

# AMENDMENT SERVICE

## K101 – Deaf and Deafblind Awareness Unit Specification

Please update your K101 Deaf and Deafblind Awareness Unit Specification by removing and inserting the pages using the following chart.

<b>Remove Page</b>	<b>Insert Page</b>
3-4	3-4
11-12	11-12
15	15
	16

## Topic Content

(See also Notes for Tutors on pages 11)

### 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 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

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

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

**Learning outcome:** Know how deaf and deafblind people communicate.

Communication methods that:

- are adaptations of English;
- use sign language;
- use non-verbal communication;
- are suitable for people with dual sensory impairment.

**Learning outcome:** Understand the factors that affect successful communication.

- Background.
- Visual distractions.
- Auditory factors.
- Use of other senses.

### 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/sight loss.
- Level/degree and type of deafness.
- 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**

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

- Definition of discrimination.
- Ways to avoid the difficulties that society inadvertently presents to deaf people, affecting their access to communication.

## **F. Technology**

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

- 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**

**Learning outcome:** Understand the work of Language Service Professionals (LSPs) and other communication support roles.

- BSL/English Interpreters.
- Lipspeakers.
- Cued Speech Transliterators.
- Electronic and Manual Notetakers.
- (Verbatim) Speech to Text Reporters.
- LSPs with Deafblind Manual users.
- Communication Support Workers.
- Deafblind Communicator-Guides.

## **H. Organisations**

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

- Royal National Institute for the Deaf (RNID).
- British Deaf Association (BDA).
- Hearing Concern.
- National Deaf Children's Society (NDCS).
- LINK Centre for Deafened People.
- National Association for 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.

# Unit K101 – Deaf and Deafblind Awareness

## APPENDIX – NOTES FOR TUTORS

### 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 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.
- Terms which show the deaf or deafblind person's identity or language and cultural preference, e.g.
  - deaf people.
  - Hard of hearing (HOH) people.
  - Deafened people.
  - Deaf people, BSL users.
  - Acquired deafblind people.
  - Congenitally deafblind people.
  - Deaf visually impaired people.
  - Blind hearing impaired people.
  - Blind HOH people.
  - Partially sighted HOH people.
  - Ushers.
  - Acquired deafblindness.
  - Congenital deafblindness.
  - Deafness with visual impairment.
  - Blindness with hearing impairment.

## **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.
- 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).

- 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).
  - Deafblind Communicator-Guides,  
(act as the eyes and ears for a deafblind person, providing Deafblind Manual or Block alphabet communication of what is happening around the deafblind person).

## E. 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)
  - Magazine is 'One in Seven'
  - Website is [www.RNID.org.uk](http://www.RNID.org.uk)
- British Deaf Association (BDA)
  - Magazine is 'Sign Matters'
  - Website is [www.signcommunity.org.uk](http://www.signcommunity.org.uk)
- Hearing Concern
  - Magazine is 'Hearing Concern'
  - Website is [www.hearingconcern.org.uk](http://www.hearingconcern.org.uk)
- National Deaf Children's Society (NDCS)
  - Magazine is 'Talk'
  - Website is [www.NDCS.org.uk](http://www.NDCS.org.uk)
- LINK Centre for Deafened People
  - Magazine is 'Linked'
  - Website is [www.linkcentre.org](http://www.linkcentre.org)
- National Association for Deafened People (NADP)
  - Magazine is 'Network'
  - Website is [www.nadp.org.uk](http://www.nadp.org.uk)
- Cued Speech Association UK
  - Website is [www.cuedspeech.co.uk](http://www.cuedspeech.co.uk)
- Sense (Sense Cymru; Sense Scotland; Sense England and Sense Northern Ireland)
  - Magazine is 'Talking Sense'
  - Website is [www.sense.org.uk](http://www.sense.org.uk)
- Deafblind UK and Deafblind Scotland
  - Magazine is 'Open Hand'
  - Websites [www.deafblind.org.uk](http://www.deafblind.org.uk) and [www.deafblindscotland.org.uk](http://www.deafblindscotland.org.uk)
- Hearing Dogs for Deaf People
  - Magazine is 'Favour'
  - Website is [www.hearingdogs.org.uk](http://www.hearingdogs.org.uk)

## 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

Deaf BSL users show applause by:

- a) **Waving both hands in the air**
- b) Clapping loudly
- c) Nodding their head
- d) Shouting appreciation

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