



Creating Inclusive Environments: Strategies for Supporting Individuals with Hearing and Speech Impairments in Diverse Settings

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Abstract

The provision of accessible sites is of the utmost importance in order to ensure that individuals with speech and hearing impairments are able to obtain assistance in any given situation. This study investigates a wide range of approaches that can be utilised to make the environment more friendly. The utilisation of electronic hearing aids, the ability to communicate through sign language, and the utilisation of augmentative and alternative communication technology are all components of effective communication. Modifications to the environment are necessary. Recent developments in open-source technologies, lighting, and sound are included in this category. Education and training programs have the potential to increase people's awareness and tolerance of others. The goal of this research is to investigate the ways in which inclusive policies are implemented in workplaces, educational institutions, and communities. This highlights the need of having textbooks that are clear and concise, making adjustments to the workplace, and providing advantageous working conditions. A growing desire for inclusive practices, new technologies, and improved understanding are some of the variables that have the potential to improve the situation; nevertheless, stigma, a lack of money, and inadequate infrastructure are all key challenges that need to be addressed. The ability to fully participate in society is made possible for individuals who have speech or hearing impairments by making areas accessible to everyone. Because of this, progress is being made in the areas of social inclusion, diversity, and fairness. The objective of this research is to bring attention to the necessity of fostering a more welcoming atmosphere in the workplace and in society as a whole, as well as to provide solutions that are feasible for those who have difficulties with their speech or hearing.

Original Research Article

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Introduction

It is not only a social duty to make places that are welcoming to individuals of various backgrounds, but it is also an important step towards building fair and caring societies (Ergler et al., 2022; Yu & Duchin, 2024). In a world as diverse as ours, the idea of inclusion means that no one, no matter what their abilities are, is left behind. Creating surroundings that are welcoming to everyone is vital because they promote equal access to opportunities, resources, and participation in all areas of life, such as school, work, and social activities (Kaddoura & Al Husseiny, 2023; Küçükşüleymanoğlu, 2025). Their presence leads to people attaining their best potential and to understanding, teamwork, and respect for others. To include people who have hearing and speech problems, you need to do more than simply give them physical access (Marge et al., 2022; Mbazzi et al., 2022). You also need to make it easier for them to talk to one

another, give them personalised help, and encourage acceptance. By creating spaces that are welcoming to everyone, we can promote a culture of empathy and fairness where everyone has the chance to succeed (Assefa & Zenebe, 2024; Hoerr, 2022).

Hearing and speech impairments are characterised as limitations, either partial or complete, in the capacity to hear or speak vocally (Muhsin et al., 2024; Usha & Alex, 2023). Hearing loss can affect one or both ears and can be mild or severe. People with this illness may have trouble hearing sounds, telling speech apart from background noise, or possibly become completely deaf (Lu et al., 2024; Smith & Rolfe, 2023). On the other hand, speech impairment means problems with articulation, fluency, voice, or language use, all of which can make it hard to communicate clearly and

effectively. These disabilities can have a big impact on a person's capacity to take part in school, social, and work activities, whether they are hereditary or acquired. People with these kinds of difficulties often use various ways to talk to other people. To come up with treatments that really improve inclusion, you need to know all the details of these situations really well (Masitoh, 2022; Tai et al., 2023).

It is important to make sure that places are welcoming to people with hearing and speech impairments in many different situations (Heffernan et al., 2022; Khan et al., 2024). These environments not only make it easier for everyone to engage and get resources, but they also help those who have trouble talking to others live happier lives. Through strategic planning, education, and technical progress, society can make sure that the needs of people who are deaf or hard of hearing are recognised, respected, and met promptly (Mushtaq, 2024; Othman et al., 2024).

Types of Hearing and Speech Impairments

1. Conductive Hearing Loss

Conductive hearing loss is when sound waves can't get to the inner ear through the middle ear or outer ear (Bishop & Gregory, 2022; Sunte). Most of the time, it makes sounds quieter or makes it harder to detect faint sounds. However, once the sound is loud enough, it usually doesn't affect the capacity to understand speech. Because of the following: Otitis media is a long-term ear infection that makes it hard for sound to travel because it causes fluid to build up in the middle ear (Jamal et al., 2022; Otteson, 2022). Earwax buildup, foreign objects, and tumours are all things that can get in the way. Eardrum perforation: A ruptured eardrum makes it harder for sound to travel. Otosclerosis is an abnormal growth of bone in the middle ear that makes it hard for sound to travel (Bone, 2023; Zamora & Zamora, 2024). An anomaly that is present at birth that affects the ear canal or the bones of the middle ear.

2. Sensorineural Hearing Loss

The region of the inner ear that is responsible for connecting the ear to the brain is called the cochlea, and it is harmed by this sort (Keithley, 2022; Sasan et al., 2025). The loudness and clarity of sounds are both altered, and the effect typically lasts for an indefinite amount of time. Possible causes include genetic abnormalities like Usher syndrome or Waardenburg syndrome, which could be the source of this scenario. Rubella, CMV, or toxoplasmosis are examples of prenatal illnesses that have the potential to disrupt the development of the baby's ears. Two examples of medicines that are considered to be ototoxic are gentamicin and cisplatin. Having to Deal with Loud Noises: The hair cells in the cochlea can be damaged by loud noises that are either prolonged or abrupt. Presbycusis, often

known as ageing, is a condition in which the cells in the inner ear gradually become defective over time (Fetoni et al., 2022; Petit et al., 2022). Two types of illnesses might cause damage to the auditory nerve or the inner ear: meningitis and measles.

3. Mixed Hearing Loss

Mixed hearing loss occurs when you have both conductive and sensorineural hearing loss (Maier et al., 2022; Payne & Wong, 2022). This means that there is damage in both the inner ear and the auditory nerve, as well as the outside or middle ear. People may notice that the sound gets quieter and less clear. Because of the following Problems can happen during delivery include giving birth too soon or having low oxygen levels during birth, both of which can damage the structures of the ear in many ways. Chronic ear infections can harm the structure of the ear and affect the sensorineural system (Capra et al., 2023; Jamal et al., 2022). A lot of parts of the auditory system are affected when someone hits their head. A genetic syndrome is a disease that affects more than one part of the auditory pathway.

4. Auditory Processing Disorder (APD)

It is not a problem with hearing in and of itself; rather, it is a problem with how the brain processes the sounds that are being heard (Peelle & Wingfield, 2022; Steindorf et al., 2023). People who have Alzheimer's disease are able to hear normally, but they have difficulty comprehending what they hear, particularly when there is a great deal of background noise. Delays in development, neurological abnormalities or brain injuries, being born prematurely or too tiny, or any combination of these factors (Scher, 2022; Taylor & O'Shea, 2022). Ear infections that have been present for an extended period and have caused damage to the brain's ability to establish auditory circuits, as well as neurological variables that are either inherited or unknown (Jamal et al., 2022; McGill et al., 2022).

5. Articulation Disorders

Articulation issues are marked by trouble forming specific spoken sounds appropriately (Bowen, 2023). The person can change the sound by substituting it with another sound, removing sounds, adding more sounds, or distorting sounds. This affects speech intelligibility. This may be caused by: Tongue Tie (Ankyloglossia): Limited tongue movement. A cleft palate or lip is a structural defect that restricts the amount of sound that can be produced. Hearing loss makes it more difficult to replicate sounds precisely and to hear them in the first place. Developmental delays or motor speech abnormalities, as well as neurological illnesses such

as cerebral palsy, which affects the control of the muscles, are examples of such conditions.

6. *Fluency Disorders*

These are problems with the normal flow and rhythm of speaking that people often call stuttering (Tetnowski et al., 2021). They can be blocks, repetitions, or extensions. Because of the following: There is a genetic tendency (a family history of stuttering), pain or stress on an emotional level, From a neurological point of view, there are differences in how speech motor control works. During the early childhood speech learning era, there were always language issues and developmental limitations at the same time.

7. *Voice Disorders*

Voice disorders are characterised by a malfunction in the pitch, volume, resonance, or quality of a person's voice, which disrupts their ability to communicate effectively (Martins et al., 2016; Rosen et al., 2020; Sapienza & Hoffman, 2020). It's possible that this could suggest that your voice is hoarse, breathy, or strained. This may occur as a result of: Overuse or abuse of the voice: Singing excessively, talking excessively, or yelling excessively. The vocal cords may be affected by nodules or polyps. Vocal cord paralysis and Parkinson's disease are examples of conditions that fall within the category of neurological conditions. Stress or trauma that has an effect on your feelings and behaviours Deformities of the larynx that are present at birth

8. *Language Disorders*

People with language impairments have trouble understanding (receptive language) or using (expressive language) spoken or written words (M. C. Brady et al., 2016; Leonard, 2017). This has an effect on vocabulary, sentence construction, understanding, and the ability to communicate. This could be because of: Autism Spectrum Disorder: Making it hard to talk to other people. Hearing loss: Makes it harder to learn language during developmental phases. Developmental Language Disorder (DLD), brain damage or neurological problems (such as a stroke or trauma), and Not enough stimulation or exposure to language when you were young

Causes and Effects of Hearing and Speech Impairments

1. *Genetic Disorders*

Cause: Inherited conditions such as Usher syndrome (Jouret et al., 2019), Waardenburg syndrome, or Down syndrome can result in congenital hearing loss or speech delays.

Effect: These individuals often face lifelong communication challenges and may require early intervention to develop speech and language skills.

2. *Prenatal Infections*

Cause: Infections like rubella, cytomegalovirus (CMV), or toxoplasmosis during pregnancy can affect fetal development, including auditory structures (Auriti et al., 2022).
Effect: Can lead to congenital hearing loss, which may delay speech and language acquisition if not identified early.

3. *Birth Complications*

Cause: Conditions such as oxygen deprivation (perinatal asphyxia), premature birth, or low birth weight can impact brain and auditory development (Nalivaeva et al., 2018; Piešová & Mojmír, 2020).

Effect: These may result in delayed speech development or sensorineural hearing loss.

4. *Chronic Ear Infections (Otitis Media)*

Cause: Frequent or untreated middle ear infections can cause fluid buildup or damage to the eardrum (Dilfuza, 2025; El-Radhi & El-Radhi, 2021; Van Hoecke et al., 2016).

Effect: Leads to temporary or permanent hearing loss and speech delays due to reduced auditory input during critical developmental years.

5. *Noise-Induced Hearing Loss*

Cause: Prolonged exposure to loud noise (e.g., from machinery, music, or explosions) can damage inner ear hair cells (Fink & Mayes, 2021).

Effect: Permanent hearing loss and subsequent speech difficulties, especially in pronunciation and auditory processing.

6. *Ototoxic Medications*

Cause: Certain drugs (e.g., gentamicin, cisplatin, or loop diuretics) can damage the auditory nerve or cochlea (Jain & Jain, 2021).

Effect: Can lead to sensorineural hearing loss and impact verbal communication abilities.

7. *Head Injuries*

Cause: Traumatic brain injuries (TBI) or skull fractures can damage the auditory pathways or speech centres in the brain (Papesh et al., 2018).

Effect: May cause partial or complete hearing loss and speech/language disorders such as aphasia or dysarthria.

8. *Meningitis*

Cause: This brain and spinal cord infection can affect the auditory nerve and brain areas responsible

for speech (Rofes et al., 2022; Seikel et al., 2023; Thau et al., 2019).
Effect: Often leads to profound deafness and speech regression, especially in children.

9. **Autism Spectrum Disorder (ASD)**

Cause: While not a direct cause of hearing loss, ASD affects communication development and often presents with speech delays or atypical speech patterns (Demopoulos & Lewine, 2016; Goncalves & Monteiro, 2023).

Effect: Delayed language acquisition, echolalia, and impaired social communication.

10. **Cerebral Palsy**

Cause: A group of disorders affecting movement and muscle tone, often caused by brain damage before or during birth (Falsaperla et al., 2016; Harmony, 2021).
Effect: Impaired motor function can affect speech muscles, resulting in dysarthria (slurred speech) or delayed speech development.

11. **Auditory Processing Disorder (APD)**

Cause: A neurological condition where the brain has difficulty processing auditory information (Moser & Starr, 2016; Rutherford et al., 2018).

Effect: Normal hearing levels but poor comprehension, leading to speech articulation issues and learning difficulties.

12. **Tongue Tie (Ankyloglossia)**

Cause: A congenital condition where the tongue's range of motion is limited due to a short frenulum (Dydyk et al., 2023; Rachum-Shuval et al., 2025).

Effect: Can lead to articulation problems, such as difficulty pronouncing “l”, “r”, or “th” sounds.

13. **Cleft Palate or Lip**

Cause: A birth defect that affects the mouth's structure (Vyas et al., 2020).
Effect: Results in nasal-sounding speech and articulation challenges if not corrected early.

14. **Emotional Trauma or Psychological Factors**

Cause: Severe emotional stress, abuse, or trauma can lead to selective mutism or delayed speech (DANLING, 2023; Melfsen et al., 2021).

Effect: The child may be able to speak but chooses not to, often requiring therapeutic intervention.

15. **Hearing Impairment Due to Ageing (Presbycusis)**

Cause: Natural degeneration of the auditory system with age (El-Mahdy et al., 2020; Hussain et al., 2017; Löhler et al., 2019).

Effect: Gradual loss of high-frequency sounds, leading to difficulties in understanding speech, especially in noisy environments.

16. **Stroke**

Cause: Interruption of blood flow to the brain can damage areas responsible for hearing or speech (e.g., Broca's or Wernicke's area) (Dronkers et al., 2017).

Effect: May result in aphasia (loss of language ability), slurred speech, or comprehension difficulties.

17. **Tumours (e.g., Acoustic Neuroma)**

Cause: Benign or malignant growths on the auditory nerve can compress and damage hearing pathways (Gurunathan & Perry, 2021; Moser & Starr, 2016).
Effect: Gradual hearing loss and potential balance issues; speech perception may decline as well.

18. **Deafness Due to Infections like Measles or Mumps**

Cause: Viral infections can damage the inner ear or auditory nerve (Chen et al., 2019).
Effect: Sudden or progressive hearing loss that impacts speech development in children or communication in adults.

19. **Lack of Stimulation in Early Childhood**

Cause: Environments where children are not exposed to rich verbal interaction or social communication (Kumar, 2020).

Effect: Delayed language development and speech impairments due to insufficient auditory and linguistic input.

20. **Neurological Disorders (e.g., Parkinson's disease, Multiple Sclerosis)**

Cause: Diseases affecting the brain and nervous system can interfere with auditory processing and speech motor control (Freed, 2023; Guenther, 2016; Hertrich et al., 2016).
Effect: Impaired articulation, voice modulation issues, or slowed speech as the condition progresses.

Common Challenges Faced by Individuals with Hearing and Speech Impairments

- Communication barriers – difficulty in expressing thoughts and understanding others.
- Social isolation – feeling excluded due to inability to participate in conversations.
- Educational difficulties – struggling with mainstream curricula without accommodations.
- Limited employment opportunities – lack of inclusive hiring practices or job support.
- Discrimination and stigma – negative attitudes and misconceptions from society.

- Inaccessibility of services – public spaces and services not adapted for their needs.

Strategies for Creating Inclusive Environments

Communication Strategies

Interpretation of Sign Language Sign language is a form of communication that gives persons who are deaf or hard of hearing the ability to communicate visually (Uluroti, 2024b). When knowledgeable interpreters are made available in settings such as educational institutions, medical facilities, and businesses, it is much simpler for individuals to participate and comprehend. The usage of sign language in public settings and educational institutions contributes to the promotion of diversity (Uluroti, 2024b). Augmentative and Alternative Communication (AAC) Systems: AAC systems are a collection of tools and procedures that enable individuals who have difficulty communicating to communicate (Elsahar et al., 2019). Some examples of these tools and methods include speech-generating devices, image boards, and communication software. These technologies enable individuals to express themselves freely and satisfy a wide range of requirements.

Some examples of assistive listening technology are hearing aids, FM systems, and loop systems. These technologies make sounds more distinct while simultaneously reducing the amount of background noise. Those who have hearing loss will find it much simpler to navigate public spaces, theatres, and educational institutions with the assistance of these devices because they improve the listening environment.

Environmental Modifications

Acoustic Modifications: Sound-absorbing materials, noise-reducing design, and quiet zones are all examples of acoustic treatments that can make locations easier to hear and less stressful on the ears. This is especially true in educational institutions and businesses (Ahmed & Adamopoulos, 2018; O'sullivan et al., 2017). Flashing lights, vibrating devices, or text messages are all examples of visual alerts and alarms that can serve as alternatives to or in addition to aural alarms for individuals who are deaf or hard of hearing (Dim et al., 2022; Von Koenig, 2024; Westman, 2022). This ensures that they are aware of any alerts or situations that may occur, which in turn keeps them safer and more open to opportunity. It Is Possible to Observe Technology: It is possible to assist close the accessibility gap through the use of captioned phones, captioned media, video relay services, and communication technologies. Users are able to participate more completely in digital communication and information consumption with the assistance of these tools.

Training and Education

Programs of Sensitisation and Awareness: Educating the general public about hearing and speech impairments helps to reduce the stigma associated with these conditions and promotes empathy (Bialka & Havlik, 2020; Morelli et al., 2023). Communities that are more accepting and

understanding can be created with the assistance of campaigns, seminars, and lobbying in the media. Training in Communication Skills It is important for educators, employers, and people working in public service to acquire training in fundamental sign language, lip-reading, and proper communication etiquette strategies. This helps to facilitate interactions with people who have communication impairments in a more smooth and efficient manner.

Inclusive Practices Training: Regular seminars for educators and administrators on inclusive teaching methods, the development of individualised education programmes (IEPs), and classroom management tactics enable them to successfully help students who have communication impairments (Anderson & Bigby, 2017; Gelfgren et al., 2022).

Inclusive Practices in Diverse Settings

Education

The creation of classrooms that are conducive to a range of learning styles can be accomplished by the incorporation of visual aids, the reduction of noise levels, and the enhancement of teachers' attentiveness (Ulutorti & Roseline, 2025). This ensures that children with impairments are not excluded from having access to the classroom. This is accomplished by creating classrooms that are accessible to all individuals.

Learning Resources That Are Constantly Available and Easy to Locate There are several factors that contribute to ensuring that everyone has equal access to information and access to knowledge. Some examples of these characteristics are textbooks that include pictures, films that include subtitles, and digital technologies that have been modified to accommodate various communication requirements. The provision of speech-language therapists, teachers of special education, and interpreters of sign language are all essential components in the process of ensuring that children with disabilities receive the assistance they require in educational settings (Ajakor & Green, 2024; Green; Green & Chiazio, 2024).

Employment

Alterations to job responsibilities, the provision of translators, and the provision of alternative modes of communication are all examples of job accommodations that assist those with disabilities in performing their occupations effectively. All of these are instances of accommodations that can be made in the workplace. In the field of assistive technology, it has been demonstrated that the utilisation of voice-to-text software, captioned communication platforms (Millett, 2021; Tunold, 2019), and visual interfaces can all lead to increased levels of job satisfaction and levels of productivity.

Supportive work environments are designed with the intention of establishing a culture at the workplace that recognises and appreciates the efforts of each and every employee. The implementation of anti-discrimination frameworks, inclusive policies, and training for staff

members is one approach that can be used to accomplish this objective (Green & Nweke).

Community

In order to make public buildings easier to access, ramps, visual instructions, and facilities that are clearly designated should be installed in these buildings. Sign language interpretation, visual storytelling, and technologies for augmentative and alternative communication (AAC) should all be included in community programmes that are accessible to all individuals (Uluroti, 2024b). In addition to that, these programmes must to incorporate cultural and religious activities.

Community-based therapy, advocacy organisations, and rehabilitation institutes are some examples of support services that provide individuals in the community with important opportunities to assist one another and become a part of the community (Uluroti & Eweni, 2024).

Challenge

Stigma and discrimination: People who have impairments are commonly subjected to exclusion, bullying, or a lack of credibility as a result of societal prejudices (Aji et al., 2024). This has a negative impact on their ability for involvement and their sense of self-worth.

Access to Resources Is Restricted: Many developing regions do not have sufficient assistive technologies, skilled workers, or instructional materials that are accessible to all individuals. **Infrastructure that is insufficient:** The physical and communication infrastructure frequently fails to fulfil the demands of those who have disabilities (N. C. Brady et al., 2016), which hinders their mobility and independence.

Opportunities

People have found it simpler to navigate their surroundings as a result of technological advancements such as the proliferation of speech-generating gadgets, applications for mobile communication, and hearing aids. Enhanced awareness on a global scale has resulted in an increase in the number of advocacy campaigns, legislation measures, and support networks targeting those with disabilities (MacLachlan et al., 2018; Trevisan, 2016). An increasing number of businesses and institutions are coming to the realisation that inclusion is of utmost importance. This is causing change to occur as a result of the implementation of inclusive policies and the duty of corporations to their communities. Because of this, an increasing number of individuals are seeking inclusive methods.

Best Practice

To properly comprehend hearing loss and speech-language issues, you must employ a rigorous, tailored, and collaborative technique. The first best practice is to swiftly identify and diagnose the issue. Neonatal hearing screenings, routine auditory testing, and speech-language evaluations are all effective approaches to detect abnormalities early on and

prevent them from worsening. Early intervention programmes make use of a child's neuroplasticity, or the brain's ability to change and adapt, particularly in the first three years of life. (Chen & Oghalai, 2016; Choe et al., 2023; Lieu et al., 2020). On the other side, early speech therapy may benefit children who have difficulty articulating or speaking fluently. Audiologists should use specialised tests to distinguish between auditory processing impairment and attention or learning issues. Timely diagnosis benefits not just communication, but also emotional, social, and educational development (Okoye et al., 2023).

The second best practice emphasises the importance of having detailed, customised therapeutic techniques. There are numerous causes and types of hearing loss and speech-language difficulties. For example, ear infections can cause conductive hearing loss, and fluency issues can include stuttering or neurological voice difficulties. This means that each person need individual therapy. A team of audiologists, speech-language pathologists, ENT specialists, instructors, and psychologists collaborate to ensure that everyone receives the assistance they require. Interventions that may be used include assistive listening devices, auditory-verbal therapy, visual aids such as sign language or cued speech, and educational support services (Estabrooks et al., 2016; Green & Chiazio, 2024; Hitchins & Hogan, 2018; Uluroti, 2024a, 2024b; Uluroti & Eweni, 2024). Speech-language therapy should do more than only solve difficulties; it should also help people improve their functional communication skills and gain confidence in social circumstances. Families and carers must actively participate in treatment sessions and practise at home in order to consolidate gains and foster a supportive communication environment.

Education and advocacy are the most effective approaches for raising awareness and encouraging inclusiveness (Eden et al., 2024; OKEBUKOLA et al.). Public health services should educate people about preventable causes of hearing loss, such as exposure to loud noises and failure to treat diseases. Schools and workplaces must have rules in place to ensure access to interpreters, captioning services, and effective communication. Understanding speech and language disorders better reduces stigma and ensures that people with communication difficulties are neither excluded nor misunderstood. Teachers and employers must learn how to detect and satisfy the communication requirements of people with hearing or speech impairments so that they can succeed in school and at work. Society must cease viewing hearing and speech issues as limits and instead recognise the myriad ways in which people communicate and contribute.

Conclusion

Making places welcoming for people with hearing and speech problems isn't just a matter of policy or politeness; it's a moral duty to uphold human rights, dignity, and fairness. Like everyone else, these people have the right to fully participate in all aspects of life, including education, work, health care,

and community involvement, without suffering undue obstacles. Society makes sure that people with certain disabilities are not left out but empowered by reducing barriers to communication, changing physical and digital spaces, and promoting a culture of respect and inclusion. They may attain their full potential, make a real difference in the world, and live happy lives in situations that are open to everyone. This effort is important not only because it makes things more accessible, but also because it shows that every individual, no matter what their skill is, is valuable and human.

Even though there are still problems like stigma, lack of resources, and poor infrastructure, the path to inclusivity is both necessary and possible. With the help of technology, more activism, and more people being aware of the issues, society is better able than ever to fix communication problems and deal with physical and mental hurdles. Schools, companies, and communities that are inclusive are starting to exhibit positive effects. This shows that when surroundings are purposefully made to embrace diversity, everyone benefits. For instance, visual alerts, assistive gadgets, and sign language interpretation help those with hearing and speech problems, but they also make the culture more responsive and adaptable for everyone.

So, everyone needs to move quickly. To encourage inclusive practices and make systems easier to use, governments, institutions, families, and individuals all need to work together. This includes putting money into infrastructure that is easy to get to, making regulations that include everyone, educating service providers, and fighting for the rights of those who have trouble communicating. It also means giving more power to the deaf and hard-of-hearing communities so they can help shape the solutions that influence their lives. Only by planned, inclusive actions can society really show how diverse it is, appreciate people's differences, and make sure that everyone has the same chances, even those who can't hear or speak.

Recommendations

1. Governments and organisations should make rules that must be followed that require access to education, health care, jobs, and public services. These regulations should include sign language interpretation, captioning services, and design that works for everyone.
2. Both the public and commercial sectors need to put money into making and distributing cheap assistive equipment and software. By giving money to help people pay for hearing aids, AAC devices, and communication applications, access is made easier, especially for people with low incomes. Including technology is important for communication and empowerment.
3. Teachers, healthcare personnel, and service providers should have regular training on how to talk to and help people who have trouble communicating. Training

should cover basic sign language, ways to communicate, and how to use assistive technologies. This will make service delivery systems more open to everyone.

4. Community centres and clubs should give help like sign language classes, peer support groups, and fun activities that everyone can enjoy. These buildings help people feel like they belong and give them safe places to talk about their experiences and fight for their rights.
5. Strong awareness initiatives are needed to influence how people think and get rid of stigma. Schools, the media, and religious groups should all work together to promote empathy, understanding, and respect. By focussing on the strengths and accomplishments of people with disabilities, society gets closer to real inclusion.

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