

Abstract No. 3.6

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Title: The formation of the communicative partner image for the deafblind students

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Main focus: Both research and practice, Both congenital and acquired deafblindness

Abstract: Children who have sensory impairments are limited in social experience and in interaction with the environment. They can't build the image of the world by imitation, observing the behavior of other people, by solving practical problems that appear in everyday life. Having a negative social experience (the child's home, medical manipulation) or not having it at all, deafblind children can not obtain information about their communication partner independently. Deafblind children have impaired the basic level of communication – tactile communication at a close distance. Often we teach children this contact.

When children come to us, they have a negative experience. They come from children's homes, where social experience is limited, or from a family, where for this period of time it is in a state of shock from the birth of a disabled child. The parents of such a child do not receive a response from the child on the tactile level and begin to take the child on hands more rarely, to communicate more indifferently with the child. Such mother`s behavior worsens the child's condition. Often we teach children such contact. They don't know how to behave, if they are taken on the hands, hugged or snuggled. A lot of time should pass before the child allows an adult to come up closer to him. Tactile communication for deaf – blind people is the basic communication level, so you need to “give some extra hands” to the child. We see that children press to us with all their bodies and freeze, as if they are filling by the sense of merging, interaction with our body. Only when a child has "drunk enough" hands, he will step aside from the body contact and begin to look at the surroundings. This development stage is also passed by normally developing children (but at an earlier age).

In the communication of deaf-blind person with other people the process of the communication partner happens. Impressions which occur at the same time, play an important regulatory role in the communication process . Gestures, like facial expressions, voice, and the person poses can get into the image emerging in the deaf-blind person in the process of partner perception. At the initial stage of communication this component of the image of the partner is the most important for the deaf-blind, because it contains vivid detail, which the deaf-blind can thoroughly consider tactile. The constancy of the external parts in the appearance of the partner is important at the stage of contact formation. The formation of the image of the communication partner is a purposeful work, the leading role in it belongs to the teacher. That teacher defines the rules of behavior, preparing the people surrounding the deaf-blind to such contact. It is important to follow some rules to everyone who enters in tactile communication with deafblind child.