



Australian Government

PSPLAN010 Communicate with Deafblind people

Release: 1

PSPLAN010 Communicate with Deafblind people

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to interact with Deafblind people using Deafblind protocols and to use tactile or visual frame Auslan for basic conversations.

It requires the ability to develop knowledge about deafblindness and the main types of manual communication used by Deafblind people.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|--|
| 1. Source information on deafblindness and forms of communication used by Deafblind people. | 1.1. Identify the four main categories of deafblindness.
1.2. Identify common causes of deafblindness to gain a better understanding of the condition.
1.3. Distinguish between the terms deafblindness and Deafblindness and the customary correct use by the Deaf community.
1.4. Obtain information on current adaptive technology available to people with deafblindness.
1.5. Identify the main types of manual communication used by Deafblind people. |
| 2. Use basic Deafblind manual communication | 2.1. Use appropriate protocols for discussions with Deafblind people.
2.2. Use Deafblind fingerspelling and numbering for basic |

methods.	interactions.
	2.3. Use tactile or visual frame Auslan for basic spontaneous interactions.
3. Assist with a deafblind person's mobility.	3.1. Use sighted guide methods to assist a deafblind person.
	3.2. Sign visual descriptions to assist the deafblind person.
	3.3. Appropriately seat a deafblind person and consider their field of vision for communication.
	3.4. Assist a deafblind person to negotiate obstacles and manage the visual environment according to appropriate method.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	interpret unfamiliar information of varying complexity.
Problem-solving skills to:	ask for repetition of signing and clarification of meaning when signed texts are not fully comprehended.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>

Assessment Requirements for PSPLAN010 Communicate with Deafblind people

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- complete a written, verbal or Auslan signed report to include:
 - explanations of two types of deafblindness and two impacts of deafblindness
 - customary definitions of:
 - Deafblindness
 - deafblindness
 - visual impairment
 - dual sensory loss
 - purpose of two different types of adaptive technology available to deafblind people and how these are used to assist communication
 - purpose of five different types of manual communication used by Deafblind people and how these are used to assist communication
- on two occasions, guide a person from one location to another, over a short distance, and sign visual descriptions that:
 - map the structure of the area
 - provide information on aesthetics of the environment
- participate in two different spontaneous tactile or visual frame Auslan exchanges with one other signer each lasting for a maximum of three minutes:
 - during the above spontaneous exchanges, engage in conversation about a narrow range of concrete topics relevant to the immediate environment.

During each exchange, the individual can:

- ask the signer to repeat signed text once, twice when fingerspelling is involved
- ask for assessor clarification once
- correct and repeat own signed text once
- show idiosyncrasies in sign production but only those that do not obscure the meaning
- only infrequently pause, hesitate and repeat features.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the four main categories of deafblindness:
 - born deafblind (congenital deafblindness)
 - born or early life deaf, with acquired vision loss
 - born or early life blind, with acquired hearing loss
 - acquired vision and hearing loss later in life
- common causes of deafblindness to include:
 - Usher Syndrome
 - Rubella
 - CHARGE syndrome
 - premature birth
 - age-related hearing and vision loss
- how deafblindness impacts on people to include impacts on:
 - day-to-day living
 - communication
 - education
 - self-identify
- terms and labels related to deafblindness, their general meaning and customary use in the community:
 - Deafblindness or deafblindness
 - visual impairment
 - dual sensory loss
- adaptive technology available to deafblind people and how these are used:
 - computers
 - environmental alarms
 - braille output
- types of manual communication for Deafblind people and when these methods would be used:
 - Deafblind or tactile fingerspelling and numbering
 - tactile Auslan (hand over hand signing)
 - Tadoma
 - visual framing
 - close frame
 - block alphabet
 - print on palm and print on back
 - oral or aural technology
 - communication books
 - social haptic communication
- how Auslan may vary in use between people who are Deaf and Deafblind including choice of signs
- appropriate Deaf protocols for discussions with deafblind people including those for:

- getting attention
- making initial physical contact for tactile communications
- identifying communication comfort zones and maintaining prolonged physical contact
- leaving a deafblind person
- terms related to guiding a Deafblind person, how these are signed and used when guiding:
 - hold elbow
 - hand on shoulder
 - guide hand
- sighted guide methods used to assist a deafblind person and protocols for using these, to include:
 - initial approach and introduction
 - avoiding objects
 - assisting with seating
 - negotiating obstacles including stairs, doorways, lifts, escalators, narrow passages and pathways
 - assisting with managing the visual environment, especially distractions from communications
- types of visual descriptions, how these are signed and used when interacting with a Deafblind person, to include:
 - identifying who is present
 - identifying people who arrive or leave
 - describing visual information about people's facial expressions, emotional reactions
 - 'mapping' the structure of a room
 - describing the aesthetics of the environment.

Assessment Conditions

Signing skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.

Assessment must ensure use of proficient Deaf tactile signers to participate in any tactile Auslan exchanges.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

Links

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