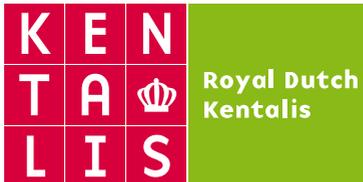




Royal Dutch
Kentalis

Royal Dutch Kentalis

Bridging communication barriers



Royal Dutch Kentalis is a national service provider in the Netherlands, specialized in providing assessment, care and education to persons who are deaf, hard-of-hearing or deafblind, and to those who have a developmental language disorder. Our knowledge and expertise is focused on bridging communication barriers.

Vision

In line with the UN Convention on the Rights of Persons with Disabilities (UNCRPD), Royal Dutch Kentalis works from the conviction that – regardless of any disability - every person is entitled to accessible, quality assessment, education and care.

Facts and figures

- Clients** 6.200
- Pupils** 6.700
- Audiology patients** 15.400
- Staff** 4.600
- 20 schools for Special Education**
(approximately 37 locations)
- 80 Locations for assessment and care**
- 5 Audiological centers**



Mission

To give people with challenges in hearing, language and communication, the best and most appropriate access to up-to date language and communication programs, with the aim of maximizing their ability to participate in society and achieve their full potential.

At the **Kentalis Academy** you can find our latest research results, publications and teaching materials, training courses and event details.



Kentalis International Foundation is the international project office. The foundation contributes to the mission of Royal Dutch Kentalis by engaging our professionals in international exchange in order to share our expertise and learn from others. We offer short term, tailor-made staff training, combining both theoretical knowledge and practical skills. In Tanzania and Uganda we share our knowledge through long-running programs, engaging together with partners in systemic change initiatives.

care
Education
diagnostics

At Kentalis, one finds a unique combination of theory and practice. We combine academic and applied research, staff training and hands-on practical experience all under one roof, thus enabling mutual continuous learning and creating space for innovation.



History

Royal Dutch Kentalis has a history of over 225 years. On 14th April, 1790, the Walloon Reverend Henri Daniel Guyot took the initiative to start teaching deaf children in Groningen. He started out with a classroom of 14 students. After this, more pioneers started schools for the deaf. Together, these pioneers laid the foundation for the present day Kentalis.

Increase knowledge...

through research

Through applied research, we can bridge the gap between research and practice. New methods and techniques for care services and education are developed. The interaction between the child and its educational and social environment is at the center of attention. And thus, as an example, we keep searching for accessible forms of communication, language and literacy for people who have limited access to spoken language.



Teaching deaf and hard-of-hearing children

Teaching deaf and hard-of-hearing children, how do you do that? A great deal of scientific knowledge is available, but is unknown to many teachers. And even if you are aware, how do you apply it in your own classroom? This is the focus of the Reading Project': spreading available knowledge, and in particular, sharing how to apply this knowledge in practice.

E-learning for teachers

The Reading project was initiated by the teachers of one of the Kentalis schools. They wanted to improve teachers' skills in reading instruction. During the project, it turned out that merely providing a report and a DVD on best practices in reading instruction was not enough to improve the teachers' skills in this area. Video coaching in the classroom did show positive results in the application of reading instruction in the classroom. "These results convinced us to develop two e-learning modules on the subject of reading development in deaf and hard-of-hearing children. One for the teachers in which videos and assignments help them incorporate the teaching strategies in their classroom. The other one for the reading experts in the school, who learn to coach the teachers in their reading instruction."

Expanding reading method

Through our international department, we are sharing our knowledge. Such as the results and lessons learned from this research project, which are being used in our international work in Uganda and Tanzania where we work with government and non-government partners to develop a Deaf specific teaching methods for literacy.

Loes Wauters, senior researcher Kentalis Academy, and author in the book Bilingualism and Bilingual Deaf Education and Emmie Wienhoven, project manager Kentalis International.

'Videos and assignments help them in incorporating the teaching strategies in their classroom'



Increase knowledge...

through exchange

Knowledge exchange inspires today's education and care and enhances the quality of our services. We enjoy sharing best practices with our partners, learn from their experiences and research, and work on common solutions to emerging challenges.

Together in CHARGE

Children with CHARGE syndrome experience multi-sensory impairment in its most extreme form. Due to the low incidence of this syndrome and the high variety in level of functioning of the child, it is challenging to share experiences and identify and describe the child's specific needs in educational programs. In the project 'Together in CHARGE' a Dutch-German network was formed from educational professionals, such as teachers, psychologists and therapists. In this way, more knowledge was gained about how to address the specific needs of these children. Erasmus plus supports the project.

Sharing experiences

Dutch professionals were warmly welcomed by their German colleagues who opened their classroom doors to them. A guideline based on the work of Gail Deuce was used during job shadowing. In other activities, experiences from different cases of both countries were discussed with focus on the specific needs related to CHARGE syndrome. Knowledge about infrastructure and treatment was exchanged in meetings with managers and therapists respectively.

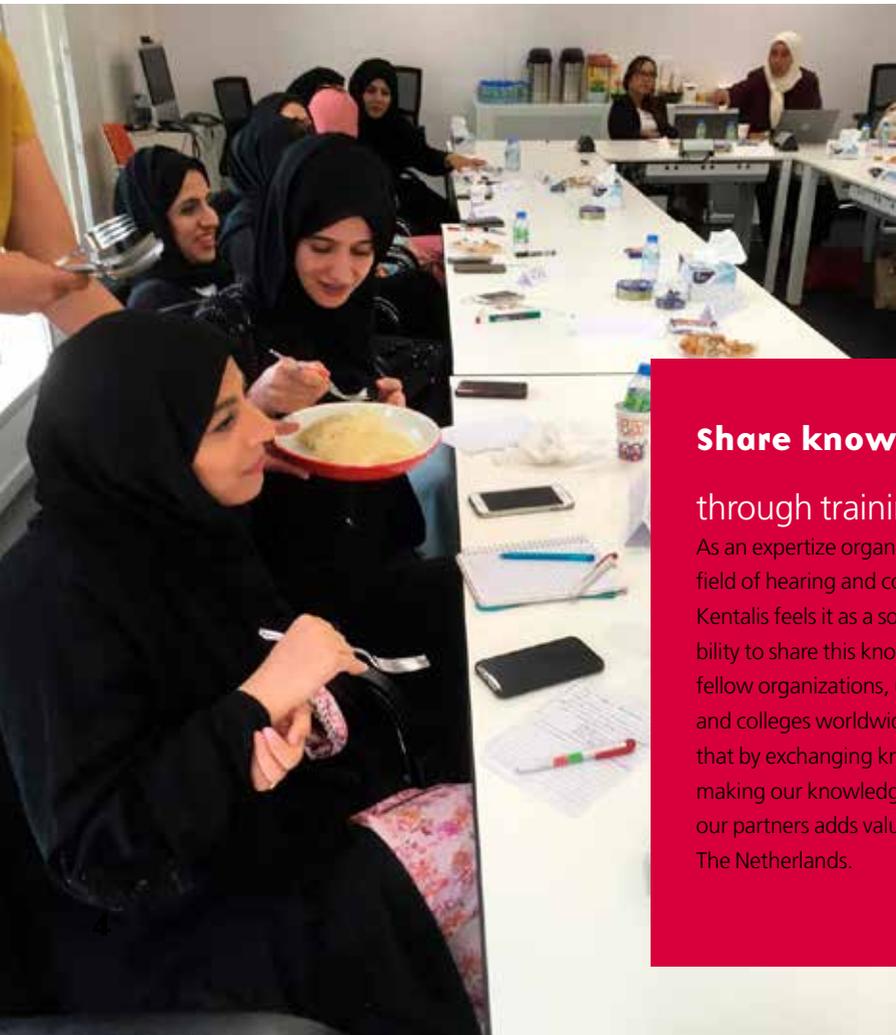
Findings

The project yields interesting points for attention, we highlight the following. In seeking for educational strategies, it is helpful to take account of seven domains (Deuce, 2017). In the domain communication, for example, it seems obvious for the teacher to wait for a child's response. But in practice it is difficult to determine from overt behavior when the child is ready for the next step. Stable body positions and balance were two main signalling features noticed during observation and in the case studies clarifying which cues are important to look for in conversations and actions. Also, a multi-disciplinary approach is crucial to point out learning opportunities that seem out of reach. A final report with more findings and recommendations for practice is planned.

Marga Martens, project leader and researcher at Kentalis

“I'm inspired by this exchange with our European partner. We could apply our new insights directly into practice.”





Share knowledge...

through training

As an expertize organization in the field of hearing and communication Kentalis feels it as a social responsibility to share this knowledge with fellow organizations, universities and colleges worldwide. We believe that by exchanging knowledge and making our knowledge available to our partners adds value to our work in The Netherlands.

Training and consultancy

At cost-covering level Kentalis International offers training to professionals worldwide to capacitate staff. These courses are evidence based, tailor-made and provide both theoretical knowledge and practical skills. For example the "Vocabulary training, supported by visualization techniques".

Acquisition of Vocabulary Visualisation

Communication plays a major role in education. A rich vocabulary is an important predictor of school success. Children who are deaf, hard-of hearing or with a Developmental Language Disorder do not always acquire language as easily and implicitly as hearing peers or as children without a language disorder. They need intentional teaching and training of new words to expand their vocabulary. Visualization is an essential tool for teachers to make their teaching more effective.

Visualisation

To show the empowering force of using vocabulary and visualisation techniques to support language development a workshop was conducted in Dubai. Twenty professionals in Deaf education participated in a workshop where they experienced the power of visualisation techniques. The trainer, a school teacher from the Netherlands, made explicit use of her daily practice and showed the participants how she teaches her pupils new words. She used the example of teaching her children the word 'Dubai'. She approached 'Dubai' from different angles, building up anticipation for her students, for example they looked up the country in an atlas, watched a video about the country, and she shared images of typical Dubai food. These examples of teaching not just the word 'Dubai', but teaching children the concept of the word 'Dubai', became the training materials in her workshop. A range of new insights for the workshop participants who went home with new thoughts for their own lessons and practical ideas as to how to apply these new methods. "We now realise that just making drawings is not the same as using visualisation to support vocabulary."

Heleen Reedijk, project manager Kentalis International

“A rich vocabulary is an important predictor of school success”



Share knowledge...

through accessibility

We make our knowledge and skills accessible through academic research literature, masterclasses, blended learning courses and train-the-trainer programs. Our own staff in special needs education, inclusive education, early childhood services, diagnostic centers and vocational training programs benefit from the training we provide. We are happy to share and exchange knowledge as well with professionals worldwide.



Introducing Speakaboo

A Developmental Language Disorder (DLD) is a neurological developmental impairment. People with DLD have difficulties in developing their language, whereas the general development, hearing and intelligence show no problems. This means that he/she for example does not say very much, may struggle to find the right words, and does not always understand what is said. It is an invisible disability, which often leads to misunderstanding and has consequences for behaviour and participation.

Multilingual children

Lack of knowledge about language acquisition in multilingual children makes it hard to distinguish between typical development, a deprivation in language or a language impairment in multilingual children. Multilingualism does not cause Language Impairment, in fact there is evidence that multilingualism gives certain cognitive benefits.

Speech development screening in multilingual children by a non-native speaker

Speakaboo is a tool that allows a speech therapist to screen the speech development of a multilingual child in their mother tongue in only 10 minutes. A speech language therapist or interpreter can use Speakaboo to elicit target words with the help of small interactive games.

The app can be used with children aged 3-6 years. The program includes additional tools to help speech language therapists assess speech production in single words in languages not spoken by the therapist.

Download the app

Does the child show difficulties learning a second language, or is a speech sound disorder in one or both languages indicated? Screening with Speakaboo helps answer these questions. If the child is dominant in the home language, using Speakaboo is an efficient way to start assessing the child's speech in that language. The application is currently available on tablets and is available on iOS and Android.

Mirjam Blumenthal, senior researcher Kentalis Academy

“Speakaboo is a tool that allows a speech therapist to screen the speech development of a multilingual child in its mother tongue in only 10 minutes.”



Transmit knowledge...

to external parties

Kentalis ensures top quality in training and education: a partner can count on our commitment to deliver the best suitable method embedded in the specific learning context. We develop and deliver the programs together with our partners in order to assure best results and sustainable knowledge transfer. Our staff is well-trained and specialized in facilitating in-service training courses. But also external parties can subscribe to our training courses. We work closely with partners in the Netherlands and abroad in mutual research projects. Kentalis aims to improve the quality of service delivery in a sustainable manner: in dialogue with its clients, staff members and partners.

Deaf, hard-of-hearing and hearing children go to school together

Hearing and deaf or hard-of-hearing children attend a (regular) school together. This is called co-enrollment, an interesting example of inclusive education: an intensive way of cooperation between regular and special education, where knowledge is shared both ways. "I saw this abroad and was inspired immediately. It offers the best of both worlds."

Co-teaching

Deaf and hard-of-hearing students are being taught in groups, together with hearing students. Teachers from both schools teach the classes, as co-teachers. In addition, a sign language teacher, a speech-language therapist and a deaf teacher-assistant are involved. In the classroom, attention is being paid to the individual strengths and weaknesses of each single student. Sign language is offered and there is time to share experiences regarding being a deaf student in mainstream education.

Better results

What has it yielded so far? Positive results regarding learning and social development. And satisfied parents of all students. The teachers from special education have learned more about specific aspects of mainstream education, such as the pace of instruction and classroom management. Teachers in regular schools have become more knowledgeable about being deaf or hard-of-hearing, the educational implications and the teaching of these students.

Annet de Klerk, director Kentalis School Talent

**'Co-enrollment offers
the best of two worlds'**



Transmit knowledge...

via the train-the-trainers principle

In order to achieve sustain results, Kentalis International works with the train-the-trainer principle. Our staff is dispatched to projects abroad, where they use their specific knowledge within the local context of the partner country. This allows for sustainable transfer of expertise. Our experts transfer their knowledge through the training of professionals working in universities, colleges, schools or NGOs. They, in turn, will train colleagues who can directly apply the acquired knowledge in their contact with learners – parents, professionals and deaf and hard-of-hearing students themselves.

Access to communication and education

Royal Dutch Kentalis is in the unique position to cover the entire span of education and care services needed by our clients. In Tanzania and Uganda our focus is on developing new programs and materials. We work on the development of the entire trajectory from early assessment, education and care to tertiary education and vocational training. Based on a holistic and systemic view we work on improving the access to communication and education.

We recognize that in order for a country to provide equitable quality education for Deaf children we cannot ignore the language delay with which most children come to school. This is why we offer Early Childhood Education training for pre-school teachers of the Deaf, Parent Awareness programs facilitated by local Kentalis trained Deaf role-models and various training courses in audiology to facilitate early diagnostics. Our services cover assessment, Early Intervention/Education, as well as Primary and Secondary education.

Video interacton guidance

One of our methods that transcend national borders is Video Interaction Guidance (VIG). An effective method to work on positive communication skills through filming, micro-analysing and reflection sessions. VIG coaches are trained to focus on strengths and guide professionals to recognise their own talents and opportunities. VIG supports participants to create successful interactions that enables someone to grow and builds their confidence. One of the participants in a training course for trainers of primary school teachers for the Deaf in Uganda expressed it as follows: "VIG can create a safe situation to improve teacher's skills."

Fred Marinus, project manager Kentalis International

“Video Interaction Guidance supports participants to create successful interactions that enables someone to grow and builds their confidence”



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