored, such as leadership needs in the deaf community,
telephone communication for the deaf, mental health needs of the
deaf, adult education, rehabilitation of the deaf, and several other
items. It was expected that this would lead to organization of the
deaf in each community visited so that they may obtain the needed services that will enhance their employability, self-enrichment and sense of well-being. In San Diego, Bakersfield, San Jose, and Berkeley (San Francisco-Oakland) highly illuminated meetings were held with from 26 to 60 persons in attendance, including at least one rehabilitation counselor for the deaf in every instance. In San Diego and San Jose, the Division of Vocational Rehabilitation played the primary role in organizing the meeting.

In efforts to expand our thinking and experience in deaf community development, Dr. Thomas A. Mayes of the Mott Foundation was invited to two weeks with the staff of the Leadership Training Program in an intensive orientation program to the various special aspects of deafness. The goals of that program were: (1) To acquaint the intern with what is undoubtedly the “least known and the most neglected area in American public education today” — the deaf community; (2) To give the intern a first-hand experience in community development programs which are attempting to provide educational opportunities for deaf persons; (3) To utilize the training and experience of the intern in providing direction for the future growth of community development program; and to provide the intern from the Mott Program and the participants in the Leadership Training Program an opportunity to share their experiences in what appears to be two very similar administrative training projects.

Dr. Thomas A. Mayes also had the opportunity to participate in a conference of vocational rehabilitation counselors who work with the deaf from ten western states. This conference, which was held March 17-19, 1966, was sponsored by the Leadership Training Program in the Area of the Deaf, with trainees serving as resource people. The conference focused on the rehabilitation needs of the deaf person and upon ways in which the state and local rehabilitation counselors can best meet those needs. He also visited several adult education classes for the deaf at two centers. In two of the meetings of the community advisory committee on educational opportunities for the deaf, Dr. Mayes spoke on the Mott community school philosophy and made several significant contributions in the committee’s deliberations. As part of his orientation to the “cultural life of the deaf” he visited the Los Angeles Club for the Deaf, the Long Beach Club for the Deaf and the homes of several deaf persons who are directly involved in community development efforts. The John Tracy Clinic, Mary E.
Bennett School for the Deaf, Hyde Park School for the Deaf and several classes of the Leadership Training Program were also visited. He also was an active participant in several seminars with the participants and the professors in the Leadership Training Program.

In exchange for Dr. Mayes' visit to the Los Angeles area, the adult education specialist on the staff of the Leadership Training Program spent two weeks studying the community school set-up in Flint, Michigan as a guest of the Mott Foundation. As a result of this study-trip, the following activities or innovations are being planned or have taken place: (1) Mass meetings to involve the community in the planning of adult education programs for the deaf; (2) Consideration of inclusion of a Workshop in Community Education as a part of the Leadership Training Program; (3) Consideration of adaptation of certain aspects of the community school councils that have been so successful in Flint, Michigan to the greater Los Angeles situation; and (4) Leadership training classes to develop potential volunteer community school "directors" or liaison officers.

With the provision of interpreting services, it was possible for the deaf adult education specialist to participate in a week-long workshop sponsored by the California State Bureau of Adult Education and Santa Barbara Workshop in Adult Education that was conducted during the month of July, 1966. This workshop provided the great majority of the administrators present their first exposure to a deaf professional and the inclusion of interpreting services as a part of the workshop proceedings. This experience resulted in a greater appreciation on the part of the adult educators for such supporting services for the deaf. In addition, it led many to voice the opinion that programs for the deaf could and should be included in their adult education programs all over the state of California.

Early in school year, the administration at a local junior college indicated an interest in developing a program for the deaf, both in academic and vocational areas. In order to do this, they needed to justify this program in terms of the number of deaf persons residing within the junior college district. A community committee was quickly formed by the adult education specialist and several meetings were held to plan a census of the deaf in the district. This was perhaps the first time that a group of deaf citizens was able to perform valuable community service in that particular area. The results of the census have since been turned over to the junior college admin-
istration and the development of a special program for the deaf is now underway.

As an outgrowth of the initial program at the Whittier Adult School, the school authorities have obtained Federal funds to organize and operate a program of classes in basic education for adults covering elementary school subjects and leading to an 8th grade completion certificate beginning the fall semester, 1966. A section in which enrollment will be limited to deaf students will meet four nights a week. These opportunities will enable deaf adults who participate to learn basic skills necessary to improve their vocational status and to handle high school diploma subjects more effectively.

TELEPHONE COMMUNICATION

During the past three years the Leadership Training Program in the Area of the Deaf at San Fernando Valley State College has sponsored demonstration projects which have explored various means by which effective telephone communication might be provided for deaf persons. This research led to a "speech indicator". This is a device which can be attached to a regular telephone. It has a needle which will indicate when sound is coming through the telephone and enables the deaf "listener" to discern between "Yes" and "No" responses. In order to successfully train the deaf in the use of the special devices, a specially equipped classroom was needed. The Mott Foundation made it possible to set up the first telephone communication classroom in the nation.

During the early weeks of the Leadership Training Program this year, five deaf participants and five hearing participants were indcited into a training session on telephone communication using the new electronic device developed by Hugh L. Moore, Electronics Specialist for the Los Angeles City Schools.

Earlier studies indicated that it was essential that deaf persons who desired to have the speech indicators be given training in the proper use of the devices. After nine hours of instruction, four of the five deaf participants in the Leadership Training Program were able to develop a certain amount of ability in using the telephone. Three of the participants are now engaged in training a number of teenagers in telephone communication and are conducting research into the psychological implications of telephone communication among the teenagers.
On March 14, 16, and 17, 1966, eight selected deaf adults from the community were enrolled in the Telephone Communication for the Deaf Course as a part of the regular adult education program. In the past the students had been recruited from the upper social strata of the deaf community to assure the success of initial efforts to establish and develop a course outline for the class. This new group was drawn from the deaf community at large; of the eight, seven successfully placed telephone calls through the switchboard after nine hours of instruction!

One deaf woman, owner of a beauty parlor, was faced with the threat of sharply curtailed business because her hearing daughter found it necessary to relocate, thus depriving the mother of vital telephone contract required to take down appointments. After training she was able to use the speech indicator to arrange appointments for her regular customers. Still another woman, who had lost her hearing when she was eighteen years old, was suddenly able to use the telephone again and has since then been busy re-establishing lines of communication with her several friends. These two examples illustrate the tremendous role that the telephone can play in a deaf person's life in bolstering his self image, renewing his self confidence, and, most important of all, establishing new communicative lines.

Shortly after the several community development meetings in the few selected cities, the Leadership Training Program received a request from a group of leading deaf citizens in the San Francisco area to select and train a few deaf and hearing persons in the use of the speech indicator and the instruction of telephone communication for the deaf. Five deaf and five hearing persons came from the San Francisco Bay area for an intensive two-day training session. They were first taught how to use the speech indicator and then they were given instruction in classroom techniques in teaching telephone communication for the deaf. It is expected that they will develop a series of training sessions as a part of their adult education programs for the deaf in the Bay area.

A three-day series of training sessions in telephone communication for the deaf-blind was conducted recently at San Fernando Valley State College. A modification of the speech indicator into a tactile unit employing a vibrating button made it possible for five deaf-blind persons from Sacramento, New York City, Salt Lake City and from nearby communities to open up a new world of communication via
the long elusive telephone. The training was concluded with a banquet at which Miss Jackie Coker, a deaf-blind counselor-teacher for the blind in the Department of Vocational Rehabilitation, told of her experience and demonstrated the use of the tactile speech indicator by placing a long distance call to her mother in Napa, California. This experiment was conducted with the cooperation of the Services for the Deaf-Blind of the American Foundation of the Blind. This agency has since then announced its plan to field-test fifteen tactile speech indicators throughout the country over a period of twelve months, and to develop instructional materials for the use of the tactile unit. The American Foundation for the Blind will finance the entire operation.

Previous studies led investigators to hypothesize that the use of the telephone could most effectively be taught to the deaf while they are still adolescents. The deaf adolescent, because of his daily contact with hearing friends, is more highly motivated to learn to use the telephone, than is the deaf adult who has long ago decided the telephone is his “enemy.”

Three students in the Leadership Training Program in the Area of the Deaf planned and directed a two-week training program for ten deaf adolescents during the period from July 18 to 29. At the completion of training, the instructors agreed that the course had more than measured up to expectations. Each deaf student had been successful in placing independent telephone calls and in so doing had gained a measure of independence and self-assurance. Telephones which had originally been installed through Mott Foundation support were utilized in this training.

CONCLUSION

Approximately 500 deaf and hearing persons from the greater Los Angeles area have participated in the formal classes and conferences which have been established and operated under this project. The major costs of providing these educational opportunities (instruction and facilities) have been paid by various community organizations which provide similar services for hearing citizens. The wide range of educational opportunities provided under this project have required an investment of only $15,000.
The number of deaf persons who have utilized community educational and training services under this project and the economy with which this has been accomplished indicate that this is a practical and economical pattern which could be extensively utilized in other large communities throughout the United States.

In the original proposal it was stated that one of the important goals of the project would be to "plan a more extensive demonstration project in which the purposes of the pilot program could be more fully tested and evaluated."

On February 2, 1966 the outline of a proposal to establish a "Center for Post-Secondary Educational Opportunities for the Deaf" was submitted to the Vocational Rehabilitation Administration and to the U.S. Office of Education. Since this proposal was concerned primarily with training rather than research or demonstration, VRA indicated that the proposed project would be more appropriately funded through the Office of Education.

On March 1, 1966 a formal proposal was submitted to the U.S. Office of Education for the establishment of such a "Center." Action on this proposal is pending with a joint meeting between VRA and U.S. Office of Education personnel to work out guidelines for VRA and Office of Education cooperation in such a project scheduled to be held during the first week in September.

Approval of this proposal would give the funds and personnel necessary to provide continued leadership in the numerous educational programs begun under this grant. In addition, it would give the support required to admit deaf students into regular classes at the San Fernando Valley State College for the fall semester.

This report would not be complete without mention of the initial impact of the employment of a full-time deaf professional on the deaf community, which was based on erroneous interpretation of his duties. At the beginning of the program, the principal investigator carried the title of "coordinator of community services for the adult deaf." This resulted in an avalanche of requests for help on personal problems, communication needs with the various agencies, educational and vocational counseling, employment problems, etc. The "coordinator" was unable to move in the so-called deaf society without being beleaguered by deaf persons with problems ranging from petty family misunderstandings to serious altercations with the law. At one point during the program, this traffic of requests became so
heavy that it was imperative to take action to alleviate the situation. The title of the principal investigator was changed to "adult education specialist" and short addresses were delivered at several places where the deaf met to appraise them of the situation and the true purpose of the project.

This experience demonstrates the need for such an intermediary between the deaf and various social and other agencies. Possibilities for rehabilitation would be greatly enhanced if the deaf client could be helped in areas other than immediate vocational needs. Another important fact once again proven is that such a person should be a deaf man or woman well trained in rehabilitation and education. Finally, the project has shown the feasibility of a community organization program which would make community agency personnel aware of the educational and training needs of deaf adults, and make the deaf community aware of the programs available to satisfy their needs.

With the greatly increased awareness on the part of these agencies of the special needs of the deaf adults, one can envision still further expansion of the educational and training opportunities for the deaf. As all the resources, efforts and goodwill of deeply interested educators converge on the special area of deafness, there is renewed and revitalized courage and determination to press on to horizons yet unconquered.