

# TEACHER NOTES

## Topic content

### 1. 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.
- Conductive deafness - deafness caused by damage to the outer or middle ear.
- Perceptive deafness/sensori - neural deafness- deafness caused by damage to the inner ear.
- Glue ear - the middle ear is filled with fluid, dampening vibrations to the bones in the middle ear, usually affects children but can develop at any age.
- Whether the deafness is temporary or permanent.
  
- Terms used to 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**

Umbrella term for all deaf and deafblind people.

**Hard of hearing**

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

**deafened**

deaf people who have lost all or most of their hearing after acquiring spoken language and rely on lipreading and text for communication.

**Deaf, BSL/ISL users**

Deaf people who use BSL/ISL as their main or preferred language.

**Acquired deafblind**

People who become deafblind after being hearing and sighted, usually during the ageing process.

**Congenitally deafblind**

People who are born with a dual sensory loss.

**Deaf visually impaired**

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

**Blind hearing impaired**

Blind people who become deaf.

**Ushers**

A genetic condition which causes both hearing and visual loss.



## 2. Statistics

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

- Ten million people with some form of hearing loss.
- 150,000 are deafened people.
- 50,000 are Deaf BSL users.
- 356,000 people have combined sight and hearing impairments.

Incidence of deafness/deafblindness increases with age.

Statistics are estimates and are taken from Action on Hearing Loss factsheet on facts and figures, July 2011 and Sense.

## 3. Communication

**Learning outcome:** Know how deaf and deafblind people communicate and understand the factors that affect successful communication.

Communication used:

- 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.

Factors affecting 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.

## 4. 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 happened.
- Level/degree of sensory loss/deafness.
- Type of deafness/deafblindness.
- 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/ISL 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/ISL: 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 become 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:
    - The Department of Health says people are deafblind “if their combined sight and hearing impairment cause difficulties with communication, access to information and mobility.”  
(Source Action on Hearing Loss)
    - 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.

## 5. 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/ISL user has an appointment with a solicitor  
(the solicitor provides a BSL or ISL/English Interpreter for the consultation).
  - A deafened person needs to use the telephone  
(the employer provides a textphone and access to Text Relay).
  - 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).



## 6. 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.
  - Text relay (formerly 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 (cochlear implants are only useful if the hearing loss is caused by damage to the cochlea).
  - Loop systems.
  - Magnifiers (deafblind).
  - Low vision aids (deafblind).
  - Specialist lighting systems.



- Television, cinema and the media:
  - Subtitling.
  - BSL/ISL interpretation.
  - Audio description (deafblind).
  - Personal amplifiers.
  - Infra red systems.
  - Talking books and newspapers (deafblind).
  - Braille and large print.
  - Theatre captioning.

## 7. Language and communication services

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

- Communication Professionals, e.g.
  - BSL or ISL/English Interpreters  
(interpret between English and BSL/ISL for both BSL/ISL 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 Alphabet 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  
(provide guiding and communication support for a deafblind person – using Visual Frame and/or ‘Hands-on’ BSL/ISL, Deafblind Manual or Block alphabet to communicate what is happening around the deafblind person).

## 8. 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:

- Action on Hearing Loss (formerly RNID) – [www.actiononhearingloss.org.uk](http://www.actiononhearingloss.org.uk)
- British Deaf Association (BDA) – [www.BDA.org.uk](http://www.BDA.org.uk)
- Hearing LINK – [www.hearinglink.org](http://www.hearinglink.org)
- National Deaf Children’s Society (NDCS) – [www.NDCS.org.uk](http://www.NDCS.org.uk)
- National Association of Deafened People (NADP) – [www.nadp.org.uk](http://www.nadp.org.uk)
- Cued Speech Association UK – [www.cuedspeech.co.uk](http://www.cuedspeech.co.uk)
- Sense (Sense Cymru; Sense Scotland; Sense England and Sense Northern Ireland) – [www.sense.org.uk](http://www.sense.org.uk)
- Deafblind UK and Deafblind Scotland – [www.deafblind.org.uk](http://www.deafblind.org.uk) and [www.deafblindscotland.org.uk](http://www.deafblindscotland.org.uk)
- Hearing Dogs for Deaf People – [www.hearingdogs.org.uk](http://www.hearingdogs.org.uk)
- Stagertext – [www.stagertext.org](http://www.stagertext.org)
- Irish Deaf Society – [www.irishdeafsociety.ie](http://www.irishdeafsociety.ie)
- Deaf Hear – [www.DeafHear.ie](http://www.DeafHear.ie)



## 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/ISL users**
- b) All deaf people
- c) Hard of hearing people
- d) deafened people

To understand a television programme which one is a person with a dual sensory loss most likely to use?

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

