

Attention

Přehrávky DVD

1. DVD Experiment: 5:00 - 10:00

2. DVD The Hidden realm:

[- hluchoslepé děti: 3:15 - 5:00 (konec, jakmile se objeví 3 ženy)]

- Děvčátko s provázkem: 15:58 - 17:00

3. DVD Kamarád LORM: Ladislav a Lucie

Presentation of a deafblindness

By: Jan Jakeš

Time: Brno, November 11, 2014, 13:55 - 15:30

To: the fifth year

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Leader of a seminar/course: Lenka Hricová

Plan:

I. Communication

Question:

How / by which way do you follow lectures?

[Possible answer: listening, lip reading, watching a sign language, reading a written presentation etc.]

Question:

Do you take your notes?

How / by which way do you do it?

[Possible answer: writing on paper, typing on notebook, means of a recorder, etc.]

Questions:

Do you lean (bank, rely, believe) on your memory?

Which above way do you prefer and consider as the best one?

Which conditions do you need for their utilisation?

What happen when the dark will falls and a noise starts?

! [= switch off the light, start out noise]

Let us imagine a group of students. Some of them can hear and see, others of them are blind, any others are deaf, and else are deafblind.

Question:

How / which way these students follow the lectures?

The one that can see and hear:

The blind:

The deaf:

The deafblind:

Do they need some help? What one?

Conclusion about communication:  
How a deafblind person communicates?

## II. Access to information

Let us think how a deafblind person get and utilise information from a document. It is a question / matter of perception, cognition and utilisation of information that is conserved / stored and available in a document.

Let us presume a data file.

Computer with a Braille display and a voice synthesiser is a helpful device for deafblind people, very important, that enables activities. But it is not omnipotent, all-powerful. Blind and deafblind people can utilise only the data in digital textual formats, not pictures.

Examples (open files):

Partecipazione.doc versus Partecipazione.jpg  
perspektivni pohled.doc versus perspektivni pohled.jpg  
oznameni.doc versus oznameni.jpg

Questions:

Whether a deafblind person gains the identical (equal) information as a sighted and hearing person from the same document?

What differences are between information that a deafblind and a sighted and hearing person get?

Conclusion:

## III. Access to environment, to the world

Let us imagine that the above picture has become a real world and we enter into it. What will perceive the deafblind? A picture (conception) about the world of the deafblind is different from the picture (conception) about the same world that a sighted and hearing person has.

The deafblind person lives in another world since her/his picture / conception about the world is greatly / significantly / distinctly other. The deafblind world is other. The deafblind occurs / is found in another world.

We thus approach to two important matters / topics relative to the deafblindness:

1. Perception, imagination and cognition of the world without a sight and hearing (Cognition - the psychological result of perception and learning and reasoning)

2. Interaction with an environment!

Question:

How the perception, imagination and cognition of the world without vision and hearing, and interaction with it are possible?

[Possible answer: by use of other senses - touch, sense of smell (olfactory of sense), taste]

Question:

Which of the remaining sense is most important?

A. Perception, imagination and cognition of another person

Play:

Choice a dance partner in darkness and silence and try cognize her / his appearance and visage.

Question:

How do you recognize, identify, and imagine a visage and appearance of a person in the dark and silence?

Can you describe a face, hairs, eyes, figure, etc. without sight and hearing?

Can you imagine and describe a person by a touch of her / his arm only?

How do you can recognize a sex of a person in the dark? Whether a person is a male or female?

Can you give me an acceptable advice, recommendation?

[Usual method: Sliding by a back of fingers]

B. Perception, imagination and cognition of objects

Perception of object in wholeness

Try touch without seeing the table, the chair, your bag, your handbag, jacket, anorak, overcoat etc. What do you feel? Do you have an imagination of the whole thing?

C. Perception, imagination and cognition of environment, space

Try describing the room, situation in front of the faculty building, any country  
Are you able to make an idea or imagination about a large object on the base of touching it?

D. Orientation in a space

Illustrative video: pan Soukup

Demonstration play on orientation

Walk blindfold and turn several times around room with a guide. Then pose a question: where is a door?

#### E. Interaction with environment

Illustrative video: dívka s babičkou a provázkem

Question:

What happen?

[Possible answer: important role of contact, feeling of certainty, chance to interact

#### F. Daily life

Practical remarks:

Necessity of regularity and order on table, shelves, cupboard, wardrobe, in kitchen, work place, things, stuffs, etc., and Regularity in activities.

Small example:

Fold two times a sheet of a paper (size A4) to a normal envelope (size A6).

Only one way of folding is helpful for me.

There are a lot of detailed things that can help or complicate the daily life.

Example:

Highlight of a revised text by color - it is invisible to deafblind person.

See files:

highlight1.doc

highlight2.doc

Orientation at Internet

Examples:

[www.mpsv.cz](http://www.mpsv.cz)

[katastr2.appspot.com](http://katastr2.appspot.com) [i.e. land register, cadastre]

[www.disway.org](http://www.disway.org)

[mapy.cz](http://mapy.cz) [i.e. mapy ČR]

#### IV. Conclusion

A deafblind person gets about the reality such information that is different from those that get sighted and hearing person.

The deafblind gains very poor, bad, fragmentary, erroneous, misguides information as well as limited number of information.

A. Implication (result):

Access to information and processing information is difficult.  
The conception about the world is different and specific.  
Interaction is impossible or very problematic, questionable, difficult.

Example - illustrative video: Ladislav a Lucie (congenitally deafblind)

B. Requirement (need, exigency):

Help is necessary. The best help is another person.  
Helpers, contact persons, guides, interpreters, assistants are necessary.  
Facilitate specific services, environmental alterations and technologies are necessary:

1. All kinds of information:

Examples:

[Accessible in Braille, large print, Lorm alphabet, sign language; accessible format]

2. Social interaction and communication:

Examples:

[Interpreter, helper, sign language and others specific communication systems of the deafblind, Lorm alphabet, Braille, hearing aid]

3. Spatial orientation and moving around freely:

Examples:

[Red-and-white cane, guide, guideline, navigation devices, tools, orientation marks]

4. Activities of daily life and effort demanding near-activities including reading and writing:

Examples:

[PC, computers reading devices, tools, meters, another person (helper, assistant), guide, reader, reading companion, interpreter]

"Persons are regarded as deafblind if their combined sight and hearing impairment causes difficulties with communication, access to information and mobility."

New Nordic definition of deafblindness

<http://www.nordicwelfare.org/PageFiles/992/Nordic%20Definition%20of%20Deafblindness.pdf>

See files:

Nordic definition anglicky.doc

Nordic definition česky.doc

Summary:

How looks a deafblind world?

Try describing your idea (concept).

It is impossible say: I know what a deafblindness is. It is very variable. I can say only:  
I know some deafblind persons.