

Signature

Unit Specification

K202 – Understanding Communication
with Deafblind People

L/601/8630

Sept 2019 – Aug 2020

UNIT SPECIFICATION

Unit K202 – Understanding Communication with Deafblind People

(RQF Unit Accreditation Number: L/601/8630)

This theory unit covers key facts about deafblindness, and the communication methods used by deafblind people. It also covers the impact of deafblindness on mobility and access, and aids to successful communication.

Unit summary

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 2
20	10	30	3

Learning outcomes	Assessment criteria
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:
1. Know key facts about deafblindness	1.1 State statistics relating to deafblindness 1.2 Describe the causes of the types of deafblindness
2. Understand the impact of being deafblind	2.1 Describe factors affecting the deafblind person's identity, sense of well-being, and place in society
3. Understand the importance of environmental factors in successful communication with deafblind people	3.1 Describe the optimum environmental conditions for successful communication with deafblind people
4. Understand the purpose of a range of aids to successful communication with/for deafblind people	4.1 Describe communication methods and other factors that maximise the effectiveness of communication between deafblind and hearing people 4.2 Explain the advantages and disadvantages of these methods for different groups of deafblind people

<p>5. Know how deafblindness impacts on mobility, movement and orientation</p>	<p>5.1 Explain the impact of deafblindness on the mobility, movement and orientation of the individual</p> <p>5.2 Outline the key principles of safe guiding in an emergency</p>
<p>6. Know a range of language and communication services for deafblind people</p>	<p>6.1 Describe the role of Language Service Professionals working with deafblind people</p> <p>6.2 Describe the role of others who support communication between deafblind and hearing people</p> <p>6.3 Describe technological services and devices that can be used to provide deafblind people with language and communication support</p>

Topic content

A. About deafblindness

UK statistics relating to the incidence of deafblindness:

- How many people in the UK have a severe degree of combined visual and auditory impairment resulting in problems of communication, information and mobility
- How many people in the UK have some degree of visual and auditory impairment
- How many congenital rubella births and effect of MMR vaccination.

Types of deafblindness:

- Acquired deafblindness
- Deaf visually impaired
- Blind hearing impaired
- Congenital deafblindness.

Causes of deafness.

Causes of blindness.

Causes of deafblindness.

B. The impact of deafblindness

The effect of deafblindness on the individual's:

- identity and sense of belonging (including the difference between deafblind and Deaf visually impaired people, in terms of their language and cultural affiliation)
- opportunities to socialise
- well-being.

Factors influencing the above:

- Age of onset
- Support given at onset
- How dual sensory loss occurred
- Attitudes of others
- Attitudes of the deafblind person – coming to terms with deafblindness
- The educational experiences of deafblind people.

The deafblind person in society:

- Entitlements for deafblind people
- Legislation specifically aimed at deafblind people.

C. The importance of the environment

The importance of environmental factors in ensuring optimum conditions for communication with a deafblind person:

- Getting the deafblind person to where they need to be in order to communicate (see also D)
- Setting up the physical environment
- Accommodating the communication needs and preferences of the deafblind person
- How the environment and other factors affect communication
- The importance of informing the deafblind person about what is happening in the environment.

D. Aids to communication

Principles of communication with people with a dual sensory loss:

- Principles of communication with people who have a hearing loss and a sightloss (identifying and meeting the person's communication needs)
- Importance of confidence, trust and respect for successful communication with a deafblind person.

Communication methods and devices used by the four groups of deafblind people:

- Methods and devices that make use of residual sight and hearing
- Tactile methods
- Their advantages and disadvantages
- How and why they are used by different groups of deafblind people.

E. Mobility

How deafblindness impacts on the mobility, movement and orientation of the individual and how this in turn impacts on communication:

- Barriers to mobility
- Access to mobility
- Importance of communicating information about location and movement.

Tactics for alerting a deafblind person to danger, and for supporting them in their move to a safe place:

- Importance of planning for emergencies with a deafblind person
- Principles of safe guiding.

F. Language and communication services

The role of the following communication professionals working with deafblind people:

- LSP – Deafblind Manual
- BSL/English Interpreter (Visual Frame – Hands On)
- Lipspeaker
- Notetaker (Manual and Electronic)
- Speech to Text Reporter
- Cued Speech Transliterater.

The role of the following, who also support communication between deaf and hearing people:

- Communicator-Guide
- Versabrilie provider (Electronic Notetaker linked to Braille output reader)
- Communication Support Worker
- Specialist teacher for multi sensory impaired/deafblind children
- Teaching support staff
- Social worker.

Technological services and devices that can be used to provide deaf people with language and communication support:

- Technology to assist hearing
- Technology to assist vision.

ASSESSMENT SPECIFICATION

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

This unit is externally assessed.

Assessment takes the form of a 60-minute written paper. The assessment paper will consist of structured questions on topics in the specification. All questions must be attempted.

The pass mark is 70%.

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



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