

Unit Specification

T101 – Communication Tactics with Deaf and Deafblind People

D/600/0519

Signature
*excellence in communication
with deaf people*

Sept 2009 – Aug 2010



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UNIT SPECIFICATION

Unit T101 – Communication Tactics with Deaf and Deafblind People

(QCF Unit Number: D/600/0519)

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 1
10	0	10	1

This unit is designed to be deliverable in a one day training session. It aims to equip the learner with some simple skills for communicating with deaf¹ or deafblind people. It is suitable for 'front-line' workers and others who may occasionally meet a deaf or deafblind person, and who wish to develop some confidence in communicating during these first encounters.

Those who require more advanced communication skills for meeting or working with deaf and deafblind people may wish to progress to a CACDP unit at Level 2: T201 – Communicating with Deaf and Deafblind People (ACE²).

Learners will benefit from having the opportunity to meet with a deaf or deafblind person during the course, and this is strongly advised if it can be arranged.

Pre-Course Study Booklet

Prior to attending the course of training set out in this unit, learners should spend 2-3 hours studying the pre-course booklet included with the unit specification.

This booklet covers:

- background information about deafness/deafblindness, to help learners understand how being deaf affects a person's ability to communicate, and why it is helpful for hearing people to have a range of communication tactics at their disposal;
- terminology used to describe different types of deafness/deafblindness;
- statistics on deafness/deafblindness (from Unit K101 - Deaf and Deafblind Awareness);
- how the environment affects communication with deaf/deafblind people;
- charts for:
 - Manual Alphabet (fingerspelling);
 - Deafblind Manual Alphabet;
 - Block Alphabet.

(These manual methods of communication will be included in the course, but it would be helpful for learners to have practised them beforehand).

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.

² ACE: Access to Communication in English.



Post-Course 'Pocket Guide'

At the end of the course of training and assessment, learners will be given the follow-up booklet included with the unit specification. The 'Pocket Guide' contains key information drawn from the course. Learners should spend an hour, shortly after completing the course, consolidating their learning through study of this booklet. It can then be kept to hand as an aide-memoire for use whenever the owner meets a deaf or deafblind person and wishes to be reminded of the communication tactics learned in this unit.

Unit Summary

Learning outcomes

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

- Be able to select the appropriate communication tactics for use with a deaf or deafblind person.
- Be able to ascertain the best environmental conditions for communicating with a deaf or deafblind person.
- Be able to use a range of tactics for communicating with deaf and deafblind people.
- Be able to repair a breakdown in communication with a deaf or deafblind person.

Topic Content

(See also Notes for Teachers in the appendix)

A. Identifying appropriate communication tactics to use

Ways of checking the communication preferences of:

- British Sign Language (BSL) users;
- deafened people;
- hard of hearing people;
- Deafblind BSL users;
- Deafblind English users.

Ways of finding out from a deaf/deafblind person:

- their communication preference;
- whether technology can help.

B. Creating the best environment for communication

Environmental factors include:

- Lighting.
- Backgrounds, including flooring.
- Visual distractions.
- Vibrational distractions.
- Acoustics – background noise; echo.
- Seating/positioning.
- Clothing and jewellery.
- Sense of smell as an aid to personal identification by deafblind people.



C. Using communication tactics

Tactics include:

- Getting the attention of a deaf person.
- Using skills in taking turns to speak.
- Speaking clearly.
- Using facial expression and gesture.
- Writing down.
- Writing in the air.
- Using the Manual Alphabet (fingerspelling).
- Using the Deafblind Manual Alphabet.
- Using the Block Alphabet.

Repairs could include:

- Repeating.
- Rephrasing.
- Writing down.
- Writing in the air.
- Mime, gesture and facial expression.
- Manual Alphabet (fingerspelling), Block Alphabet or Deafblind Manual Alphabet.



ASSESSMENT SPECIFICATION

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

This unit is internally assessed.

During the course of training the teacher will require each candidate to demonstrate all of the skills covered in the learning outcomes, using the tasks set out below. Each candidate must have an opportunity to demonstrate the required skills without assistance from the teacher or others in the group. It is not necessary to carry out the tasks under examination conditions.

The teacher will mark the achievement of the tasks on the Candidate Assessment Record (CAR) form provided. See Teacher-Assessor Guidance on page 6, and 'Step-by Step Guide' on pages 7 and 8 for details of how to conduct the assessment and complete the CAR Form.

Tasks

1. Fingerspelling, Deafblind Manual and Block Alphabet

The teacher will ask each candidate to demonstrate her/his ability to spell a word (of a minimum of 6 letters), using **each** of:

- Manual Alphabet (fingerspelling);
- Deafblind Manual Alphabet;
- Block Alphabet.

Words are to be chosen from the list provided in Task Sheets 1A, 1B, and 1C.

Candidates will demonstrate all 3 alphabets.

2. Asking appropriate questions

The teacher will give all candidates the list of appropriate questions provided in Task Sheet 2A.

Each candidate will then be given some information about a deaf or deafblind person whom they are about to meet (the teacher will select one from the list in Task Sheet 2B, preferably a different one each time). The candidate must select 2 of the questions from the list in Task Sheet 2A, and use clear speech to ask the questions. One question must be taken from the 'Environment' list, and one from the 'Communication' list.

The teacher will assess:

- a) the appropriateness of the 2 questions chosen for the deaf or deafblind person concerned; and
- b) clear speech.

Each candidate will ask their questions as if they were addressing the deaf or deafblind person they have been given.



3. Using communication tactics

- a) Each candidate will be told to imagine they are meeting one of the deaf or deafblind people listed in Task Sheet 3. The candidate will use clear speech (as if to this deaf/deafblind person) to talk briefly about their work, family, or interests. A few short sentences will be enough, but the candidate should choose a topic that allows them to use facial expression to support their words. The teacher completes the assessment of the candidate's clear speech during this task.
- b) The teacher will interrupt the candidate to ask what they (the candidate) would do if the deaf/deafblind person was not understanding/following what the candidate was saying.

The candidate will then adopt a new communication tactic. The teacher will assess the appropriateness of the new tactic as a way of repairing a communication breakdown.

Candidates who do not succeed in completing the tasks at the first attempt may be given ONE further opportunity at the end of the course. After this, any candidate who has not successfully completed all the tasks on the mark sheet will be deemed to have failed.

It is permissible for candidates to be told the outcome of the assessment at the end of the course. This will be subject to confirmation of results by Signature, after quality assurance checks have been carried out.

Candidates should be given a copy of the follow-up booklet (Pocket Guide) to enable them to carry out further practice after the course.

ASSESSMENT CRITERIA

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

Choose and **ask an appropriate question** from a given list to find out about a deaf or deafblind person.

Choose and **ask an appropriate question** from a given list to determine the best place/surroundings for conversation with a deaf or deafblind person.

Demonstrate clear speech using all of the following:

- Maintain eye contact.
- Support speech with appropriate facial expression and rhythm.
- Keep mouth free from obstruction.
- Move top lip.
- Keep tongue within mouth.
- Keep head still while talking.

Use the Manual Alphabet (fingerspelling) to spell a given word accurately.

Use the Deafblind Manual Alphabet to spell a given word accurately.

Use the Block Alphabet to spell a given word accurately.

Repair a communication breakdown by **selecting and demonstrating an appropriate alternative communication tactic** for the deaf or deafblind person they have been told about.



TEACHER-ASSESSOR GUIDANCE

Please read this section in conjunction with Parts 1 and 3 of the Assessment Regulations.

1. Assessment is NOT under examination conditions. It is acceptable for all the candidates in the group to be together during the assessment, but each individual candidate will have to demonstrate their ability to meet the assessment criteria on page 5.
2. The assessment is divided into 3 parts (tasks). It is recommended that each task is given immediately after a period of learning:
 - **Task 1** – Assessment of **Manual Alphabet (fingerspelling), Deafblind Manual Alphabet and Block Alphabet** can be carried out after a period of time spent learning and practising these 3 alphabets.
 - **Task 2** – Assessment of **Appropriate Questions** can be carried out after time spent discussing how to recognise that a person is deaf or deafblind, and what questions it would be appropriate to ask to optimise communication with that person.
 - **Task 3** – Assessment of **Communication Tactics** can be carried out after time spent discussing what tactics there are, why they are useful, and when to use them.
3. The teacher-assessor should complete the CAR form (see page 15) after each task. Candidates **MUST NOT** be given any feedback as they complete each task, as this would assist other candidates in the group when their turn comes.
4. At the end of the course, candidates should be given ONE further attempt to achieve any of the assessment criteria in which they were originally unsuccessful (i.e. one attempt for each assessment criterion).
5. See 'Step-by-Step Guide' on page 7 for how to conduct the assessment and complete the CAR form.



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STEP-BY-STEP GUIDE TO CONDUCTING THE ASSESSMENT

Before starting the assessment, the teacher-assessor should complete Columns 1 and 2 of the CAR form (page 15), for each candidate.

Task 1	After training/practice on the Manual Alphabet (fingerspelling), Deafblind Manual Alphabet and Block Alphabet , teacher-assessor asks candidate to sit in a circle.	
Step 1	<ul style="list-style-type: none"> Teacher-assessor gives the first candidate a word from Task Sheet 1A. Candidate fingerspells this word to teacher-assessor. Teacher-assessor assesses this skill. Teacher-assessor does not give feedback on whether this was correct or not. 	For each candidate, teacher-assessor records decision (✓ / x) on CAR Form.
Step 2	Repeat Step 1 for all candidates using Task Sheet 1A (fingerspelling).	<i>Column 2.</i>
Step 3	Repeat Steps 1 and 2 for all candidates using Task Sheet 1B (candidates demonstrate the Deafblind Manual).	<i>Column 3.</i>
Step 4	Repeat Steps 1 and 2 for all candidates using Task Sheet 1C (candidates demonstrate the Block Alphabet).	<i>Column 4.</i>
Task 2	After training/practice on appropriate questions (which must include criteria for clear speech – see page 5), teacher-assessor asks candidates to sit in a circle. It would be preferable if the candidate order was not the same as in Task 1.	
Step 5	<ul style="list-style-type: none"> Teacher-assessor gives all candidates the list of appropriate questions provided in Task Sheet 2A. Teacher-assessor tells the first candidate to imagine they are about to meet a particular deaf or deafblind person (the teacher will select one from the list in Task Sheet 2B). Teacher-assessor asks the first candidate to select 2 of the questions from the list in Task Sheet 2A, and use clear speech to ask the questions. One question must be taken from the 'Environment' list, and one from the 'Communication' list. The questions can be asked in any order. There can be more than one right answer. Candidate chooses and asks 2 questions, as if they were addressing the deaf or deafblind person they have been given. Teacher-assessor assesses: <ol style="list-style-type: none"> the appropriateness of the 2 questions chosen for the deaf or deafblind person concerned (see Task Sheet 2B); and clear speech (decision is not recorded until Task 3). Teacher-assessor does not give feedback on whether the candidate's questions were correct or not. 	<p>For each candidate, teacher-assessor records on CAR Form the code number of deaf/deafblind person selected from Task Sheet 2B (<i>Column 5</i>).</p> <p>For each candidate, teacher-assessor records on CAR Form: (<i>Columns 6 and 7</i>) - question numbers chosen and assessment decision for (a) only (✓ / x).</p>
Step 6	Repeat Step 5 for all candidates.	As above.



Task 3	<p>After training/practice on using communication tactics, the teacher-assessor asks candidates to sit in a circle* (it would be preferable if the candidate order was not the same as in Tasks 1 and 2).</p> <p>[*This part of the assessment may take a few minutes for each candidate. Teacher-assessors may prefer to work with small groups of candidates at a time, leaving others in the group to continue to practise or prepare a topic to talk about.]</p> <p>Candidates are informed that the topic they choose to talk about in this task (their work, family, or interests) must allow them to use facial expression to support their words, as this is one of the clear speech criteria being assessed.</p>	
Step 7	<ul style="list-style-type: none"> • Teacher-assessor tells the first candidate to imagine they are meeting a particular deaf or deafblind person (the teacher will select one from the list in Task Sheet 3). • Candidate uses clear speech (as if to this deaf/deafblind person) to talk briefly about their work, family, or interests. • The teacher-assessor completes the assessment of the candidate's clear speech during this task. 	<p>Record deaf person code number (<i>Column 8</i>).</p> <p>For each candidate, teacher-assessor records decision on CAR Form: (<i>Column 9</i>).</p>
Step 8	<ul style="list-style-type: none"> • After a few sentences, the teacher-assessor interrupts the candidate to ask what they (the candidate) would do if the deaf/deafblind person was not understanding what the candidate was saying. • The candidate adopts a new communication tactic and continues. The teacher assesses the appropriateness of the new tactic as a way of repairing a communication breakdown. 	<p>For each candidate, teacher-assessor records on CAR Form: (<i>Column 10</i>) – repair tactic chosen (number from Task Sheet 3) and assessment decision (✓ / x).</p>
Step 9	Repeat Steps 7 and 8 for all candidates.	
Step 10	<p>At the end of the course, if time allows, candidates who have not successfully achieved each of the assessment criteria on the CAR form can be given one further opportunity to repeat the relevant task(s).</p>	<p>For each candidate, teacher-assessor records decisions in the relevant column on CAR Form.</p>
Step 11	<ul style="list-style-type: none"> • Teacher ensures that CAR Form is complete. • For every candidate, there must be an identifying number in Columns 5, 6, 7, 8 and 10. • There must be a ✓ or x in Columns 2, 3, 4, 6, 7, 9, and 10. • Candidates must have ✓ in Columns 2, 3, 4, 6, 7, 9, and 10 to Pass. • Teacher inserts P (Pass) or F (Fail) in Column 11. • Teacher-assessor signs CAR Form and returns it to Signature (see regulations). <p>Blank CAR forms can be copied for large groups.</p>	



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TASK SHEET 1A (for teacher-assessor use only)

Candidates will use the Manual Alphabet (fingerspelling) to spell one of these words:

Athens
Absent
Canter
Dental
Editor
Forest
Goblet
Hoarse
Lavish
Relate
Resign
Sailor
Scream
Spoken
Sprout
Stench
Storey
Strive
Talcum
Upside



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TASK SHEET 1B (for teacher-assessor use only)

Candidates will use the Deafblind Manual Alphabet to spell one of these words:

Antler
Blanch
Biceps
Charge
Cherub
Clause
Cougar
Couple
Direct
Drowsy
Escape
Exodus
Hyphen
Impact
Lichen
Meadow
Orchid
Pencil
Rector
Shrewd



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TASK SHEET 1C (for teacher-assessor use only)

Candidates will use the Block Alphabet to spell one of these words:

Burden
Camden
Dancer
Encore
Equine
Famous
Island
Impale
Mantel
Menace
Patron
Peanut
Poland
Rental
Reason
Silent
Sloane
Somali
Sunlit
Trendy



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TASK SHEET 2A (for candidates)

Environmental questions:

Question number	Question
1	Can you see me clearly?
2	Is the light too bright behind me?
3	Shall we move to a quieter place?
4	Shall I move so the light is on my face?
5	Shall I put the light on?
6	Do you want me to close the door?
7	Do you use the loop?
8	Shall I close the window?
9	Shall I close the curtains/blind?
10	Is that picture/mirror/poster/traffic distracting you?

Communication questions:

Question number	Question
11	Can you lipread me?
12	Shall I speak a little louder?
13	Do you use fingerspelling?
14	Do you use Deafblind Manual?
15	Do you use Block?
16	Shall I write it down?
17	Would you like me to repeat that?
18	Would you like me to rephrase that?
19	Do you understand me?
20	Shall I speak a little more slowly?



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TASK SHEET 2B (for teacher-assessor use during assessment)

Deaf/deafblind person code number	Information given to candidate by teacher-assessor
31	Person approaching you in the street is with a friend. They are using sign language together. It is a dull winter's day.
32	You have seen a person talking to friends in the lounge. This person did not react when you first tried to attract their attention by speaking to them. The sun is shining through the window and there are lots of pictures on the walls.
33	Person approaching you in a noisy hospital waiting room is wearing a hearing aid.
34	Person approaching you in the street is using a red and white cane. There is a lot of traffic about. He has a baseball cap on. He does not wear a hearing aid. It is a sunny day.
35	Person is sitting down in the pub lounge and chatting under the light of a lamp to another person. The music is loud and the light is dim.
36	Person approaching you is being guided towards the reception desk by another person. She is chatting in voice and is wearing a hearing aid.



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TASK SHEET 3 (for teacher-assessor use during assessment)

Deaf/deafblind person code number	Type of deaf/deafblind person
50	Deaf BSL user.
51	Deafened.
52	Hard of hearing.
53	Deaf visually impaired BSL user.
54	Deaf visually impaired English user.
55	Blind hard of hearing.
56	Hard of hearing partially sighted.
57	Deafblind.

Repair tactic code number	Repair tactics
60	Repeat.
61	Rephrase.
62	Fingerspelling.
63	Gesture.
64	Mime.
65	Writing down.
66	Writing in the air.
67	Facial expression
68	Deafblind Manual.
69	Block.



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CANDIDATE ASSESSMENT RECORD FORM

1		2	3	4	5	6		7		8	9	10		11
Candidate Name	ID	Manual Alphabet (finger-spelling)	Deafblind Manual Alphabet	Block Alphabet	Task 2 Deaf/Deafblind Person (number)	Appropriate Question 1 (Environment)	✓ / x	Appropriate Question 2 (Communication)	✓ / x	Task 3 Deaf/Deafblind Person (number)	Clear Speech ✓ / x	Appropriate Repair Tactic		Pass/Fail P / F
		✓ / x	✓ / x	✓ / x	Question Chosen (number)	Question Chosen (number)		Repair Tactic Used (number)		Appropriate ✓ / x				

Teacher-Assessor Name:

Date of Assessment:

Teacher-Assessor Signature:

Assessment ID:



APPENDIX – NOTES FOR TEACHERS

Topic Content

A. Identifying appropriate tactics to use

Learning outcome: Be able to select the appropriate communication tactics for use with a deaf or deafblind person.

See Pre-course Study Booklet for information on how to **recognise that the person may be deaf or deafblind.**

BSL users are likely to use:

- lipreading;
- BSL;
- Manual Alphabet (fingerspelling);
- mime;
- facial expression;
- gesture;
- body language;
- writing things down;
- writing in the air.

Deafened people are likely to use:

- lipreading;
- writing things down;
- writing in the air;
- mime;
- facial expression;
- gesture;
- body language;
- Manual Alphabet (fingerspelling);
- cochlear implants.

Hard of hearing people are likely to use:

- hearing aids;
- loop systems;
- writing things down;
- writing in the air;
- mime;
- facial expression;
- gesture;
- Manual Alphabet (fingerspelling) (if known).



Deafblind people are likely to use:

- Block Alphabet;
- Deafblind Manual Alphabet;
- writing down (if they have residual vision).

Deafblind visually impaired BSL users are likely to use:

- visual frame (if they have Ushers);
- hands-on signing;
- Deafblind Manual Alphabet;
- Block Alphabet;
- writing down (if they have residual sight).

Deafblind visually impaired English users are likely to use:

- hearing aids (if they have residual hearing);
- lipreading (if they have residual vision);
- writing down (if they have residual vision);
- Manual Alphabet (fingerspelling) (if they have residual vision);
- cochlear implants;
- Block Alphabet;
- Deafblind Manual Alphabet.

Deafblind hard of hearing people are likely to use:

- hearing aids;
- writing down (if they have residual vision);
- Block Alphabet;
- Deafblind Manual Alphabet.

Deafblind hard of hearing partially sighted people are likely to use:

- hearing aids;
- lipreading;
- writing down;
- Manual Alphabet (fingerspelling);
- Block Alphabet;
- Deafblind Manual Alphabet;
- mime;
- facial expression;
- gesture;
- body language.

Use appropriate questions to find out about:

- communication preference;
- whether technology can help.



Examples (see Task Sheet 2A):

- Can you lipread me?
- Shall I speak a little louder?
- Do you use fingerspelling?
- Do you use Deafblind Manual?
- Do you use Block?
- Shall I write it down?
- Would you like me to repeat that?
- Would you like me to rephrase that?
- Do you understand me?
- Shall I speak a little more slowly?

B. Creating the best environment for communication

Learning outcome: Be able to ascertain the best environmental conditions for communicating with a deaf or deafblind person.

- Lighting – ensure good, preferably natural, light.
- Backgrounds – ensure no distracting images, a plain coloured background, plain coloured flooring, not patterns.
- Visual distractions – avoid distracting movements in the field of view, e.g. jazzy wallpaper, someone waving or flickering light.
- Vibrational distractions – avoid low noises that cause vibration, e.g. a low hum from cooling equipment on a wooden floor.
- Acoustics – reduce background noise.
- Be aware of echo, e.g. where no carpet and high ceilings: fabrics and furnishings can absorb sound.
- Seating/positioning – seat yourself in a suitable position for communication with a deaf or deafblind person (the usual optimum distance for lipreading is 1-2 metres); some deafblind people may need to adjust this according to their vision.
- Personal attire – avoid jazzy patterns, jewellery can be a visual distraction (see above).
- Being aware of importance of sense of smell as an aid to personal identification by deafblind people.

Use appropriate questions to find out about the deaf or deafblind person's:

- preferred position within environment (or being aware of environmental barriers to communication);
- preference for using technology to assist communication.

Examples (see Task Sheet 2A):

- Can you see me clearly?
- Is the light too bright behind me?
- Shall we move to a quieter place?
- Shall I move so the light is on my face?
- Shall I put the light on?
- Do you use the loop?
- Shall I close the window?
- Shall I close the curtains/blind?
- Is that picture/mirror/traffic distracting you?



C. Using communication tactics

Learning outcome: Be able to use a range of tactics for communicating with deaf and deafblind people.

- Speak clearly to allow the deaf person to be able to lipread:
 - Maintain eye contact.
 - Support speech with appropriate facial expression and gesture to give visual clues to emphasis and tone.
 - Use natural rhythm.
 - Keep mouth free from obstructions.
 - Move top lip.
 - Keep tongue within mouth.
 - Keep head still while talking.
- Use slightly slower pace.
- Use appropriate volume; don't shout.
- Use facial expression and gesture to give visual clues to emphasis and tone.
- Write down on paper.
- Write 'in the air'.
- Write on the deaf person's hand.
- Use mime.
- Use the Manual Alphabet (fingerspelling) – with Deaf BSL users.
- Use the Manual Alphabet (fingerspelling) – the first letter of the word for a lipreader.
- Use the Deafblind Manual Alphabet – this is a derivative of the Manual Alphabet (fingerspelling), except that it is tactile not visual.
- Use the Block Alphabet – writing the letters on the palm of the hand in capitals; more useful for older people who have acquired deafblindness who may find learning the Deafblind Manual Alphabet difficult.

Learning outcome: Be able to repair a breakdown in communication with a deaf or deafblind person.

- Adjust positioning – check you are not too close or far away.
- Repeat the word or phrase.
- Rephrase – change the word or phrase to a different one with the same meaning.
- Write it down – use for names and numbers, use for deafblind people with some residual sight.
- Mime, gesture and facial expression – use to clarify if the sentence is unclear to a lipreader, BSL user or deafblind person with some residual sight.
- Manual Alphabet (fingerspelling) or Deafblind Manual Alphabet or Block Alphabet – use these if you know the person understands them. Support the deafblind person's hand taking care not to grip the wrist or it will be uncomfortable when using the Deafblind Manual or Block Alphabets.



Pre-course Study Booklet

T101 – Communication Tactics with Deaf and Deafblind People



Sept 2009 – Aug 2010



INTRODUCTION

What is the Pre-Course Study Booklet for?

This booklet is intended to allow learners to prepare for a course of training leading to 'Communication Tactics with Deaf and Deafblind People' (T101). No prior knowledge is required.

The booklet provides useful background information about deafness and deafblindness. Before attending a course of training on Communication Tactics with Deaf and Deafblind People, it is important that learners have some understanding about the communication preferences of deaf and deafblind people – deaf people are not all the same!

How long will it take?

Learners are expected to spend 2-3 hours studying the content of this booklet before attending the course.

Will I be assessed on the content of this booklet?

The information on pages 3 to 14 **will not be assessed**, but there will be an expectation that learners are familiar with it. (Assessment of this, and other knowledge about deafness and deafblindness, is covered in Unit K101: Deaf and Deafblind Awareness.)

The charts on pages 16-18 set out three different manual alphabets used by deaf and deafblind people. Learners' ability to spell out simple words using each of these three communication methods **will be assessed**, and learners are advised to practise these prior to attending the course. Further opportunities for practice will be provided during the course of training, prior to assessment.

What am I preparing for?

T101, Communication Tactics with Deaf and Deafblind People, is a short practical course, which includes assessment leading to a QCA-accredited unit. It is aimed at front-line workers and others who may occasionally encounter a deaf or deafblind person, and is designed to provide a few simple tactics that will enable both parties to communicate effectively. None of the tactics are difficult to learn, and they will not overcome all the communication barriers between deaf/deafblind and hearing people. But, they will give the learner some simple tips, and some confidence, that will maximise the success of the first encounter with a deaf or deafblind person.



What happens during the course?

The content of T101, Communication Tactics with Deaf and Deafblind People, is shown in the table below. These topics will be covered during the training course, with opportunities for discussion and practice. The learning outcomes will be assessed during the course.

A. Identifying appropriate communication tactics to use

Learning outcome: The successful learner will be able to select the appropriate communication tactics for use with a deaf or deafblind person.

B. Creating the best environment for communication

Learning outcome: The successful learner will be able to ascertain the best environmental conditions for communicating with a deaf or deafblind person.

C. Using communication tactics

Learning outcome: The successful learner will be able to use a range of tactics for communicating with deaf and deafblind people.

Learning outcome: The successful learner will be able to repair a breakdown in communication with a deaf or deafblind person.

So what do I need to know before I attend the course?

It will help learners to appreciate the range of communication tactics covered in the course if they have an understanding of a number of issues:

- How to recognise that a person may be deaf or deafblind.
- Why communication between deaf/deafblind and hearing people can cause embarrassment.
- What language to use in describing deafness/deafblindness.
- How many different types of deafness and deafblindness there are – not all deaf people are the same!
- What it's like to be deaf or deafblind, in terms of communication.
- How common is deafness/deafblindness?

And what do I need to do?

On pages 16-18 you will find three charts showing:

- the Manual Alphabet (fingerspelling);
- the Deafblind Manual Alphabet;
- the Block Alphabet.

A short explanation of the use of these three communication methods is on page 15.

You should practise each of these three as part of your pre-course study. Further opportunities for practice will be provided during the course, prior to assessment.



1. How to identify that a person may be deaf or deafblind

Deafness is not easy to identify. Often it isn't until you attempt to communicate with a deaf person that you realise that they actually are deaf. By the time you realise it, you may well find the situation embarrassing, and so may the deaf person!

It may be easier to recognise that a person is deafblind – they may use a red-and-white cane (have you ever seen a person using one of these? Did you know what it meant?). But, you mustn't assume that all deafblind people use a cane.

So how can we avoid embarrassment, if possible, and what clues are there that might help us to identify that a person might be deaf or deafblind?



Write some of your thoughts here:

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Now turn to the next page for more suggestions.





The list below gives you some things to look out for that might indicate that a person is deaf or deafblind. But be careful – not everyone who is deaf or deafblind will do these things. And not everyone who does one of these things will be deaf or deafblind!

- The person may ask you to speak a little louder.
- The person may turn up the volume of the TV or radio.
- The person may wear a hearing aid.
- The person may use sign language.
- The person may fail to react to voices behind him/her.
- The person may have difficulties in joining in conversation in group situations or noisy places.
- The person may fail to respond to the doorbell, etc.
- The person may strain to hear, or may cup a hand behind their ear.
- The person may lean forward and look intently in the speaker's face.
- The person may misunderstand and may give inappropriate responses.
- The person may ask for repetition of what was said.
- The person may turn their 'better ear' towards the speaker.
- The person may withdraw from social situations and group activities, and appear unfriendly.
- The person may shout (or whisper) and their speech may be unclear or unusual – (speech may be slower, lacking intonation, louder or more high pitched than 'normal'; syllables may sometimes be added or omitted; the tongue may not be properly placed to make some of the consonant sounds, especially those that may not be observed on the lips).
- The person may bump into people or objects without realising (deafblind).
- The person may find it difficult to 'hear' when the light is poor (deafblind).



2. Getting the language right

What do you think of when you think of a deaf person?



Maybe you feel uncomfortable because you worry you won't be understood, or perhaps you think you need to shout like the man in the picture?

Maybe you are thinking of grandma sitting in front of the TV with the volume up?

Or perhaps you think of someone using sign language?



Write some of your thoughts here:

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Have you heard any jokes, which make fun of deafness?

Have you seen deafness made fun of on television? One episode of 'Fawlty Towers' had a deaf character called Mrs Richards. Can you think of others?

Do you come across similar jokes about other disabilities? Why not? Why is deafness funny?



Write some of your thoughts here:

A series of horizontal dotted lines for writing.



Deafness is often the focus of jokes, and the cause of (usually) unintended offence, because of the communication breakdowns, misunderstandings and difficulties caused by the loss of hearing. It is important, therefore, to avoid using words or phrases that are likely to cause offence or have a stigma attached to them.

Such terms are:

- Deaf and dumb.
- Deaf without speech.
- Deaf mute.
- Deaf as a post.
- Stone deaf.
- The handicapped.
- The disabled.

Why could these terms cause offence? Think of other terms that fall into this category. Write them down and share them with other learners when you go for the one-day course.



Write some of your thoughts here:

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3. Types of deafness and deafblindness

Terminology is a difficult area, which is always changing. You may be thinking now that it is so confusing you don't know what terms to use. Many of the acceptable terms are linked to a deaf person's preferred language choice and when they became deaf.

On your course, you will learn more about the preferred communication methods of different types of deaf and deafblind people, and some of the range of tactics that will enable you to make the most of a chance encounter with them.



Deaf people (with a capital D)

Deaf people are those who see themselves as a cultural and linguistic group in the UK. They use British Sign Language (BSL) as their first or preferred language. They may also use the term 'BSL user'. Most Deaf people have a moderate to profound hearing loss (see page 12). They are likely to have been born deaf, but some became deaf in childhood and acquired BSL as their preferred language through specialist schools where they mixed with other Deaf children.

Deaf people take pride in their language and culture, and usually socialise together, using BSL. This is known as the Deaf community, and can also include hearing children of Deaf parents who may have learned BSL as a first language in childhood.

Deaf people who become deafblind usually see the blindness, but not the deafness, as an impairment. They might describe themselves as Deaf visually impaired, putting the emphasis on the word 'Deaf' to indicate their language preference.

Deafened people

Deafened people were born hearing or hard of hearing, and became deaf after having developed language skills. They have a profound to total hearing loss that can happen either gradually or suddenly as a result of heredity, accident, illness, drugs, or surgery. Sometimes people can become deafened for no apparent medical reason. Because of the level of hearing loss, deafened people often gain little or no benefit from hearing aids and may rely on lipreading for receiving communication. But, lipreading is a skill that has to be learned like any other skill – it would be wrong to assume that all deafened people can lipread!

If you suddenly lose all your hearing, the psychological effects of deafness can be devastating. There is a period of time when no alternative communication method is available, except for writing things down. Not only does lipreading have to be learned, painfully and over a prolonged period of time, but learning BSL may be equally difficult. For deafened people, learning BSL is like having to learn another language, and it may not be of much benefit unless the deafened person's hearing friends and family learned BSL too. Some families actually do this, but are likely to use an adapted form of BSL that follows the grammar of English, called 'Sign Supported English'.

Cochlear implants are suitable for some deafened people, and many rediscover some sensation of hearing as a result – although some describe the sound as 'synthetic' at first. This changes over time and most users become acclimatised to this artificial sound quality after a few months. A cochlear implant is not a cure for deafness, it is a hearing device with an external antenna and microphone that



have to be removed for sleeping, washing of hair and some sports. The user will still be totally deaf when this happens.

Deafened people often say they feel left out of both the hearing and deaf worlds, as they do not feel equipped to function effectively in either culture.

Deafened people who become blind, and blind people who become deafened, find dealing with this dual sensory loss a very individual, and psychologically challenging, experience, and their mode of communication varies accordingly.

Hard of hearing

Hard of hearing (HOH) people are the largest group of deaf people – over 8 million people in the UK are HOH (see page 13). They become deaf usually through age. Like deafened people, they have to develop whatever communication skills they can to allow them to continue mixing with their hearing friends and family. HOH people usually have a mild to severe hearing loss, and some may have had a mild deafness at birth that got progressively worse over time.

HOH people retain some useful hearing. They will usually communicate through speech, and receive communication with or without amplification (hearing aids), and using lipreading. Some HOH people are quite happy to call themselves 'hearing impaired'.

Blind people, who become HOH, may call themselves Blind hearing impaired, or Blind hard of hearing.

Deafblind people

Deafblind people have a dual sensory loss that causes problems with communication, mobility and accessing information. Deaf people use their sight to compensate for their loss of hearing. Blind people use their hearing to compensate for their loss of sight. A person is described as deafblind if they cannot use their one sense to compensate for the loss of the other.

Deafblind people fall into 4 main groups:

- **Congenital deafblindness**
People who were born deafblind, for example because their mother contracted German Measles (Rubella) during pregnancy, are known as congenitally deafblind people. Due to vaccination, the number of babies born with congenital deafblindness has fallen. However, with the controversy surrounding the MMR vaccination, some children are once again not being immunised against rubella. It is impossible to imagine what it must be like to be born into the world without the ability to see or hear. Learning to communicate, even about the simplest things, must be a huge challenge for all concerned.



- **Deaf visually impaired people**

Those who were born Deaf and then progressively lose their sight. Their first language is likely to be BSL, but now they struggle to see the BSL on another person's hands. They are likely to communicate in BSL through touch, using Hands-on BSL, where they place their hands over those of the signer, to feel what is being signed to them, or Visual Frame BSL, where BSL is delivered in a small space that fits within the vision of the deafblind person.

Some Deaf people have 'Ushers Syndrome'. This is a genetic condition, where the person is born deaf or hard of hearing, and as they get older they gradually lose their sight. Early symptoms include difficulty seeing in the dark or in different lighting conditions. Eventually, tunnel vision develops, and this can close in to become total blindness. Deaf BSL users who have Ushers usually use BSL in a visual frame as described earlier, before moving on to Hands-on BSL when/if the sight loss becomes total.

- **Blind hearing impaired, Blind deafened, or Blind hard of hearing**

This term refers to people who were born blind and then became deafened or HOH. They are likely to be familiar with Braille, they may use mobility canes and guide dogs, and they will have been accustomed to living in a world where they use their hearing to compensate for their sight loss.

- **Acquired deafblindness**

This term is used to describe those who became progressively deafblind through age, accident or illness. They can range from being partially sighted and partially deaf to blind and totally deaf. Total blindness and total deafness is very uncommon. Most deafblind people have varying degrees of vision and hearing loss. Tactile methods of communication, while laborious, may be the only effective method of receiving communication for this group.





Can you sum up the differences?

Deaf (with a capital D) people use which preferred language?	
Deafened people may rely on what method, in place of hearing? (There are at least 2 right answers!)	
Hard of hearing people are mostly children – True or False?	
How many types of deafness have been described in this section? Can you list them?	
How many types of deafblindness have been described in this section? Can you list them?	

What about medical terms describing the level of deafness?

Deafness can range from being very mild, so that it goes almost unnoticed, through to profound deafness, where communication becomes much more of a challenge.

Doctors use familiar language to describe deafness, but when used in the medical context these terms have quite precise meanings.





Term used	What it means to the deaf person
Mild deafness	<ul style="list-style-type: none">• May experience some difficulty understanding speech, especially in noisy situations.• May no longer hear sounds such as birdsong or people whispering.• May benefit from a hearing aid.• May lipread.
Moderate deafness	<ul style="list-style-type: none">• May experience difficulty understanding speech without the use of a hearing aid, even in ordinary conditions.• May miss out on many speech sounds.• Most can use a voice telephone with an amplifier and/or inductive coupler if they wear a hearing aid.
Severe deafness	<ul style="list-style-type: none">• May find it difficult to understand speech even with a hearing aid.• May not hear noises such as lorries.• Will rely more on lipreading or BSL.• Find it difficult to use a voice telephone, even with powerful amplification.• May need a textphone.
Profound deafness	<ul style="list-style-type: none">• May not hear sounds such as a pneumatic drill or aircraft.• May find hearing aids will be of very little or no benefit.• Rely heavily on lipreading or other visual methods of communication such as BSL.• May be unable to use a voice telephone, even with amplification.

Acceptable terms describing deafness and deafblindness

Faced with such a wide range of terminology, and mindful of the offence that some terms cause, what language should one use? The answer is: if you know that a person is hard of hearing, Deaf, deafened or deafblind, use these terms. If you aren't sure, it is better to talk about a deaf/deafblind person, or deaf/deafblind people, rather than 'The Deaf'.

On the whole, deaf people are happy to be described as such. 'Hearing impaired' is another medical term implying a 'problem', and many deaf people dislike its use.

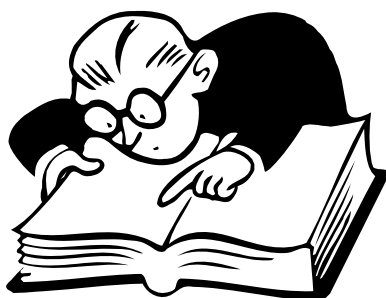


4. Statistics relating to deafness and deafblindness

How common is deafness and deafblindness? You might be surprised to learn that one person in seven in the UK suffers a hearing loss. The older you are the more likely you are to have a hearing loss, but young people's hearing is also being damaged by exposure to loud music, and working in a noisy environment can have a similar effect.

Here are the numbers:

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



Food for thought

Think about your circle of family and friends – statistically, one in seven of them will be or will become deaf. Do you have elderly relatives who are already HOH? Do you take the trouble to help them take the fullest possible part in conversations? What could you and other family members do to help them make the best of whatever hearing they have? Write your thoughts down here and share them with other learners when you go on your course.



Write some of your thoughts here:

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If your eyesight is damaged, you wear spectacles. At one time, spectacle-wearers were the subject of ridicule, but nowadays, spectacles have a 'cool' image. How did this image-change come about? Hearing aids aren't 'cool' – why is this? Can hearing aids achieve a similar image-change? What would need to happen for this to be achieved?

Workers in noisy factories and building sites wear ear-protectors as a matter of routine these days. Health and Safety regulations have brought this about, when the damage to workers' hearing caused by working in a noisy environment was finally acknowledged. Should night clubs be covered by Health and Safety rules? Should iPods have built-in volume limiters?

BSL is a visual method of communication. It has both advantages and disadvantages for the user. Can you think of some?



Write some of your thoughts here:

Advantages of using BSL:

Disadvantages of using BSL:

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The majority of deaf people do not use sign language. From what you have read in this section, why is this?



Write some of your thoughts here:

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5. Manual alphabets

On the next three pages you will find charts depicting the alphabet. Each chart shows a different way of representing the letters of the alphabet on the fingers and hands.



The two-handed fingerspelling alphabet

Many people will be familiar with what is sometimes called 'the deaf alphabet', more accurately called 'the Manual Alphabet', or 'two-handed fingerspelling'. It is a way of representing the letters of the alphabet visually, using fingers and hands, and is used by Deaf BSL users for proper names and words for which there is no familiar sign.

Deafened people use it as well, and it can help a deaf person who lipreads if the first letter of a word is spelled on the fingers, especially if this letter is one that is not easily read on the speaker's lips. (For example, 'tent' and 'bent' look very different on the lips and can be distinguished by a lipreader, whereas 'tent' and 'dent' look the same on the lips. Fingerspelling the first letter would help a deaf lipreader to follow more easily.)

The Deafblind Manual Alphabet

For some deafblind people, the only way they can receive communication is through touch. This means that every letter of every word must be spelled out on their hand. It is a very time-consuming process, and requires skill and patience on the part of the deafblind person and the person communicating with them.

Some of the letters of the two-handed fingerspelling alphabet are made 'in the air' (for example the letter 'C') and so would not be readable on a deafblind person's hand. The manual alphabet has therefore been adapted for deafblind users. Many of the letters are the same as those used for deaf people, but it is important to know which letters are made differently, when communicating with a deafblind person who uses this method.

The Block Alphabet

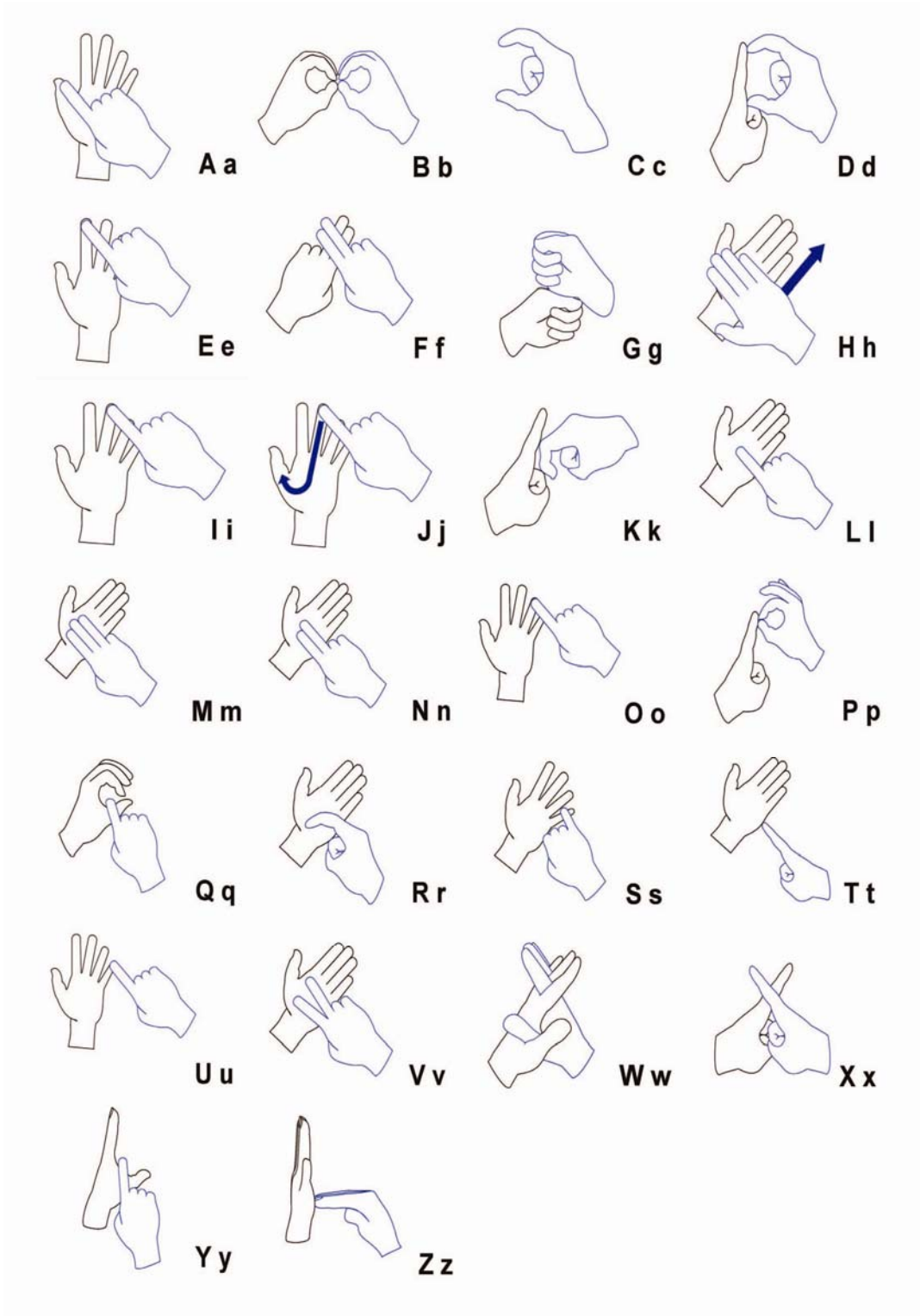
Some deafblind people have not learned fingerspelling and do not use the Deafblind Manual Alphabet, preferring instead to use 'Block'. Older people with acquired deafblindness may learn to use Block. This method of communication consists of writing each letter of the word, using capital (or upper case) letters, on the palm of the deafblind person's hand. However, the writer's finger should remain in contact with the deafblind person's hand as much as possible, for each letter to be understood.

The chart on page 18 shows how to form each letter, and how many strokes of the finger should be used.

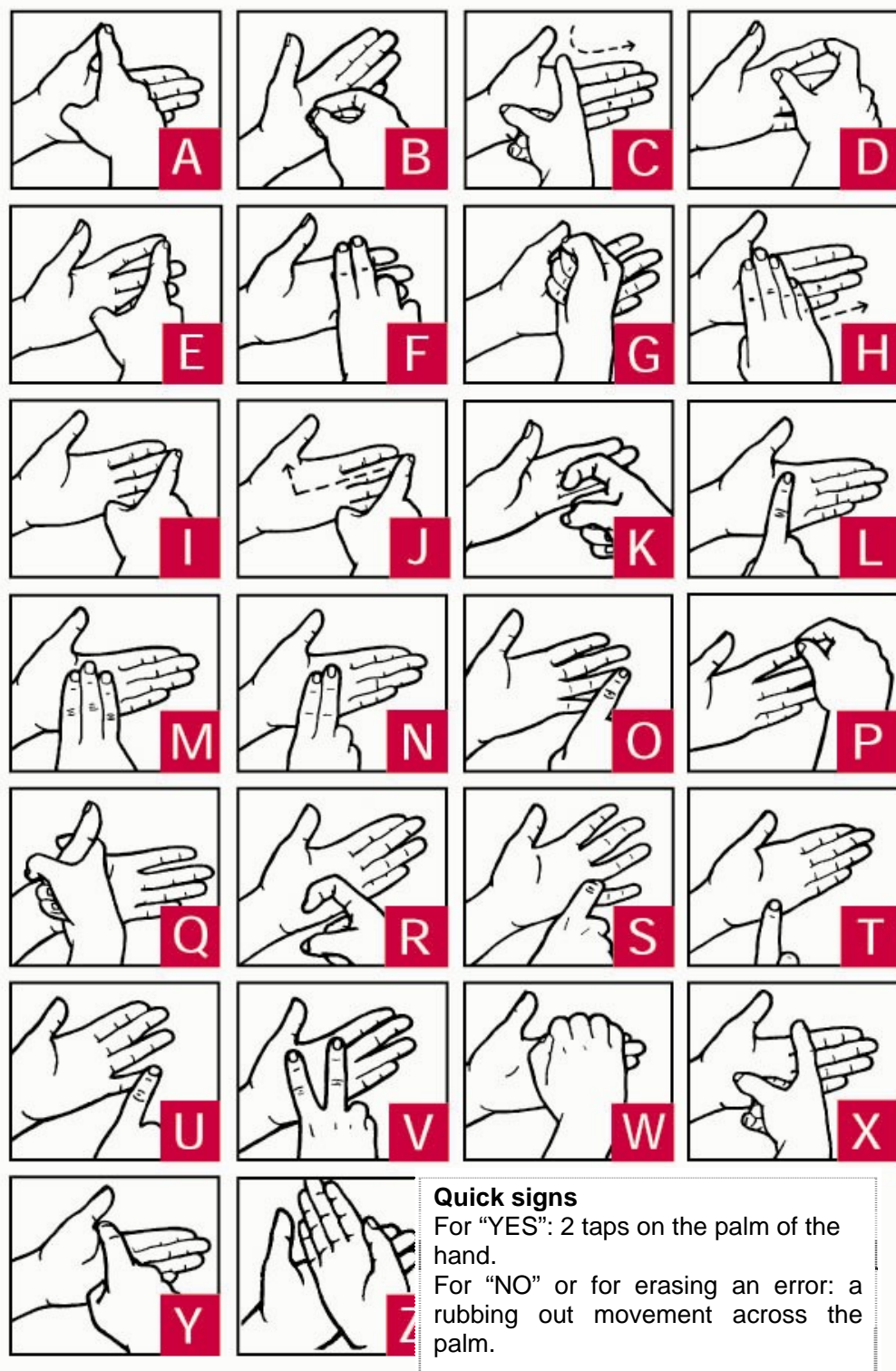
You should spend some time (an hour is recommended) practising each of these three alphabets. You will receive some refresher training during your course, and you will then be assessed on your ability to spell a 6-letter word using each of the three alphabets.



THE TWO-HANDED FINGERSPELLING ALPHABET



THE DEAFBLIND MANUAL ALPHABET¹



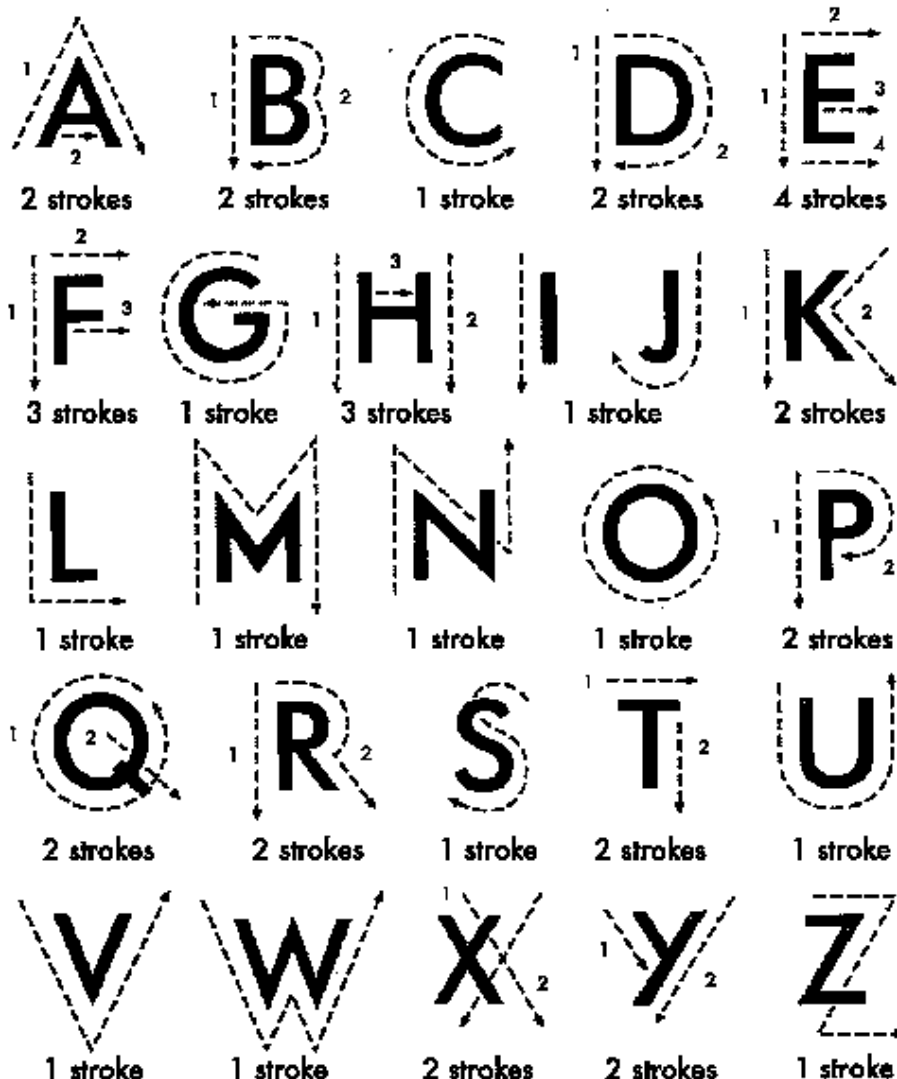
¹ Signature is grateful to Deafblind UK for providing this chart.



THE BLOCK ALPHABET²

BLOCK ALPHABET

Using your forefinger to trace ordinary
BLOCK CAPITAL LETTERS
boldly on the palm of the deafblind person's
hand, each letter directly
on top of the last



The broken lines indicate the DIRECTION and SEQUENCE of strokes to be made on the palm. Quick signs for 'YES', two taps on the palm of the hand. For 'NO', or for erasing an error, a rubbing out movement across the palm.

² Signature is grateful to Deafblind UK for providing this chart.

