

Unit Specification

K101 – Deaf and Deafblind Awareness

L/600/0516

Signature
*excellence in communication
with deaf people*

Sept 2009 – Aug 2010



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UNIT SPECIFICATION

Unit K101 – Deaf and Deafblind Awareness

(QCF Unit Number: L/600/0516)

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 1
10	10	20	2

This unit is designed to give the learner introductory-level knowledge and understanding about deafness and deafblindness. It describes what it means to be deaf¹, how being deaf affects one's ability to operate in society, and what assistance is available to improve communication between deaf and hearing people.

Basic communication skills for meeting or working with deaf and deafblind people are covered in Unit T101: Communication Tactics with Deaf and Deafblind People.

Unit Summary

Learning outcomes

At the end of this unit of learning, the successful learner will:

- Know the language commonly used to describe deafness and deafblindness, and deaf and deafblind people.
- Know the numbers and types of deaf and deafblind people in the UK.
- Know how deaf and deafblind people communicate.
- Understand the factors that affect successful communication.
- Know how a deaf or deafblind person's language and cultural background affects communication.
- Understand how the 'hearing society' sets up barriers to communication for deaf and deafblind people; and how these barriers can be overcome.
- Know a range of technological aids to communication available to deaf and deafblind people.
- Understand the work of Language Service Professionals and other communication support roles.
- Know about the main national organisations that work with deaf and deafblind people.

¹ In this unit the term 'deaf' relates to all of the following: deaf, deafened, deafblind, hard of hearing, Deaf BSL users, Deaf visually impaired, blind hearing impaired and people with congenital deafblindness.



Topic Content

(See also Notes for Teachers in the Appendix)

A. Terminology used to describe deafness

- Terms used to describe types of deafness, when the person became deaf or deafblind, or whether the deafness is temporary or permanent.
- Terms which indicate deafness.
- The 'medical model' implied by these terms and why deaf and deafblind people may reject this model.
- Terms which may be offensive to deaf and deafblind people.
- Terms which show the deaf or deafblind person's identity or language and cultural preference.

B. Statistics

Statistics on the number of people in the UK who:

- are deaf;
- are hard of hearing;
- have some level of dual sensory loss;
- are deafened;
- are Deaf British Sign Language (BSL) users;
- are deafblind;
- are deaf/deafblind through ageing.

C. Communication

- Communication methods that:
 - are adaptations of English;
 - are sign language;
 - are non-verbal communication;
 - are suitable for people with dual sensory impairment;
 - use speech and lipreading.
- Background, lighting, and distance.
- Visual distractions.
- Auditory factors including tinnitus.
- Use of other senses.

D. Language and culture

- Age of hearing/sight loss happened.
- Level/degree of sensory loss.
- Type of deafness/deafblindness.
- Educational experience.
- Deaf people (including Deaf visually impaired people) who identify with the 'Deaf World'.
- Deaf people who identify with the 'Hearing World'.
- Deafblind people and their experience.



E. Society

- Definition of discrimination.
- Day-to-day difficulties that deaf and deafblind people encounter in accessing information and communication.
- Ways to avoid these difficulties.

F. Technology

- Alarms and alerting equipment (visual/vibrate/fans).
- Telephony and IT.
- Technical aids that make the most of residual hearing and sight.
- Television, cinema and the media.

G. Language and communication services

- BSL/English Interpreters.
- Lipspeakers.
- Cued Speech Transliterators.
- Electronic and Manual Notetakers.
- Speech to Text Reporters.
- LSPs working with Deafblind People.
- Communication Support Workers.
- Communicator-Guides for deafblind people.

H. Organisations

- Royal National Institute for the Deaf (RNID).
- British Deaf Association (BDA).
- Hearing Concern LINK.
- National Deaf Children's Society (NDCS).
- National Association of Deafened People (NADP).
- Cued Speech Association UK.
- Sense (Sense Cymru; Sense Scotland; Sense England and Sense Northern Ireland).
- Deafblind UK and Deafblind Scotland.
- Hearing Dogs for Deaf People.
- Stagertext.



Unit K101 – Deaf and Deafblind Awareness

ASSESSMENT SPECIFICATION

Please read this specification in conjunction with Signature Assessment Regulations and Signature General Regulations on our website.

Assessment for this unit will take the form of a 20 minute multiple choice written assessment paper, containing 16 questions.

The pass mark is 12 out of 16 (75%).

The assessment will be externally marked by Signature.

Through reasonable adjustment requests, arrangements may be made for candidates to provide responses in British Sign Language.

ASSESSMENT CRITERIA

At the end of this unit of learning, the successful learner/candidate can:

List terms used to describe deafness and deafblindness, and deaf and deafblind people.

Recognise appropriate and inappropriate language used to describe deaf/deafblind people.

Quote statistics on the number of deaf and deafblind people in the UK.

List a range of communication methods used by deaf and deafblind people.

Describe a range of environmental and other factors that can affect communication.

List the factors that affect the deaf or deafblind person's choice of language and communication.

Describe how cultural affiliation influences language choice.

Define discrimination.

List the barriers to communication commonly experienced by deaf and deafblind people.

State how these barriers can be overcome.

List and describe a range of technological aids that can improve access to communication for deaf and deafblind people.

Describe the role and function of:

- a range of Language Service Professionals;
- other communication support roles.

List the main national organisations that work with deaf and deafblind people.
Describe their activities.



APPENDIX – NOTES FOR TEACHERS

Topic Content

A. Terminology used to describe deafness

Learning outcome: Know the language commonly used to describe deafness and deafblindness, and deaf and deafblind people.

- Terms used to show how deaf the person is:
 - Mild, moderate, severe, profound.
- Or when the person became deaf or deafblind:
 - Born deafblind.
 - Born blind, acquired deafness.
 - Born deaf, acquired blindness.
 - Acquired deafblindness.
- Or whether the deafness is temporary or permanent:
 - Conductive deafness and perceptive deafness.
- Terms which indicate deafness, e.g.
 - Hearing impaired.
 - Partially hearing.
 - Partially deaf.
 - Hearing aid user.
- The medical nature of these terms and why deaf and deafblind people may object to their use:
 - Medical vs social model of disability.
- Terms which show the deaf or deafblind person's identity or language and cultural preference, e.g.

deaf people

Umbrella term for all deaf and deafblind people.

Hard of hearing (HOH)

Deaf people who use hearing aids and speech as their main form of communication.

Deafened

Deaf people who have lost all or most of their hearing and rely on lipreading and text for communication.

Deaf, BSL users

Deaf people who use BSL as main or preferred language.

Acquired deafblind

Deaf and blind people who become deafblind after being hearing sighted, usually during the ageing process.

Congenitally deafblind

Deafblind people who are born with a dual sensory loss.

Deaf visually impaired

Deaf people who use BSL as first or preferred language and become blind.

Blind hearing impaired

Blind people who become deaf.

Blind HOH

Blind people who become HOH.

Partially sighted HOH

People with some degree of hearing and sight loss.

Ushers

A genetic condition.



- Terms which can be offensive to deaf and deafblind people, e.g.
 - Deaf and dumb.
 - Deaf without speech.
 - Deaf mute.
 - Deaf as a post.
 - Stone deaf.
 - Handicapped.

B. Statistics

Learning outcome: Know the numbers and types of deaf and deafblind people in the UK.

- 9 million deaf people in the UK.
- 8.3 million are hard of hearing people.
- 250,000 people experience some level of dual sensory loss.
- 123,000 are deafened people.
- 50,000 are Deaf BSL users.
- 24,000 are deafblind people.
- Incidence of deafness/deafblindness increases with age.

C. Communication

Learning outcome: Know how deaf and deafblind people communicate.

- Lipreading and speech.
- Sign Language (British Sign Language, Irish Sign Language, Visual-Frame and Hands-On).
- Other signing (Manual) systems of communication (Makaton, Paget Gorman, Sign Supported English, Signed English, Cued Speech).
- The Manual alphabet, Block alphabet and Deafblind Manual Alphabet.
- Facial expression and gesture.
- Reading and writing down words.
- Mime and body language.
- Pictures.
- Other communication methods with deafblind people, e.g. large print, objects to signify something, models, Bliss and Rebus symbols, Moon, Braille.

Learning outcome: Understand the factors that affect successful communication.

- Lighting.
- Backgrounds.
- Distance
- Visual distractions.
- Vibrational distractions.
- Acoustics (for hearing aid wearers).
- Personal attire, clothing and jewellery.
- Use of smell as a means of personal identification (deafblind).
- Tinnitus.



D. Language and culture

Learning outcome: Know how a deaf or deafblind person's language and cultural background affects communication.

- Age of onset of hearing loss/sight loss.
- Level/degree of deafness.
- Type of deafness.
- Educational experience.
- Effect of language(s) used within the family.
- Social influences (e.g. Deaf community).

- Deaf people (including Deaf visually impaired people) who identify with the 'Deaf World':
 - Likely to be born deaf.
 - Likely to have a profound or severe hearing loss.
 - May acquire BSL as their first language.
 - May not see the deafness as a disability or as a condition to be cured.
 - Take pride in their language.
 - Socialise together using BSL: the Deaf community.
 - May attend specialist educational provision (deaf or resourced mainstream).
 - May have other deaf people in the family.
 - English may be their second language.

- Deaf people who identify with the 'Hearing World':
 - Likely to have a moderate or mild hearing loss (or severe/profound loss, benefiting from hearing aids).
 - May have gone deaf with age.
 - Likely to have acquired language through hearing.
 - Likely to have English (or another spoken language) as their first language.
 - Likely to attend a mainstream school.
 - Likely to have hearing friends and colleagues.
 - May wish to remain in the 'Hearing World'.
 - Likely to see the deafness as a medical condition.

- Deafblind people and their experience:
 - Someone is deafblind when they have significant problems with access to information, communication and mobility.
 - Deafblind people may identify with the 'Deaf World' or 'Hearing World'.
 - Each deafblind person deals with their dual sensory loss in an individual way.
 - The experience of the congenitally deafblind person is different from the person who has acquired a loss in either or both senses.



E. Society

Learning outcome: Understand how the 'hearing society' sets up barriers to communication for deaf and deafblind people; and how these barriers can be overcome.

- 'Discrimination' means to treat someone differently, whether intentionally or otherwise, for a reason related to his or her disability/race/gender, and this treatment cannot be justified.
- Examples of situations facing deaf and deafblind people where barriers can be overcome:
 - The bank is too noisy for the hard of hearing customer to hear what is being said, (the manager provides a separate room for a consultation).
 - The train station has a tannoy system for announcements, (it installs up to the minute reliable visual displays of arrivals and departures).
 - A Deaf BSL user has an appointment with a solicitor, (the solicitor provides a BSL/English Interpreter for the consultation).
 - A deafened person needs to use the telephone, (the employer provides a textphone and access to Typetalk).
 - Deafblind people need to visit a drop-in centre run by the council, (the council trains its frontline receptionists in Deaf and Deafblind Awareness and Communication Tactics so they know how to communicate with deafblind people and understand the role of the Communicator-Guide).

F. Technology

Learning outcome: Know a range of technological aids to communication available to deaf and deafblind people.

Teachers are expected to keep up to date with new technology.

- Alarms and alerting equipment (visual/vibrate/fans):
 - Doorbells.
 - Telephones.
 - Watches (deafblind) and clocks.
 - Canes (deafblind).
 - Hearing/Dual assistance dogs.
- Telephony and IT:
 - Textphones.
 - Mobile phones.
 - Webcams and video communications.
 - Instant messaging.
 - RNID Typetalk and BT TextDirect.
 - Video relay services.
 - Specialist accessible software.
 - Email.
 - Fax.
 - Braille readers.
 - Telephones with in-built coupler/volume control.
 - GPS mobility systems.



- Technical aids that make the most of residual hearing and sight:
 - Hearing aids and cochlear implants.
 - Loop systems.
 - Magnifiers (deafblind).
 - Low vision aids (deafblind).
 - Specialist lighting systems.
- Television, cinema and the media:
 - Subtitling.
 - BSL interpretation.
 - Audio description (deafblind).
 - Personal amplifiers.
 - Infra red systems.
 - Talking books and newspapers (deafblind).
 - Braille and Large print.
 - Theatre captioning.

G. Language and communication services

Learning outcome: Understand the work of Communication Professionals and other communication support roles.

- Communication Professionals, e.g.
 - BSL/English Interpreters, (interpret between English and BSL for both BSL users and English users).
 - Lipspeakers, (silently relay the spoken message for a lipreader using clear speech).
 - Electronic and Manual Notetakers, (take notes for deaf people, usually in educational settings, so they can focus on the lecture/proceedings/Lipspeaker/Interpreter).
 - Speech to Text Reporters, (use a phonetic keyboard or other technology to provide a verbatim text display of what is being said).
 - LSPs with Deafblind Manual users, (use the Deafblind Manual on the hand of a deafblind person so they can follow what is being said).
 - Cued Speech Transliterators, (use cued speech to facilitate communication for the deaf person who knows cued speech).
- Other communication support roles:
 - Communication Support Workers, (facilitate communication in education, depending on the communication needs of the deaf student).
 - Communicator-Guides for deafblind people (act as the eyes and ears for a deafblind person, providing Visual Frame and/or 'Hands-on' BSL, Deafblind Manual or Block alphabet communication of what is happening around the deafblind person).



H. Organisations

Learning outcome: Know about the main national organisations that work with deaf and deafblind people.

The main activities of each of these organisations can be found by consulting their website or publications:

- Royal National Institute for the Deaf (RNID)
 - Website is www.RNID.org.uk
- British Deaf Association (BDA)
 - Website is www.BDA.org.uk
- Hearing Concern LINK
 - Website is www.hearingconcernlink.org.uk
- National Deaf Children's Society (NDCS)
 - Website is www.NDCS.org.uk
- National Association of Deafened People (NADP)
 - Website is www.nadp.org.uk
- Cued Speech Association UK
 - Website is www.cuedspeech.co.uk
- Sense (Sense Cymru; Sense Scotland; Sense England and Sense Northern Ireland)
 - Website is www.sense.org.uk
- Deafblind UK and Deafblind Scotland
 - Websites www.deafblind.org.uk and www.deafblindscotland.org.uk
- Hearing Dogs for Deaf People
 - Website is www.hearingdogs.org.uk
- Stagertext
 - Website is <http://www.stagetext.org/>



Unit K101 – Deaf and Deafblind Awareness

SAMPLE QUESTIONS

Which one means born deafblind?

- a) Acquired deafblindness
- b) Blind hearing impaired
- c) **Congenital deafblindness**
- d) Deaf visually impaired

What would make it easier for a deaf person to lipread you?

- a) **Facing the person**
- b) Speaking one word at a time
- c) Having the light behind you
- d) Speak louder than usual

The Deaf Community are:

- a) **BSL users**
- b) All deaf people
- c) Hard of hearing people
- d) Deafened people

To understand a television programme which one is a hard of hearing deafblind person most likely to use?

- a) Lipspeaker
- b) **Loop system**
- c) Textphone
- d) Sign language interpreter

