Describe and use visual strategies for communicating with Deaf and hearing impaired people

Name ___________________________________________________

Careerforce reference number ________________________________
Describe and use visual strategies for communicating with Deaf and hearing impaired people
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Welcome to Describe and use visual strategies for communicating with Deaf and hearing impaired people: one in a series of workbooks especially developed for support workers in the CPQ (Career Pathway Qualifications).

Note: The workbook will provide you with the background and theory you need for this unit standard. However, the unit standard also has a practical component: you are required to use visual communication strategies in your workplace. You will need to practise these strategies in order to be successful in using them, or in supporting someone who uses them. For some of the more complex strategies (such as using New Zealand Sign Language) you may need to attend a course or seek assistance from a specialist in your workplace.

Look before you leap!
Take the time to go through this workbook before starting on the activities. Read the sections and make notes as you go.

How do I use this workbook?
- Use highlighters to identify the important ideas.
- Take your own notes.
- Complete activities as you go through the workbook and write answers in the spaces provided.

What will I learn about?
When you have finished this workbook you will have learned more about:
- Visual strategies for communicating with Deaf and hearing impaired people
- How to use visual strategies to communicate with Deaf and hearing impaired people

Note: It is recommended that before starting this workbook you have completed the workbook for Unit Standard 16874: Demonstrate an ability to support a person with a communication impairment.

Acknowledgements
This workbook has been designed to support your learning and prepare you for the unit standard assessments.

The contents of this workbook include scenarios, learning activities and activities for general health and disability settings. They are not specific to any setting and should be used as a general guide for learning.

Careerforce would like to thank the people who have contributed their time and effort into each workbook in:
- Research and content validation.
- Advice and expertise.
- Testing of activities and assessments and their personal experiences.

And the people who have contributed a human dimension to the workbooks.
Getting started

Stop activities
You will also come across the pencil in places where you are asked to STOP (see the graphic on the left) and record your current knowledge or impressions, as a reference point to return to later.

Pause and Rewind activities
Pauses are for summarising, questioning, and reflecting as a reference point to return to later. Rewinds take you back to a PAUSE, STOP or TEST YOUR KNOWLEDGE and give you an opportunity to add to, change or validate some of your initial thoughts and ideas.

Learning activities
These help you understand the content, and will help you with workplace verification tasks. The instructions and answer panels for learning activities have a light yellow/orange background like this.

Trainee assessment portfolio
The trainee assessment portfolio contains assessed activities and workplace verification which must be completed to meet the requirements of the unit standard. These questions or tasks must be completed by you and signed by your workplace assessor in order for you to be credited with the unit standard.
Before you go any further in this workbook, think of what you know about communication and barriers to communication...

TEST YOUR KNOWLEDGE

In your own words explain what you think is meant by the term “communication”.

Think about how you communicate with others and others communicate with you.

List the different ways that this communication occurs.
Describe and use visual strategies for communicating with Deaf and hearing impaired people

TEST YOUR KNOWLEDGE cont.

What things can you think of (barriers) that can make communication difficult?

What examples of these barriers to communication can you think of with the person you support?

What might be one particular barrier for you; and what might be one for the person you support?
How do you **think** being “deaf” may impact on the way people communicate with each other? Fill in the following chart with three examples.

<table>
<thead>
<tr>
<th>Communication situation</th>
<th>Impact on the way communication occurs</th>
<th>Skills and knowledge you may need to make the communication successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. person with a moderate hearing impairment talking with his/her support person.</td>
<td>Support person and the person with the hearing impairment use sign language to communicate.</td>
<td>An understanding and training in the use of the person’s preferred choice of sign language.</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
What do you **think** is meant by the following terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A communication strategy?</td>
<td></td>
</tr>
<tr>
<td>Visual communication?</td>
<td></td>
</tr>
<tr>
<td>Deaf?</td>
<td></td>
</tr>
<tr>
<td>Hearing impairment?</td>
<td></td>
</tr>
<tr>
<td>Function?</td>
<td></td>
</tr>
<tr>
<td>Acknowledgement?</td>
<td></td>
</tr>
</tbody>
</table>
What are other terms that are used for “hearing impairment”? 

In your own words explain what you think is meant by the term “visual communication strategies”?
This workbook will explore:
- How communication is affected by difficulties with hearing.
- The features of positive communication environments for people who have difficulty with hearing.
- Visual support strategies that may be used by or with people who have difficulty with hearing.

TEST YOUR KNOWLEDGE cont.

What visual communication strategies can you think of/do you currently use?
Fill in the following chart.

<table>
<thead>
<tr>
<th>Visual communication strategy</th>
<th>Purpose of the strategy</th>
<th>How the strategy works to support communication</th>
</tr>
</thead>
</table>

It is important to understand the theory of visual communication strategies. But it is more important to know how to apply these strategies in a “real-life” setting.
How we hear

The manner in which we hear sound is shown in the following diagrams. Any condition, congenital defect or injury/trauma which interrupts any of the transmission processes shown in these diagrams will result in a degree of hearing impairment/loss.

Hearing impairment
People with hearing impairment have difficulty hearing the range of sounds that can be heard by most people. Hearing impairment can vary from mild or moderate, to severe or profound. Sometimes hearing impairment is also called “hearing loss” or “deafness”.

People who have mild hearing impairment may have little difficulty talking to people face to face. But they may have trouble hearing in noisy places or from a distance. Some high-pitched sounds or voices can be harder to hear. For example, people with mild hearing impairment may not always hear the phone ring, or a smoke alarm go off. People who have a significant hearing loss (severe or profound hearing loss), especially those who were born deaf, have much more trouble hearing or don’t hear at all. They depend more on their vision than hearing for communicating with other people. It can be very hard for people with severe or profound hearing loss to learn to speak or to develop clear speech, because they have never heard the spoken word properly.

Anything that stops or hinders a person from hearing the full range of sounds that most people can hear in the same setting is a hearing impairment.
How we hear

There are different types of hearing impairment which fall within three broad categories:

- Conductive hearing loss
- Sensorineural hearing loss
- Tinnitus

Conductive hearing loss

People with conductive hearing loss have problems that prevent sound being “conducted” (travelling) to the cochlea. Conductive hearing loss leads to a reduced awareness of levels of loudness, similar to listening to someone speaking very softly or from a distance.

Sensorineural hearing loss

People with sensorineural hearing loss have problems with the inner ear, resulting in hearing impairment that ranges from mild to total loss of hearing. Sensorineural hearing loss reduces loudness and clarity, and distorts sound.

Tinnitus

Tinnitus is a noise (buzzing, hissing, ringing, whistling or other sound) that people hear in their “ear” or in their “head”. Tinnitus can be very annoying for people who experience it frequently. It is estimated that 10% of people experience tinnitus for more than five minutes a day.
“Deaf” or “deaf”?

Deaf (with a capital “D”)
Deaf (with a capital “D”) describes people who have a hearing impairment and who identify themselves as part of the Deaf community. They are likely to use a formal sign language as their first language. Deaf people form a distinct community with their own culture. The Deaf see themselves as an alternative cultural group within the overall national culture of New Zealand. Many people who are born with significant hearing impairment use sign language as their first language and have connections with the Deaf community. They may also learn English as their second language. Because this type of deafness isn’t expected to get better Deaf people view their difficulties as being communication difficulties rather than medical difficulties. Within the Deaf community they can communicate easily, and having a hearing impairment is not seen as a problem.

Deaf (with a lower case d)
The word “deaf” simply refers to a person who has some hearing loss, but who doesn’t have an association with the Deaf community. The word “deaf” is sometimes used instead of “hearing impairment” or “hearing loss”.

Further information can be found on the Deaf Association of New Zealand (Inc.) website, www.deaf.co.nz

A person who is deaf does not necessarily identify with the Deaf community.
**Learning activity**
Think about someone you support who has hearing difficulties. Answer the following questions.

Do you know the type of hearing impairment/loss that the person you support has e.g. mild conductive loss in the left ear only, or profound sensorineural loss in both ears? If you know the type of hearing impairment/loss, write it down here. If not, it could be helpful to find out.

Does the person you support have any involvement with the Deaf community? Explain the person’s level of involvement (if any).

Describe what (if anything) the person has told you about his/her hearing difficulties, e.g. the impact on the person, how the hearing difficulties affect his/her life, what the person can and cannot hear etc; or perhaps describe what you have observed in someone else you either know or are supporting.
The impact of having difficulty with hearing

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>have you ever wondered what it would be like to have difficulty with hearing? Think about this now and record the thoughts that you have…</td>
<td></td>
</tr>
<tr>
<td>What about having difficulty with hearing and also having an intellectual disability? Think about this now and record the thoughts that you have…</td>
<td></td>
</tr>
<tr>
<td>How would you want to be treated if you yourself had a difficulty with hearing? Why?</td>
<td></td>
</tr>
<tr>
<td>What does the term “communication partner” mean to you? In your own words explain what you think the role of the communication partner is.</td>
<td></td>
</tr>
</tbody>
</table>
What could be some possible difficulties with communication if you have a hearing difficulty **and** a physical disability **and/or** an intellectual disability? Complete the following chart.

<table>
<thead>
<tr>
<th>Disability type</th>
<th>Impact on communication</th>
<th>Impact on the person</th>
<th>Effect on life choices/opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical disability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>E.g. Cerebral palsy</em></td>
<td><em>E.g. Difficulty controlling speech and movement.</em></td>
<td><em>E.g. May need communication support e.g. communication board, electronic VAC (voice activated communication devices).</em></td>
<td><em>E.g. Need to have a support person/communication partner at all times to assist with physical disability as well as hearing difficulty. Loss of independent choices, high dependency on others.</em></td>
</tr>
<tr>
<td><strong>Intellectual disability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical and intellectual disability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The impact of having difficulty with hearing

Most people who have a hearing impairment do not see this hearing impairment as a problem. Their language is a visual gestural language and not a written language – for most of them, English is their second language.

The most significant difficulty for people who have hearing impairment is often in communicating. This difficulty has a flow-on effect, and influences other parts of their lives, such as:

- Community participation.
- Work.
- Recreation.
- Health and wellbeing.
- Socialising.
- Safety.

The impact is greater for people who have other difficulties to contend with as well, such as having an intellectual or physical disability.

Communication is complex. It is a two-way process of giving and receiving messages.

Effective communication requires:

- A function – something to communicate about (a purpose or reason for communicating).
- A strategy – a way to communicate.
- Acknowledgement - somebody to communicate with who knows how to support a person’s communication and who can adapt his/her own communication to meet the person’s communication needs.

When any of these three factors (function, strategy and acknowledgement) is missing, limited or ineffective, a person will have difficulty with communicating. People who are deaf or who have a hearing impairment may not always have effective communication partners (who can provide acknowledgement), or they may not have a successful way to communicate (strategy) themselves. When it is their turn to be the “listener” or “receiver” in a conversation, they may struggle to provide effective acknowledgement in return. If a person also has difficulty with learning, that person’s communication may be more affected as a result.
The impact of having difficulty with hearing

People who have difficulty hearing or have never heard the spoken language will find it harder to learn how to speak themselves. It may also be hard for them to participate in day-to-day interactions. There may be additional communication difficulties for a person with a physical and/or intellectual disability.

The types of communication difficulties that are common for people who have both intellectual disabilities and hearing impairments include difficulties with:

- Speech (clarity of speech sounds) – a person may have unclear speech or find it hard to produce particular sounds. This can make it hard for other people to understand the person when he/she is talking.

- Voice (the actual sound produced by the vocal chords) – difficulties with “voice” include having an unusual tone (such as having a nasal sounding voice), or pitch or speaking too loudly.

- Language (complexity of grammar, and vocabulary) – difficulties with language can include having a limited vocabulary, or limited grammar, or using vocabulary or grammar in odd ways. This can make it difficult for a person to get his/her messages across clearly. It may result in the person being misunderstood.

- Social use of language (knowing what to say, when, and to whom) – difficulties with social use of language can include having trouble with initiating or maintaining interactions, not being able to keep up with the conversation, missing parts of conversations, losing the “thread” of conversations, and saying things that don’t fit with the topic being discussed.

People who have a hearing impairment will find communication more challenging if they also have a physical or intellectual disability.
**Learning activity**

For each of the areas in the diagram below, think about the impact of having a hearing difficulty. What could the impact be?

Impact on communication (for example, the person may not be able to speak or easily communicate with others – and as a result might feel left out or find it hard to make friends, miss parts of conversations, or not be able to tell others what he/she needs or wants).

Additional impacts if you have an intellectual or physical disability might be…

Impact on work (for example, getting through a job interview can be difficult, so the person may have trouble finding employment).

Other impacts might be…

Impact on recreation (for example, some team sports could be difficult because communicating is required during the game, but a game like underwater hockey, that uses hand signals rather than talking/hearing, could be a possibility).

Other impacts might be…
Impact on socialising (for example, participating in a noisy environment might be hard because it will be difficult to hear what is going on – this may lead to a person choosing not to go out and becoming isolated as a result).
Other impacts might be...

Impact on community participation (for example, shop assistants may not know how to communicate successfully with someone who has trouble hearing – so the person might not get the advice he/she needs, or may be ignored or given poor service).
Other impacts might be...

Impact on safety (for example, a person might not hear a fire alarm, so may not escape a fire).
Other impacts might be...

Impact on health and wellbeing (for example, difficulty communicating with medical professionals may lead to a condition not being diagnosed, or being diagnosed incorrectly).
Other impacts might be...
Positive communication environments

It is important that an environment is set up well so that it encourages the best possible communication. If you are communicating with someone who has difficulty hearing, there are many things you can do to make sure that you are a good communication partner, and that you have organised the environment to be as suitable as possible.

- Face the person directly if the interaction is one on one.
- For group interactions think carefully about seating/positioning – round tables are useful because everyone who is seated can be seen all of the time. Try to arrange a room so that everyone can be seen.
- Get the person’s attention before you speak.
- Try to use a room that has a carpet rather than a tile or wooden floor.
- Do not use a room with lots of people present, or with a television or radio going.
- Make sure the person can easily see the faces of people who are speaking (good lighting is really important). A dark or poorly lit room can make it difficult for a person to see (which affects the person’s ability to understand).
- Minimise background noise (for example, turn off radios/TVs and shut doors into other rooms).
- Minimise visual distractions in the background so that the person you support can focus on the interaction e.g. draw curtains, or move pot plants from the table you are sitting around.
- Speak clearly – do not put your hand over your mouth as you talk.
- If the person cannot understand you, say it again a different way.
- Use facial expressions and gestures to add to your meaning.
Some organisations have policies or procedures about supporting people’s communication or meeting individual needs. It is important that you know what these policies are and that you follow them at all times in your workplace. Find out what policies or procedures your organisation has. Write the key points in the space opposite.

<table>
<thead>
<tr>
<th>Policy/procedure title:</th>
<th>Key points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy/procedure title:</td>
<td>Key points</td>
</tr>
<tr>
<td>Policy/procedure title:</td>
<td>Key points</td>
</tr>
</tbody>
</table>

How do these policies and procedures impact on the way that you communicate with the people you support?
Think about some of the things that people who have difficulty hearing can do to help themselves.
Positive communication environments

There are also some things that people who have difficulty hearing can do to help themselves, such as:

- Arrange themselves and the room so that they can see/hear as well as possible. For example, shut doors to cut down background noise, turn off radios or the TV and make sure the person (people) being talked to can be seen.

- Tell other people about their hearing loss and tell these other people what they need to do to help. For example, you could say: “Sometimes I find it hard to hear in a noisy room. It helps if you sit close to me and talk really clearly.”

- Let people know when something hasn’t been heard by telling them exactly which part of a conversation was missed, and asking them to say it again. For example, you could say: “I didn’t hear the last bit”; or “I heard you say....was that right?”

- Ask people to write down or show things that aren’t understood clearly.

Before offering support, it is important to find out what the person can do or wants to do by him/herself, and not make any assumptions about the person’s abilities.
Positive communication environments

Some people with intellectual disabilities might have difficulty doing the things suggested on the previous page without support from others. It is important that you discuss this situation with the person you support (and/or the person’s family/whānau/caregivers as required). Find out what the person you support would like you to do, or not do. For example:

• Jenny is a person who has an intellectual disability and a hearing impairment. She likes you to remind her to tell people about her hearing needs herself. She doesn’t want you to tell people on her behalf. She takes responsibility for making sure she can see who she is talking to. If she gets really stuck and can’t understand something she will ask you to help her.

• Peter is also a person with an intellectual disability and a hearing impairment. He likes to try and explain his needs on his own. Sometimes he will ask for your help if he gets stuck or isn’t sure of what to say. Peter is shy and finds it hard to ask people to repeat themselves – sometimes he needs you to remind him to ask.

• Wiremu is also a person with an intellectual disability and a hearing impairment. He has more significant needs than Jenny and Peter. Wiremu does not use any spoken language and relies on you to explain his hearing and communication needs to others. He also needs you to explain things to him in simple terms using two or three spoken words at a time. Wiremu relies on you to arrange seating and tables in the room so that he is in the best position to participate.
Learning activity
Read the scenario below and answer the following questions. Write your answers in the spaces provided.

Josh is a young adult who has an intellectual disability and a mild hearing impairment. He is having trouble hearing and communicating during staff meetings at his part-time job. You talk to him about it and find out more about the meetings. There are usually 10-15 people at the meetings and they sit on sofas in the corner of the staff room. Sometimes the dishwasher is on because the meeting is held just after lunch. On hot days the windows are open, and noise from the road outside can be heard. The room is quite dark. Tea and biscuits are on the tables and most people eat and drink during the meetings.

There are many things about the meeting environment that could make it hard for Josh to communicate. Identify three things.
1
2
3

What could be changed in the environment to make it easier for Josh to communicate in the meetings? Identify three possible changes.
1
2
3
What does the person you support want you to do? If you aren’t sure, you need to find out.

What things do you need to be aware of to make the communication environment positive?
1. 
2. 
3. 

What changes to the communication environment would assist a person you support?
1. 
2. 
3.
Supporting a person’s communication

Some people who have communication impairments use typical communication strategies (such as talking) in limited ways. This includes people who are deaf or have hearing impairments.

These people may be more successful using additional or alternative strategies.

There are many types of communication strategies. Not every strategy will suit every person. Most people will benefit from support that is individually planned. This support usually involves assessing the person’s communication skills and needs; working with that person to set goals; developing a plan to meet those goals; putting the plan in place; and then checking progress.

Communication assessment

The first step in supporting someone’s communication is to ensure that thorough assessment information is available. This is important because:

- Such information forms the basis of the rest of the communication support process (from choosing a goal, to selecting a strategy to meet the person’s needs, to knowing who has to be trained to support the person).
- This information ensures that decisions are made based on facts rather than opinions.
- It allows comparisons to be made over time to see if progress is being made.
Supporting a person’s communication

Assessment is usually carried out by a speech-language therapist or a specialist in the area of communication. Other professionals may also be involved. Children who are deaf or have a hearing impairment may also have access to a teacher of the deaf or a hearing advisor, who are employed by the Ministry of Education. Adults who are deaf or have hearing impairments may be able to access a hearing therapist through the Ministry of Health.

During a communication assessment, information is gathered about all of the things that influence a person’s ability to communicate successfully, including:

- What the person wants and needs in order to communicate in his/her environment.
- What the person is able to communicate about now.
- How the person communicates now.
- How well the person can be understood by others (in all the different ways that they communicate).
- The person’s understanding – how well the person makes sense of what others are communicating, and how well he/she understands what’s going on in the environment (routines, expectations, rules).
- How the person interacts with others socially.
- The person’s vision, hearing, fine motor skills – these things influence the types of support strategies that a person can use effectively.
- The activities that the person is involved in – some strategies may work better in some environments than others. For example, a communication board may work well at home, but would get ruined in the swimming pool!
- How others contribute to the success of the person’s communication.

A speech-language therapist or other communication support specialist may provide support or guidance following assessment. They may help with setting communication goals, developing a plan (choosing strategies to meet the chosen goals), implementing the plan, and reviewing progress. More information on these steps can be found in the workbook for Unit Standard 16874 (Demonstrate an ability to support a person with a communication impairment).

A speech-language therapist or other communication specialist is the person best placed to assess someone who has a communication impairment.
Supporting a person’s communication

Accessing a speech-language therapist
There are different ways to access a speech-language therapist, depending on the age of the person, and the reason for the communication impairment. For example:

- Children and young people who are deaf or have hearing impairments usually receive their communication support through the Ministry of Education or Special Education Services.
- Children who attend a special school may receive their communication support directly through their school – the school may employ its own speech-language therapists.
- People (children, young people and adults) who also have health conditions that affect their communication will usually receive their communication support through their local District Health Board.
- People whose hearing and communication impairment is the result of an accident will usually receive their communication support through a private provider funded by ACC.
- For some adults with disabilities a Needs Assessment Service Co-ordination (NASC) agency may fund a speech-language therapy assessment or intervention if it is not available through other means.
- Some people with a communication impairment may choose to pay a private provider for its service.
- Children who are deaf usually have communication support through Advisors on Deaf Children (ADDC), or Itinerant Teachers of the Deaf, both of whom are employed by the Ministry of Education.

Each of these services has strict eligibility criteria and different processes for making referrals. Some people may not be eligible to access communication support services.
Learning activity

Check with your manager how to access a speech-language therapist or other communication support professional, in your workplace. There may be policies or procedures that must be followed. Record your answer here.

If the person you support already has the support of a speech and language therapist or other communication support professional, it may be worthwhile recording that person’s name and contact details here.
People who are deaf or have hearing impairments may have difficulty with strategies that rely on hearing, so they often choose to use strategies that are VISUAL – strategies that can be SEEN. Visual communication strategies to support people who are deaf or have hearing impairments could include:

- **Lip reading**
- **New Zealand Sign Language (including finger spelling)**
- **Alerting devices**
- **Visual comprehension strategies**
- **Key word signing**
- **Gestures**
- **Communication books or boards**
- **Book about Me**
- **Writing/reading**

Each of these strategies is described on the following pages. Remember that no single strategy is useful to all people. The choice of strategy or strategies should be made individually.
Describe and use visual strategies for communicating with Deaf and hearing impaired people

### Visual communication strategies

#### Lip reading

<table>
<thead>
<tr>
<th>Description</th>
<th>Function/purpose</th>
<th>Skills required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lip reading means looking at the movements of a person’s mouth to work out what that person is saying (if he/she cannot be heard). This is a receptive communication strategy.</td>
<td>Being able to “read” a person’s lips can help a person who has trouble hearing to understand what someone else is saying.</td>
<td>Lip reading is immensely difficult. It involves a lot of guess work. For example, just try to “see” (to lip read) the difference between the sounds “t”, “d”, “l”, and “n” – they look the same when we say them (our tongue goes to the roof of our mouth just behind our top teeth), even though they sound different. This means that the words “tea”, “Dee”, “Lee” and “knee” all look the same. To be good at lip reading a person needs to have good cognitive (learning and thinking) skills – lip reading requires lots of concentration and problem-solving skills (to work out what each word could be if there are several possibilities). This can make lip reading a difficult strategy for many people with intellectual disabilities. Good vision is also important, so that people’s faces can be clearly seen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face the light, so the person can see your face.</td>
</tr>
<tr>
<td>Stay within 1-2 metres distance of the person.</td>
</tr>
<tr>
<td>Sit or stand at eye level to make yourself easier to see.</td>
</tr>
<tr>
<td>If the person hasn’t understood you, repeat what you said, but then say it again a different way.</td>
</tr>
<tr>
<td>Remember that lip reading may not be possible in situations where a person has to concentrate on something else, such as sewing or walking, or driving a car. It may also be difficult if the person speaking has facial hair, or is smoking or eating etc – this can make it hard to work out the lip patterns.</td>
</tr>
</tbody>
</table>

There are many visual communication strategies available, and care needs to be taken in selecting the best one(s) for the person you support.
Learning activity

Ask a friend to “mouth” the words “mad”, “ban”, “mat” and “pat” (i.e. say them without making any noise). See if you can tell the difference.

Try having a conversation with a friend where you don’t actually make any noise, but where you just “mouth” the words. How difficult is this?
Describe and use visual strategies for communicating with Deaf and hearing impaired people

New Zealand Sign Language (NZSL)

NZSL is the natural language of the Deaf community in New Zealand, and is the third official language of New Zealand. NZSL is its own language.

NZSL conveys ideas by signs, facial expressions, body language and lip patterns, and has its own grammar, rules and sentence structures which are different from those of English or Māori. It is also includes an NZSL version of “finger spelling”, where a sign is used for each letter in the English alphabet. This allows people to spell out words that they do not know the sign for, or that there isn’t a sign for. More than 100 hand shapes are used in NZSL.

The order of signs in sentences is not normally the same order as words in an English sentence. Sometimes one sign is equivalent to several English words (e.g. signs for concepts such as “Leave me alone”, or “In the near future”). Some concepts which have one word in English require more signs in NZSL (e.g. antiseptic = no + germs, ripe = ready + eat). Sign grammar usually starts by locating the topic in time and space followed by a comment. For example, a person would sign “meeting tonight not sure John go” (“I’m not sure whether John’s going to tonight’s meeting”).

People who use NZSL do not usually speak when they are signing to each other.

There several points of etiquette (manner, expected rules) that should be adhered to when using NZSL. These points are outlined later in this section.

NZSL is used for two key reasons:

- To get messages across if a person has difficulty talking.
- To receive messages if a person has difficulty hearing.

NZSL is used mostly by people who are deaf or who have a hearing impairment, but also by hearing people who want to interact with those who are deaf or have a hearing impairment.

It is used mostly by people who are deaf or who have a hearing impairment.
**Visual communication strategies**

**New Zealand Sign Language (NZSL) cont.**

To use NZSL effectively a person needs to be able to:
- Have good cognitive skills – an ability to learn the grammatical structure and large vocabulary of the language.
- Ability to move his/her hands in a complex series of movements.
- Recognise the signs when they are used by others during interactions.

As a support person you should:
- Be familiar with all signs used by the person you support.
- Know at least as many signs as the person you support.
- Use signing regularly when interacting with the person you support.
- Practise your signing often to keep up to date.
- Encourage the person you support to sign when necessary.
- Know the etiquette of NZSL and follow it.
- Help people to set up environments so that they are best for signing.
- Know how to support someone to access and work with a formal interpreter – information on this is included in the section following.
- Have access to an NZSL dictionary so that you can check signs when required.

**Learning NZSL**

The NZSL Tutors’ Association has a range of community classes available throughout New Zealand. DVDs for families and friends of people who use NZSL can be purchased from Kelston Deaf Education Centre. There are also on-line NZSL dictionaries where you can look up particular signs (though they won’t teach you the grammar of the language). Traditional paper dictionaries are also available from libraries and/or book stores.
Both flat hands are held out, the left lower than the right, palms in/down, blades down/out, with the thumb and fingers extended and apart. The hands are moved up/in, closing into fists, the right blade contacting the left thumb joint, and both are moved up together a little way.

Great
Both hands are held up, some way apart at shoulder level, palms forward/in, blades forward/out, with the thumbs and forefingers forming “o” shapes, the other fingers apart and curved. The hands are moved forward/down a little way, halting with a slight bounce.

Hello
The flat right hand is raised, palm forward, blade right, fingers spread. The hand is moved from the wrist, from side to side.

See you later
Both flat hands are held out, the left lower than the right, palms in/down, blades down/out, with the thumb and fingers extended and apart. The hands are moved up/in, closing into fists, the right blade contacting the left thumb joint, and both are moved up together a little way.

Describe and use visual strategies for communicating with Deaf and hearing impaired people.
Thanks
The right hand is raised so that the fingertips touch the chin, palm facing the signer, blade left, fingers curved, and is moved forward/down.

Finished
The left hand is held out, palm down, blade forward/down, fingers flexed. The right hand is held up at shoulder level, palm back/left, blade forward/left, fingers flexed, and is moved down/left from the elbow, just past the blade of the left hand and then bounces up a little.

Excuse me
The right fist is held out at shoulder level, palm up/left, blade down/left, with the first two fingers curved, and the thumb pad pressed to the middle finger pad. The thumb pad rubs across the pads of the first two fingers, twice.
Visual communication strategies

Etiquette for Using NZSL
The following tips have been adapted from the Etiquette Guide published on the website www.nzsign.co.nz

This Guide explains the basic rules for using NZSL.

- Don’t be afraid to use your facial expressions, point and gesture. This will make it easy for the deaf person to follow you. Pen and paper are OK as well.
- Maintain eye contact; don’t turn away when watching someone sign.
- If you don’t understand what a person signed to you, get the person to sign it again. It’s OK to check, clarify, or tell the person to slow down.
- If you can’t see a person clearly then ask him/her to move – maybe the light is wrong or there is a window with visual noise outside?
- Give the signers lots of space! For clear communication the “signing space” is the area where the person’s hands are moving. If you stand too close to people who are signing, this restricts their signing space.
- Walk between people signing to each other if you can’t walk around them. (The secret is not to interrupt the eye contact between the people talking.) Just give a little head bow and sign “excuse me” and move through.
- Are you in a crowd of deaf people and you can’t get through? Don’t waste your time tapping people on the shoulder asking them to move… just move through, pressing on their backs or shoulders as you move through.
- If you are talking to someone and another person blocks your view of the conversation, it is quite OK to ask that person to move.
- Be careful when signing and walking, or doing other activities (such as cutting with a knife). The signer and the listener should look out for each other and scan the room to make sure that it is safe.
- If you want to talk to someone but that person can’t see you, try the following: waving your hand, or tapping the person on the shoulder or arm. If the person is far away from you, you could try flicking the lights or stamping your feet.
Describe and use visual strategies for communicating with Deaf and hearing impaired people

Try to sign in environments that are good for signing, i.e. places that have:
- Open or open-plan spaces, preferably with rounded corners. This means that there is room to sign without bumping things, and it is easy to see people coming.
- Bright and clear lighting with few visual distractions.
- Round tables for meetings or conversations.
- Wooden floors are the preferred floors for deaf people: you can feel the vibrations on them!

Guidelines for working with an interpreter include:
- Speak directly to the person you need to talk to, not the interpreter.
- Seating may need to be re-arranged to give the deaf person a clear view of the interpreter and others. For example, sitting in front of a window, or a busy backdrop should be avoided as it creates a visual “noise” for those using NZSL.
- The interpreter’s role is to be a neutral party. The interpreter will not offer advice or opinions on the situation, and will keep all communications confidential. Please do not ask the interpreter to be involved in any way other than by interpreting.
- Because interpreting requires intense concentration and physical effort, the interpreter may request short breaks in an assignment that lasts an hour or more, or two interpreters may be needed to work as a team.

Working with NZSL interpreters
NZSL interpreters provide a communication link between deaf and hearing people by interpreting between spoken language and NZSL. Some interpreters can also assist communication with deaf people who do not sign, but require spoken messages to be relayed with clear lip-patterns. People may want or need to use an interpreter in a range of settings such as in the courts, educations settings, conferences, family events and when meeting with public agencies.
The organisation that you work for may have its own policies and procedures for working with an interpreter. Find out what these policies and procedures are and record the key points in the space below.

•
•
•
•
Read the statements below. Decide whether each statement is true or false. Circle the correct answer. The information to help you answer these questions is included in this workbook.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 7000 people in New Zealand use NZSL.</td>
<td></td>
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</tr>
<tr>
<td>NZSL is an official language of New Zealand.</td>
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<tr>
<td>NZSL has the same grammar as spoken English.</td>
<td></td>
<td></td>
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<tr>
<td>Sign language is international.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is OK to flick the lights or stamp your feet to get someone’s attention if you want to sign to them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round tables provide a good position for groups of people signing to each other.</td>
<td></td>
<td></td>
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</tbody>
</table>
Visual communication strategies

Key word signing

There are many types of key word signing. Key word signing is mainly used by and with people who have intellectual disabilities (who may or may not have a hearing impairment). Only the main words/concepts of a message are signed, rather than using complex language systems (such as NZSL) which could be too difficult for some people who have disabilities. The message is usually spoken at the same time as it is signed (where possible), especially if it is being used to aid a person’s understanding. There are several specific key word systems, including Makaton (the most common system used in New Zealand). In New Zealand most of the signs used with Makaton come from NZSL. The Makaton system includes signs as well as picture symbols (which can be used as well as, or instead of, signs).

Note: Many adults with intellectual disabilities learnt to use key word signing when they lived in institutions. Unless their support people can also sign, they are likely to have stopped using signing. You may be surprised at the difference you could make to someone’s life just by starting to sign with them again.

Key word signing is used expressively, but is also often used as a receptive communication tool to help people with intellectual disabilities (who may or may not have a hearing difficulty) to understand what is being said to them. It is a less complex version of signing that can be adapted to suit the language level of each individual. The use depends on the individual person.
Visual communication strategies

**Key word signing** cont.

To use “key word signing” effectively a person needs to be able to:

- Recognise/interpret a range of signs (the range may be very small or very large, from one or two signs through to hundreds of signs).
- Have some ability to move his/her hands – however, signs can be adapted for people who have physical disabilities, and there are some sign systems that can be done with one hand (rather than two hands), or with other body parts.
- Recognise the signs if they are signed by other people.

As a support person you should:

- Be familiar with all signs used by the person you support.
- Know at least as many signs as the person you support.
- Use signing regularly when interacting with the person you support.
- Practise your signing often to keep up to date.
- Encourage the person you support to sign when necessary.
- Act as an “interpreter” when necessary.

**Learning Makaton**

To find out more about learning Makaton, contact Makaton New Zealand: [makaton@clear.net.nz](mailto:makaton@clear.net.nz). Makaton New Zealand will be able to tell you where and when workshops are being held in your local area.
Visual communication strategies

**Gestures**

Gesture means using hand and body movements to “act out” a word or situation; for example, moving hands as if they are on the steering wheel of a car to indicate “driving”.

Gestures are used frequently by people in the typical population many, many times each day and are an expected part of normal communication. For this reason gesture is the kind of strategy that can be used to communicate with members of the community quite successfully. It is also cheap and portable!

Some people with intellectual disabilities have their own unique systems of gestures and “signs”.

Gestures can be used as an expressive or receptive communication strategy. They are usually used alongside spoken language, to make the meaning of words clearer. They could be used without speaking. For example, if the person you support cannot hear what you are saying and cannot understand formal sign language, that person might still benefit from you using gestures to “show” what is meant. Conversely, if the same person has tried to get a message across but hasn’t been understood, he/she might use gestures to get the messages across.
Visual communication strategies

**Gestures cont.**

For gestures to aid a person’s comprehension the person needs to be able to:

- Make sense of the gestures and know what they mean (this could be a large or small range of gestures, depending on the person’s ability).
- Have good vision.

For a person to use gestures effectively as a way of expressing him/herself the person needs to be able to:

- Recognise when he/she has or hasn’t been understood.
- Know when to use gestures.
- Have some ability to move the hands/body/face to make gestures that are understood by others.

**Skills required**

- Find out what gestures the person you support can understand and use.
- Use the gestures that the person understands as part of your everyday interactions with that person.
- Talk at the same time as you use gestures (unless there is a specific reason not to).
- Encourage the person you support to use gestures if you cannot make sense of what the person is trying to tell you.
- Be patient.
- Ask the person to show you a different way if you cannot understand his/her meaning.
- Check that you have understood correctly.
Visual communication strategies

Communication books or boards

Communication books and boards vary for each individual. Some will be used to convey one or two messages only. Others contain many thousands of items. The person using the book or board will select items from the book or board to convey the required message. The person might do this by pointing with a finger, using a head pointer or (as another alternative to pointing) looking at the item with his/her eyes, or by having the support person scan through the items and then indicating to the person when he/she has touched the correct item.

Communication books and boards are usually small enough to be portable, so that they can be taken with a person wherever that person goes.

Communication books and boards can be presented in many different ways, including:

- A portable whiteboard – items can be drawn, written or stuck on to the board as necessary.
- A book with as many pages as is appropriate for an individual – often the pages are colour coded into different categories to make it easier to find each item. Pages can be thick or thin, plastic coated or plain paper, depending on the person’s unique needs.
- A board of any size. This could include a large wooden board screwed on to a wall, with real objects glued on to it (such as objects to indicate choices – a cup to mean “drink please”, a towel to mean “swimming please”, a book to mean “story time please”).

Communication books or boards are used to help people get their messages across. They are an expressive communication tool. The type and complexity of the message(s) can be altered to suit each individual person. They can be useful for people who have limited verbal communication, whether they have a hearing difficulty or not. They can be very useful to people with intellectual disabilities who have limited literacy skills: because they can feature pictures and photographs it is not necessary for the user to be able to read or write.
Visual communication strategies

Communication books or boards cont.

To use a communication book or board a person needs to be able to:

- Understand the messages that he/she is choosing to communicate about: so it is important that the book/board uses a visual mode that the person can make sense of (written words, pictures, symbols, photos or real objects).
- Have a way of selecting the message (either by pointing, nodding, pushing a button, looking with his/her eyes at the desired buttons, or indicating when someone else has chosen the correct item on the person’s behalf).
- Be able to see or feel each item on the book or board, in order to choose the messages he/she wants.
- Remember what messages the book or board can be used for. This is especially important for sophisticated books that may have many pages.

As a support person you should:

- Be familiar with the layout of the communication book or board so that you can assist with turning pages or finding symbols as required.
- Encourage use of the book or board and make sure that it is available at all times.
- Be able to explain to other people what the book or board is for and how it works – so that they are more likely to interact with the person you support.
- Respond to all uses of the book or board.

A visual strategy is something that presents information visually to help the person communicate.
# Visual communication strategies

## Visual comprehension strategies

Visual comprehension strategies are often used to make activities more predictable by showing things such as:

- The routine for the day or week.
- Changes to a routine.
- What is happening next?
- Steps in a task.
- Rules or expectations of behaviour.
- Staff rosters or duty rosters.
- Tasks that need to be completed.

Real objects, parts of objects, photos, symbols, line drawings and written words are all “visual”. A visual strategy uses whatever visual form is understood by the person.

A visual comprehension strategy is something that presents information visually to help a person’s understanding – it is a receptive communication tool.

Visual strategies are usually used for people who find it easier to understand what they see in pictures (or writing) rather than what is said or signed to them. These strategies can be particularly useful for people who have intellectual disabilities.

To use a visual comprehension strategy effectively a person needs to:

- Be able to interpret, or make sense of, the visual images that are presented – if the person doesn’t know what these images are, he/she will not be able to respond to them. Not everyone is able to make sense of visual images easily, particularly people with significant intellectual disabilities.
- See the visual images – they need to be the right size and colour for the person’s visual ability.
- Understand that there is a sequence involved (if applicable).
To support a person to use a visual comprehension strategy you should:

- Make sure the person understands what is expected and what the symbols/pictures etc mean – you may need to teach these first.
- Know what you need to do to make the strategy as successful as possible.
- Use the strategy consistently – a strategy will probably only help a person to understand a “change” if it has been used on an everyday basis.
- Know how to prompt the person you support – use the same prompts each time the strategy is used.
- Encourage use of the strategy.
- Make sure that the strategy is available for use at all appropriate times.
- Update the strategy as necessary.

There are some excellent books and websites about visual comprehension strategies, including:

- “Visual Strategies for Improving Communication” by Linda Hodgdon: a book focusing specifically on children with ASD. It can be adapted for use with adults.
- www.todolearn.com is a specialist website that has free pictures to download and use for creating visual strategies.
- www.nas.org.uk is the UK Autistic Society’s website and has some great information as well.

It is important to develop individualised strategies. It is usually best to get support from a professional to do this. It is easy to develop strategies that don’t work or don’t suit the individual, and a professional can help you to get it right. Seek advice or guidance from someone with skills in the area of communication, such as:

- Speech-language therapists or their assistants.
- Psychologists.
- Occupational Therapists.
- Behaviour support specialists.
Visual communication strategies

Book about me

A “book about me” (sometimes called a communication passport) is a tool that is used to explain information about a person to others. It is usually used when a person isn’t able to provide the information him/herself, particularly if the person’s communication is largely unintentional. It can be a good way to show the person in a positive light, and highlight strengths that might otherwise go un-noticed. It also helps communication partners to get to know the person and know how to communicate with the person in the most effective way.

Every “book about me” can be presented in a different way. However, any book could include the following:

- Important information.
- How my hearing difficulty impacts on me.
- Key support tips to meet my hearing and communication needs.
- Communication and comprehension.
- About me.
- About my family.
- About school or work, or where I live.
- Things I like to do at school or work.
- Things I like to do outside of school or work.
- Friendships and relationships.
- Likes and dislikes.

A “book about me” differs from a communication book, in that the person with the communication impairment isn’t expected to respond or interact with others who are using the book. It is intended for the purpose of information-sharing, rather than expressive communication.
Visual communication strategies

Book about me cont.

Not applicable - this is a strategy primarily for the use of communication partners.

To make the most use of a “book about me” a support person should:
• Be familiar with the information in the book.
• Help to keep the book up to date.
• Encourage new communication partners to read the book.
• Make sure that the book is available to communication partners at all times.

Skills required
Support tips

Using the computer is a high technology way of keeping up to date, emailing friends.
## Visual communication strategies

### Writing/reading

Writing/reading is a low-technology solution that costs very little and can be very effective, provided that both people involved in an interaction have adequate literacy skills.

- It can be an expressive communication tool, to help a person get his/her messages across.
- It can be a receptive communication strategy to help a person understand messages that he/she cannot hear or make sense of in other ways.

Writing could be the main strategy that a person uses for most of his/her communication. It could also be a strategy that a person uses when he/she isn’t being understood in other ways.

There are different methods of using written material depending on the intended purpose:

- Using a calculator to show the cost of items in numbers.
- Using pre-printed cards with requests for people to follow, or explaining how to communicate with the person (such as: “I find it hard to hear and speak. Please could you help me find the following items: a loaf of wholemeal sandwich slice bread, two tomatoes, a small tin of plain tuna in brine.”)
- Having a small portable whiteboard and marker that can be used at any time.
- Writing in the air with a finger – many people can make sense of this, though it may be harder for people with intellectual disabilities.
  - Using paper – with bold pens.
  - E-mail and texting.
- Using computerised devices that show a typed message on a screen.
**Visual communication strategies**

### Writing/reading cont.

- **Function/purpose**
  - Text-phones (TTYs – see photograph below) can be used to communicate over the telephone by people who are deaf or have a hearing impairment. A TTY allows a person to type his/her message, which is then transferred down the phone line to another person’s TTY. This makes telephone conversations possible for people who have difficulty hearing. TTYs can be used via the New Zealand Relay Service: a phone service that allows people who use TTYs to call people who do not use TTYs. A TTY user dials a toll-free number to New Zealand Relay Service and types his/her conversation to a Relay Assistant (RA) who then reads the typed message to a voice user (hearing person). The RA relays the hearing person’s spoken words by typing them back to the text-phone (TTY) user. To find out more about the New Zealand Relay Service, go to the website www.nzrelay.co.nz.

- **Skills required**
  - Good literacy skills.
  - Adequate vision.
  - The ability to improvise and quickly write messages.

- **Support tips**
  - Be familiar with the literacy skills of the person you support, so that you can help out when required, but encourage as much independence as possible.
  - Encourage the person you support to use writing when necessary.
  - Encourage the person you support to carry the necessary tools with him/her at all times (whether it is paper or a whiteboard, or an electronic device).
  - Carry paper and pen with you at all times in case it is necessary.
  - Be prepared to explain to others how they can support use of the strategy.

*Texting is a visual strategy that enables people to keep in contact.*
<table>
<thead>
<tr>
<th>Description</th>
<th>Function/purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alerting devices ensure that people who have difficulty hearing do not miss important information provided by devices such as smoke alarms, door bells, alarm clocks or baby monitors.</td>
<td>There is a large range of alerting devices that have been developed for people who are deaf or have hearing impairments. They communicate important messages to people through the use of lights, vibrations or coded/written messages (instead of, or as well as, noise), that are sent to a pager worn by the person.</td>
</tr>
</tbody>
</table>

For example:

This baby monitor vibrates when a baby makes a noise, alerting parents/caregivers.

This alarm clock has a “shaker” that is placed under a person’s pillow. It will wake the person when the alarm goes off.

This device displays a flashing light when the telephone rings.
Visual communication strategies

**Alerting devices cont.**

To make use of alerting devices, the person using them needs to be able to:

- Understand what the messages from the device mean.
- Have access to the alerting device when necessary.

- Be aware of which alerting devices are used by the person you support.
- Know how to work each device.
- Know who to contact if a device isn’t working.
- Provide support to ensure that batteries are replaced before they run out.
- Encourage the person you support to be as independent as possible in use of a device.

More information on alerting devices can be found on the following websites:

- www.deafquip.com.au
- www.ihear.co.nz
- www.reidtechnology.co.nz
**Learning activity**

You have just learnt about a wide range of visual communication strategies. On the following pages you will read several scenarios describing the needs of a range of people who are deaf or have a hearing impairment. For each scenario think about what you have learnt and decide which type of strategy might work best for each person. Be prepared to explain why you made each choice.

---

**Scenario One**

Jane is a person who has a mild intellectual disability and a profound hearing impairment. Both of her parents are deaf and Jane considers herself deaf as well. Jane is relatively independent and has a part-time job doing cleaning for people who are hearing, though she rarely has contact with them. She lives in a flat on her own, and has assistance from a support worker for five hours a week to help her with grocery shopping and tasks that rely on having good hearing.

Think of one or two visual communication strategies that could suit Jane. Explain why you made each choice. Write your answers here:

1.

2.
Scenario Two

Pete is a person who has a moderate intellectual disability and a mild hearing impairment. Pete can write his own name and a few other familiar words. Pete is a good verbal communicator and uses talking as his main way of expressing himself. He has more difficulty with hearing/understanding what others are saying to him, especially in busy or noisy places.

Think of one or two visual communication strategies that could suit Pete. Explain why you made each choice. Write your answers here:

1

2
Scenario Three
Rua is a person who has a significant intellectual disability, physical disability and has frequent ear infections. When he has ear infections it is more difficult for him to hear than usual, but he has no permanent hearing loss. Rua has support with most aspects of daily living such as taking a shower, eating and dressing. Rua can understand simple spoken directions when his hearing is good.

Think of one or two visual communication strategies that could suit Rua. Explain why you made each choice. Write your answers here:

1

2
References

Websites

www.deafquip.com.au
www.ihear.co.nz
www.reidtechnology.co.nz
www.deafchild.org – Deaf Child International – information for parents and fun for children
www.audiology.org.nz – New Zealand Audiology Society
www.carers.net.nz – Information for people who care for disabled family members
www.captionmovies.co.nz – Site showing movies that provide captioning
www.deafed.org.nz – Deaf Education Aotearoa New Zealand
www.deafline.co.nz – Links people and organisations related to the Deaf community
www.vanasch.schoool.nz – Van Asch Deaf Education Centre – resources and information
www.kdec.school.nz – Kelston Deaf Education Centre – resources and information
www.slianz.org.nz – Sign Language Interpreters Association of New Zealand
www.hearinginfo.co.nz – Hearing Association Christchurch

Books


Describe and use visual strategies for communicating with Deaf and hearing impaired people
Do you agree with your initial thoughts and ideas?

yes
no

If yes, do you have anything you would like to add?

If no, what would you change?
You have come to the end of:

**Describe and use visual strategies for communicating with Deaf and hearing impaired people**

Check the following:

- Please check over all the activities to make sure you have completed them.
- Complete the trainee assessment portfolio and remember to sign your assessment portfolio in the place provided, verifying that you are the one who has completed all the assessments.

When you have completed the trainee assessment portfolio and have been signed off as competent by your assessor, your assessor will complete a Certificate and give it to you.

If you wish, you could frame it for display or mount it in a record book.
You have now completed
23377 V1 Describe and use visual strategies for communicating with Deaf and hearing impaired people:
part of a Careerforce learning series designed for support workers in a health or disability setting.

Disclaimer: The images contained in these workbooks are visual illustrations only and are not representative of actual events or personal circumstances.