

# Deafblind - Introductory Training Course

This online course aims to equip participants to have a broad understanding of the spectrum of deafblindness and demonstrate an understanding of key considerations and supports individuals with deafblindness need, to have a good quality of life.

The course is organised over eight learning modules and a case study module, covering:

1. Understanding deafblindness
2. Accessibility
3. Communication
4. Orientation and mobility
5. Acquired deafblindness
6. Congenital deafblindness
7. Person-centered support and independence
8. Policy and funded support
9. Case study module

Module 1 Understanding deafblindness

Learning outcomes:

1.1 Participants can define deafblindness.

1.2 Participants can describe types, causes and the unifying features of deafblindness.

Learning objectives:

1.1 State the definition of deafblindness used in Australia.

1.2 State the estimated incidence of deafblindness in the Australian population.

1.3 Describe the difference between congenital and acquired deafblindness.

1.4 Identify causes of deafblindness and likely age of onset.

1.5 List different terms used to describe deafblindness.

1.6 Identify the common features of deafblindness regardless of type.

1.7 Identify the impacts of deafblindness associated with age of onset.

Module 2: Accessibility

Learning outcomes:

2.1 Participants understand the impacts of combined hearing and vision loss (deafblindness and other sensory disabilities) on the individual.

2.2 Participants are aware of environmental modifications and use of assistive technology to support access and independence.

Learning objectives:

2.1 Name parts of the ear and their role in hearing

2.2 Name parts of the eye and their role in vision

2.3 List eight different senses and what they do

2.4 Name key life spaces in the life space model

2.5 Name different environmental modifications that increase access to information and independence.

2.6 Name common assistive technologies that increase independence for people with deafblindness.

Module 3: Communication

Learning outcomes:

3.1 Participants can demonstrate knowledge of the broad range of face-to-face communication methods used by people with deafblindness.

3.2 Participants will be able to state the non-language features of a high-quality interaction, (for all stages of development including in the tactile mode)

Learning objectives:

3.1 Name and identify different ways to communicate used by the deafblind community.

3.2 Practice the deafblind manual alphabet and block alphabet to be able to introduce yourself.

3.3 Describe the features of high-quality interactions.

3.4 Name how key features of high-quality interactions are expressed in the tactile mode.

Module 4: Orientation and Mobility

Learning outcomes:

4.1 Participants can identify safe guiding techniques to support people with deafblindness.

Learning objectives:

4.1 Describe key concepts in orientation and mobility.

4.2 List a range of orientation and mobility aids available to people with deafblindness

4.3 identify key adaptations to consider when guiding a deafblind person.

4.4 Define the roles of O&M specialist, Communication guide, human and dog guide.

4.5 Practice guide techniques and communication messages used when guiding a person.

Module 5: Acquired deafblindness

Learning outcomes:

5.1 Participants can identify the impacts of acquired deafblindness and strategies to address them.

Learning objectives:

5.1 List common impacts of acquired deafblindness.

5.2 Describe strategies to address common impacts.

5.3 List common technologies required for independence.

Module 6: Congenital deafblindness

Learning outcomes:

6.1 Participants identify the impact of congenital deafblindness on learning and development.

Learning objectives:

6.1 List common impacts of congenital deafblindness

6.2 Describe strategies to address common impacts.

6.3 List common resources used in active learning.

Module 7: Person Centred Support and Independence

Learning outcomes:

7.1 Participants can identify barriers to participation and independence for people with deafblindness and strategies to address these barriers to optimise engagement, participation, and independence.

Learning objectives:

7.1 List barriers to participation for people with deafblindness

7.2 Name strategies to foster engagement, participation, and independence.

7.3 Do a task analysis of an everyday activity, identifying components that can be done independently, with a prompt or will full hand-under-hand support.

7.4 Practice using the hand under hand mediation approach with a partner.

Module 8: Policy and funded supports

Learning outcomes:

8.1 Participants can name legislation and funded supports relevant to Australians with deafblindness and the ethical considerations for service providers.

Learning objectives:

8.1 List key legislation relevant to supporting the rights of people with deafblindness.

8.2 Name and describe the function of different professional roles.

8.3 Participants identify responsibilities and issues in professional practice.

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