

# Deaf-Blind Education

THE JOURNAL OF THE INTERNATIONAL ASSOCIATION FOR THE EDUCATION OF THE DEAF-BLIND

No. 6: July — December 1990



## **Communication: The Development of Language**

see pages 5 - 8



# CHAIRMAN'S LETTER

By now most of our readers will have received the initial mailing concerning the 1991 International Conference, which will be held in Orebro, Sweden, from August 4th to 9th. Some will also know of the pre and post conference activities which are being planned by the Nordic Centre and Dr. Lea Hyvarinen. Anyone requiring further information concerning these activities should contact the appropriate group.

The Constitution Committee, under the leadership of Bryndis Viglundsdottir, and with the support of our secretary, Rodney

Clark, have done an outstanding job. The fifteen years that have past since the IAEDB was founded have seen our organisation grow in size and influence. Much of this success is due to the untiring efforts of our first chairman, Dr Keith Watkins. The new constitution, which will be voted upon at the Orebro conference is designed to reflect our widening interest and to remedy some of the growing pains that we have established.

The executive of the IAEDB will be meeting with the Conference Planning Committee in March to finalize the conference plans. The

executive was pleased that the Spanish association have invited us to Spain for the meeting.

There is no doubt that rising international travel costs will place an added strain upon the budgets of conference participants. However, the prospects of hearing of advances in research and programme development, making new friends from eastern Europe, and renewing old acquaintances will make the added expense worthwhile. I am looking forward to meeting all of you in Orebro on 4th August 1991.

**John McInnes**

## Editorial

As I read the contributions from different parts of the world, I am struck by how different the deaf-blind population of children seems to be. Of course, we all know that every child is different, and this is just as true of deaf-blind children. But there seems to be different groups of children.

If we read the books about the first deaf-blind children who received education, they sometimes seem different from many of the children we are teaching today. Helen Keller, Anna Temmerman, the early Russian deaf-blind students – these were mainly born with sight and hearing, but they became deaf-blind in early life. The techniques for working with deaf-blind children were developed from experience with these children. The examples that inspired many people to join this work were deaf-blind adults whose concepts were as developed as most peoples - the special skills that teachers needed seemed to focus on communication and sensory substitution.

Some of these children still exist, and they still provide the same challenge and inspiration around the world. As well as achieving much for themselves, they also play a part in allowing today's deaf-blind education services to grow.

As many of the causes of deaf-blindness in children became more uncommon (with the reduction in meningitis, encephalitis and measles), other causes seemed to appear, and a new generation of deaf-blind children arrived.

In the 1960s rubella swept many parts of the world. Although it had been known for many years, it was the massive epidemic of rubella in

the USA, and in Europe and Australia that changed the face of deaf-blind education. Suddenly there were thousands of deaf-blind children, and we saw a rapid blossoming of school units seeking to meet their needs.

Rubella affects the unborn child, and can cause a variety of other disabilities. Rapidly, it became clear that many of the techniques used to successfully with children who lost their sight and hearing in childhood were simply not enough for working with these children. New techniques developed – techniques of using residual vision; techniques for developing communication through other means; techniques of controlling behaviour. Soon we had programmes for training teachers, parents groups, books and the professional organisation of the IAEDB.

Rubella still exists in many parts of the world, and some rubella children are still born. In Europe and America, however, we have been watching the growth of a third wave of deaf-blind children. These are the children who have profound and multiple learning difficulties - children with severe physical disabilities, severe learning disabilities. In years gone by, most of these children did not survive their infancy. If they had done so, they would not have been thought of as "deaf-blind". Now, our increased understanding of the importance of the senses in a child's development has allowed us to apply our services and skills to this new group of children. At the same time, these children present new challenges to us – we must learn to understand the implications of physical

handicap, and of different medical conditions. And what about the implications of working with a child who will die soon? Whereas there were many common features we could recognise among rubella children, this new group all seem different.

What will the next phase of deaf-blind children be? I think the children with multiple handicaps will be with us for some years. Some people say that the next generation will be the children of drug users - we are learning now of the many deaf-blind children born to mothers who had taken "crack", a new and lethal drug sold in the USA. Will these children be the next challenge, filling our schools throughout the world during the 21st century?

Meanwhile, the able child who becomes deaf-blind is still to be found. In countries where developed deaf-blind services do not exist – still the majority of countries in the world – it will be these children and their teachers who will lead the way for the development of services. Let us hope that we can still rely upon the individual dedication and inspiration of teachers such as Nice Laureiro (Brazil, page 11), and Carmen Enriquez, (Uruguay, page 12) to find these children, and to face these challenges.

And let us hope that all of us, the readers of this journal, can find ways to help them in their task.

Write to us, and tell us of how you are managing, wherever you are, whatever children you are teaching.

**Paul Ennals**  
Editor



# 10th IAEDB Conference Örebro, Sweden

It's a challenge for me to have the opportunity to prepare this conference. Over 500 people have declared their interest in attending the conference, and a few have already paid their registration fee.

I advise people to register as soon as possible, because the registration fee is lower before 1st April 1991.

Any enquiries concerning the conference, except those about registration and accommodation should be addressed to:

Sonja Jarl  
Ekeskolan  
Box 9024  
5-700 09  
Örebro  
Tel. Int: +46 19 24 50 20

We have received 85 abstracts so far. Thanks to all of you who have contributed. The Programme Committee will meet in Denmark at the end of next January to select abstracts for the different workshop sessions.

At the moment we are having English lessons in Ekeskolan in preparation for the conference.

We are divided into three groups. Our teacher is a native English speaker who doesn't speak Swedish, so we are forced to use English.

There is now a tape version of "Final Announcement", which is free of charge for visually impaired people. This will be sent from Ekeskolan on request.

Sonja Jarl

 10<sup>TH</sup> IAEDB CONFERENCE  
ÖREBRO SWEDEN

4 - 9 AUGUST 1991

"QUALITY OF LIFE -  
LIFELONG ENRICHMENT"



Örebro '91 is going to be a very good conference. Not because the programme committee is so talented, or the framework is so good, but because so many stimulating contributions have been sent in.

By the time this issue of Deaf-Blind Education is out, the programme committee will be in the process of selecting the most interesting abstracts. The committee is aware that many of them should be plenary lectures, but it has to make its choices in accordance with the general aims of the programme.

We are sure that the lectures will be a good introduction to later discussions in different workshops.

As we have tried to point out, all the themes - quality of life, assessment and communication - will be discussed from different points of view. The themes are relevant to the whole spectrum of groups concerned with deaf-blindness, from professionals to parents of all ages and all cultures. There will even be some workshops of adventitious deaf-blindness, which traditionally has not been discussed at IAEDB conferences.

Different working formats have been planned to give delegates the opportunity to take part in discussions. Many of the abstracts will be in traditional workshop format, with papers being presented, but some will take the form of a discussion. Free papers will give delegates an idea of new knowledge from areas other than those covered by the conference themes.

Judging by the number of abstracts sent in, we feel that the choice of the main theme - quality of life - is one of the main concerns in the field of deaf-blindness at the present time. We hope that the conference will help further the work being done in this area, so that the quality of life for all deaf-blind people improves.

**Marjaana Suosalmi**  
Chair of the Programme Committee

## Programme of Plenary Lectures

### 1 Opening Lecture

Bengt Lindqvist, Assistant Minister of Social Affairs, Sweden

*Chair:* Marjaana Suosalmi, Director of Education, Nordic Staff Training Centre for Deaf-blind services

### 2a. Concept of Quality of life

Bengt Lindstrom, Research worker, The Nordic School for Public Health, Gothenburg, Sweden

### 2b. Quality of Life for a deaf-blind person and his family

Parent group

*Chair:* Beroz N. Vacha, Director, Helen Keller Institute for the Deaf and Deaf-blind, Bombay, India.

### 3a. Assessment Principles of qualitative assessment

Dr Bernadette Kappen Assistant Director, Overbrook School for the Blind, Philadelphia USA

### 3b. Assessment in the light of follow-up studies

Prof. Dr Jan van Dijk, Head of Diagnostic Centre, Sint-Michielsgestel, Holland

*Chair:* Anne Nafstad, Special psychologist, Skadalen, National School and Education Centre for the Deaf, Oslo, Norway

### 4a. Communication Patterns in early communication and language development

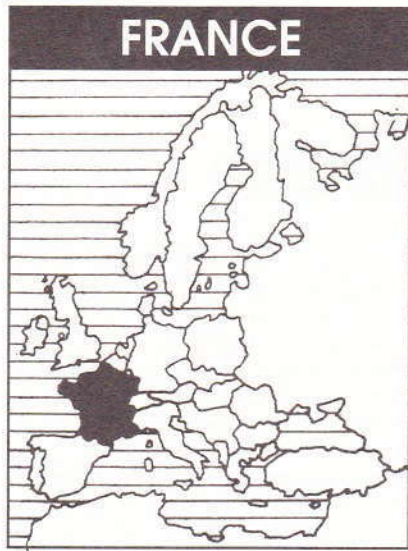
Eric Esperet, Directeur du laboratoire de psychologie du langage Poitiers, France

### 4b. Neuropsychological aspects of language and communication development

Hans Borchgrevink, MD Laboratory of audiology, Ullevaal University Clinic, Oslo, Norway

*Chair:* Jacques Souriau, Director of CESSA, Poitiers, France





**Jacques Souriau, of the Centre D'Education Spécialisée pour Sourds-Aveugles, (CESSA), at Larnay, France, highlights the work of the National Association for the Deaf-Blind over the past year, and focusses on CESSA's plans for expansion over the coming months.**

From 1989 - 1990 we held special seminars on different topics. The first one was about behaviour difficulties in deaf-blind children, which was a seminar requested by many professionals dealing with deaf-blind children in schools or institutions. We had another one dealing with committee development and deaf-blindness, because when making educational plans you must assess what other committees are doing and how these are affected by deafness and blindness. It was mainly geared to deaf-blind people but we organised it in collaboration with other professionals or researchers dealing with committee problems with other kinds of handicaps.

In October we had another special course about the collaboration with families. We have collaborated for that course with specialists or researchers in other fields and we invited Norman Brown, Family Liaison Officer at Sense to represent the United Kingdom.

Next September we shall have a two-day meeting for the National Association for the Deaf-blind. During that meeting we shall have sessions, some of them mainly for professionals, the other ones for parents and deaf-blind people, because the association represents all kinds of people - deaf-blind, parents, professionals, managers in services and

organisations for the deaf-blind. It is important to spend two days together once a year, and so this meeting will take place in Paris.

At my institution, Larnay, in Poitiers, there are a number of different projects in the pipeline. The first one is to change the structure of the institution for young adults, because at the moment there are 45 young adults and it is too many. The institution provides many different services because some of the deaf-blind people there are very independent, and live on their own and go to work, but others are very dependent and have to be taken care of all day.

We're preparing sheltered workshops for the more independent deaf-blind people. They will be paid for their work, so the conditions for them will be different. They will be considered more as employees.

This project should be finished by the end of 1991. We also have to plan for the next ten years, so that we can provide a range of services for the young adults who come from other institutions. We would like to have the sheltered workshop first, and then another set of services which would provide continuing education for people from 20 to 25 years of age. Another provision would be made for the people who are not independent and who need support throughout their lives.

We have another project aimed at children in the school which will be a kind of resource centre. We are becoming involved in dealing with children and their families, or with children in other institutions which are not specifically designed for deaf-blind people, and we do some staff training, and some counselling in those institutions.

We're planning to reorganise our services, reducing slightly the group of children catered for by our school. This will give us the means to run the resource centre. The resource centre project will involve building a small unit for a family centre, which will need special staff already trained for working with deaf-blind children who are able not only to teach deaf-blind children but to work with other professionals.

In France, we have institutions for the deaf and for the blind, and those institutions are having to change their population, educating multi-handicapped children with sensory impairments, so it is not enough for them just to give these children a place, they

## The IAEDB Distinguished Service Award 1991

The first International Association for the Education of the Deaf-blind (IAEDB) Distinguished Service Award was presented at the World Conference in Poitiers, in 1987, to Joan Shields, who retired that year after 42 years' dedicated service in the education of deaf-blind children.

Nominations are now sought for the second award which will be made at the next World Conference in Orebro, Sweden, in August 1991.

There are no criteria for the award other than that the nominee is considered to have made a significant contribution over a substantial period of time to the education (or other professional service) of deaf-blind children or adults.

Persons wishing to make such a nomination should write in confidence, with as much information as possible to:

**Rodney Clark**  
**Secretary/Treasurer**  
**IAEDB**  
**311 Gray's Inn Road**  
**London, WC1X 8PT**  
**UK**

before the end of May 1991

need also to give special education, and they need expertise from all kinds of schools.

In 1991 the three main institutions for deaf-blind children are holding a three-week course for beginners to teaching deaf-blind children, which will take place in Paris or Poitiers. France will also be hosting the European conference on deaf-blind services in 1992, which will probably take place in Strasbourg. The Chairman of our National Association for the Deaf-blind in France, Nicole Levy, is a deaf-blind person, and she was very eager for the conference to be held in France.

It is important that the association is now chaired by a deaf-blind person, because the three first chairmen were either professionals or parents. From the beginning we had this ideal that the fourth one should be a deaf-blind person, so we've made it! I think it has been a good move for the deaf-blind people in the organisation, because they feel more involved in the way the organisation is run. It is not easy for Nicole, but it works, and we hope it will work for some years to come.



# The Development of Language

Jacques Souriau is Director of the Centre for Deaf-blind education at Larnay, Poitiers in France. He is a well-known theorist and practitioner in the development of communication and language systems for deaf-blind children and adults. Here, in an adaptation of a paper delivered at the European IAEDB Conference in 1989, he reflects upon how much theories of language can help us in teaching deaf-blind children.

How does language develop? This question is of great concern to educators of deaf-blind children. It is also of great concern to researchers into normal development. This article seeks to bring together some ideas from research and from teaching.

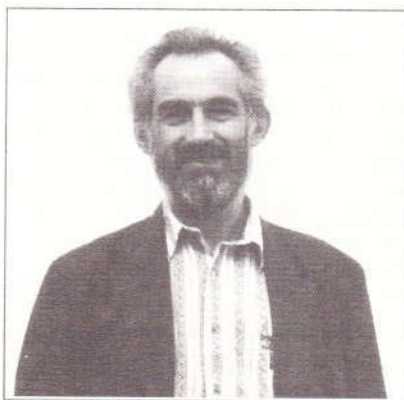
## Language and Communication

For a long time, theories of language and of communication have been considered as almost identical. It is easy to describe a child who does not talk as one who "does not communicate." But if we think of language and communication as identical we are making two mistakes:

- Language is not only used for communication. Many different functions have been identified. For instance, all researchers recognise the importance of the links which unite language and thought - although the links themselves have been considered differently by researchers such as Piaget, Vigotsky, Chomsky, Whorf or Sapir.
- Communication does not only take place through language. This is demonstrated by any child in the pre-linguistic phase, and by any adult using non-verbal methods to pass information. Language and communication are closely linked in development, yet are separate. Let us examine a few theories of language development.

## The Chomsky Approach

Chomsky is a linguist, and he believes that all people contain a built-in device to acquire language; this device ('Language Acquisition



Device') can be used to acquire any language, since Chomsky believes that all languages have a common structure, a common set of rules. A child must simply learn the vocabulary of the language, and the 'transformation rules' which reduce any language to this basic innate structure.

## The Behaviourist Approach

Behaviourism suggests that language is constructed out of an ensemble of conditioned reflexes. The child is born with no language; he develops his linguistic capacity by constructing a network of associations. "Language is a state which is learned entirely according to the general rules of learning" (Oleron 1978). Some more complex variations of this theory include Hull's Pure Stimulus Act and the Soviet idea of the Second System of Signals.

These two theoretical approaches suggest a few observations:

- The behaviourist approach cannot explain language. Language involves such complicated structures that we cannot accept a theory which says that all linguistic knowledge is learnt by trial and error. The complexity of language is not only obvious in its surface structure (written

text or pronounced words); it is also clear in its underlying semantic structure (the meanings behind the words). Several developmental studies have shown that the strategies employed by children in putting meaning into words does not rely merely on previously learnt associations; they rely upon cognitive activity.

- The Chomskian approach does not take sufficient account of the social dimension of acquiring language. The linguistic forms used by a child do not emerge perfectly formed; they depend upon the social experience of the child. The variations between children, and in one child in different situations, makes implausible a theory of a completely predetermined mechanism for learning language.
- The difficulties that a deaf-blind child encounters in learning language show that these two approaches are insufficient to explain the phenomenon of learning language. All teachers of deaf-blind children know that it is not enough merely to surround a child with language in order for him to learn to speak, as Chomsky might predict; it is not enough either to use a stimulus-response type of learning in order to introduce even an elementary level of understanding.

We therefore need to seek a more dynamic and complete model of language construction. Language must be seen within the context of the development of communication, of which it is an advanced tool (Bruner's approach). Communication itself must be seen within the development of the child's understanding of interaction with the outside world, with the support of competent adults (Vigotsky's approach).



## The Competent Adult

For many years, the development of language has been seen as the result of a confrontation between the child and the language spoken around him. Little attention was directed to the deliberate actions of the people speaking to the child. Recent work, however, places greater emphasis on the way that competent adults intervene in the process, giving children the help necessary to achieve linguistic competence.

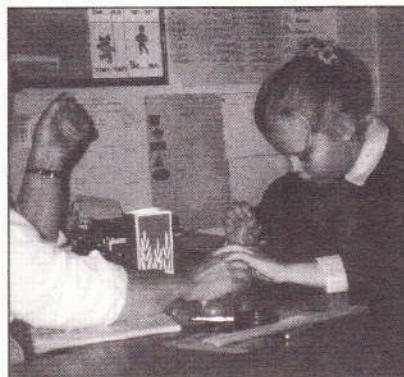
Adults adjust their language in many ways: speaking in a higher pitch; using simpler words describing concrete objects; using simpler language forms; using repetition, correction, approval, expansion of a child's statements etc. J A Rondal demonstrated that in mother-child interaction the average length of the utterances of mother and child develop relative to the child's age. He showed that the mother's speech is normally slightly more complicated than the child's, constantly adapting to the child's development by offering a richer and richer language which is always accessible to him.

This notion rests upon the idea that the adult is conscious of what Vygotsky calls the 'proximal stage of development' the next stage that the child will need to reach. It has even been shown that children also adapt their language, completely naturally, for younger children. People surrounding a child are not satisfied merely to talk to a child; they bring strategies into play to help the child in his steps to master language.

The work of J S Bruner has established that it is in the social situation where the adult intervenes to play with the child that the child builds up capacities both cognitively and linguistically.

With deaf-blind children, it may be considered obvious that adults play an important role in the child's language development. A few points need considering:

- the adult needs to identify what the child knows, what the child can do and what he is ready to learn next (the theory of the proximal stage of development), in terms of his symbolic development and his vocabulary;
- the adult can teach, encourage, stimulate and suggest, but it is the child who learns;
- in order for the child to learn the linguistic elements of a situation, the child's other actions should be as automatic and undemanding as possible;



*Communication can take place through the use of symbols, pictures, signing, fingerspelling or many other ways.*

Are there certain situations which are particularly favourable to these competent adults? Recent studies lay emphasis on the importance of 'privileged situations' where a child can build up his linguistic and communicative competence. These situations, sometimes known as 'formats', show the following characteristics:

- the child is in the presence of objects that he can manipulate;
- there is a dual relationship, with one person (the adult) having greater linguistic competence;
- the child's proximal stage of development has been identified;
- there is a capacity for adjusting behaviour and reactions.

Here we can recognise a familiar situation for teachers of the deaf-blind. However, it is interesting to note that, within this context, other skills will develop which will have a great importance on the level of construction of language. It is not a question of learning in the behaviourist sense of the word. Rather, it is a mastery, through action, of processes which will progressively take on a linguistic form. The shared attention focused on an object (noticeable in the normal child at the age of 4 months) or the pointing of the finger (which can then take the form "Oh look!"), can then develop to naming activities ("Look at the doggy").

This type of format could be applied to the routine of daily life or to such games as giving/receiving, showing yourself/hiding yourself, building with cubes etc. The ritual and the dramatisation of certain elements of the situation can contribute to attracting the child's attention, and allow him to pick out the similarity between linguistic statements and the elements in a real situation.

## Language and Cognitive Development

### Effects of Cognitive Development on Language

Chomsky's approach, which suggests that language development is quite independent of other mental functions, is not acceptable. For Piaget, the beginning of language is one point within the development of representation, which he sees as relying upon sensory-motor development. However this also seems incomplete, since the mastery of language requires much more than the ability to represent. Language mastery also involves the management of complex processes such as constructing phrases and taking part in conversations. The child has to apply other cognitive functions adapted to the management of language.

Some of these other necessary cognitive skills may present particular difficulties for deaf-blind children. For example:

- the shared attention of adult and child on the same object needs to be trained. Shared attention is crucial to the process of teaching a child the names of objects, or helping the child to understand the structure of a sentence (the subject, the object and the verb);
- taking turns in a game is the basis upon which the exchange of words in a dialogue can develop.

### Effects of Language Development on Cognitive Development

Some linguists, like Whorf and Sapir, uphold the idea that language constitutes the pattern which regulates life experience; you can only understand concepts for which you have words. This would suggest that deaf-blind people are limited in their knowledge of the outside world as much by their linguistic deficit as by their sensory deficit. This extremist view may not be true, but we must not underestimate the importance of language in helping to understand other things. Studies have shown that deaf people can show a delay in distinguishing shades of colour, a phenomenon explained by their lack of adequate vocabulary to describe the different shades.

Vygotsky argues that language plays an important role, whereby adults pass on to their children the experience of a society's culture. Language skills give one access to



higher cognitive functions (abstraction, reasoning etc). For Vigotsky, language is one tool in a child's development, as he learns through an interaction between adult, child and reality; a framework in which the child internalises each new ability which he first shows through social actions.

## Cognitive activity focusing on language

Other linguists like Karmiloff-Smith see language as a tool for problem solving. The child uses cognitive processes which consist of the pairing up of various linguistic forms and functions (such as indicating, asking, showing, commenting etc). These pairs are built up by interaction, and become automatic, thus leaving the child's attention free for other actions.

This view of language seems very relevant to deaf-blind children:

- linguistic competence is practically never entirely acquired. If we read texts written by adults born deaf-blind, however wide the vocabulary and grammar there always seem a certain number of deficiencies. There is no instantaneous access to language, but a progressive integration of automatic forms which needs to be put into practice in numerous situations;
- automatic behaviour is an important component in educational programmes for deaf-blind children. As one action becomes automatic, attention is released to enable other actions to become automatic, which can co-ordinate with previous actions and transform them. The learning of a new skill can therefore change the skills previously learnt. In language, the process of choosing words can become automatic, releasing attention for the process of planning the meaning of the communication.

## Developing Meaning

In order to allow linguistic activity to develop, a child must be able to understand the world around him. This understanding takes the form of recognising 'units of meaning' which can then be translated into the linguistic process. Such units can only be formed through a child's activity - spontaneous activity or coactive movement. They may be different for every child, depending upon the child's own experiences

and understandings. Let us look at some examples of units of meaning:

## Objects

The meaning of different objects will evolve as the child develops. For example, a glass may first be identified by the fact that it allows a child to carry out stereotyped behaviour; only later may it become meaningful as an object to be used for drinking. This same glass can then be classified in different ways by its use (linked to other objects to do with food and drink), or by its properties (transparency, weight, shape etc).

## People

People may first be recognised in terms of how they are perceived (what they look like, their smell, what they do with you) and by what emotions they inspire. Their meaning therefore arises out of the way in which the child relates to them. Other characteristics of the person only follow later (family links, professional situation etc).

## Actions

In order for a child to identify an action out of the whole range of a child's activity, specific actions should occur in some organised form - through repetition, through emphasis (to register the importance of an action in relation to other experiences), through signalling of the start and the finish of the activity. In fact, actions are often seen as linked to the objects and the people involved. The progress of understanding the meaning of actions will go through two stages:

- Segmentation; the identification and separation of the action in relation to variable components (objects, people, places, movement etc).
- Integration; putting a given action into practice within a new framework (change of person, place etc).

## Abstractions

For a child to understand abstractions, he must be able to understand his own motor activity, different perceptual qualities (such as colours), emotions, spatial structures, the concept of time, or the concept of causality.

Perhaps we can see that a child understands such elements through his actions. But the use of symbols can help in the process of categorisation, and is itself one of the very elements of abstraction.

## Interpersonal Activity

Through actions, the child can learn about the different units of meaning involved in interpersonal activity. The fact that Paul gives a ball to Peter can be considered on a semantic level as a structure: Agent (Paul) + Action (gives) + Object (a ball) + Receiver (Peter). This structure of Agent, Action, Object and Receiver remains the same in many different situations. The use of mime can be an effective tool for teaching children about this semantic structure.

## The concept of self

This involves making the child understand the role of different individuals (I, you, he, etc.), through learning how his own actions are structured in time and space, and in relation to others. Organised actions relating to time and space can encourage this understanding - through finger-pointing, direction of gaze, turn-taking, and so on. From both a theoretical and a practical point of view, it is very difficult to consider the meaning independently of the symbolic procedures. Nonetheless, it is vital to encourage the development of the concepts of I and you, even if the language does not develop at the same pace.

## Symbolism and syntactic organisation in deaf-blind children

The ability to use symbols is not enough. There are many more skills that a deaf-blind child must develop in order to become linguistically competent. Here are some of the stages of development.

### The ability to use symbols

This involves creating mechanisms in the child's mind that can evoke a mental image of a unit of meaning. The starting point of this ability could be the fact of being able to associate two similar objects - for example, when a child learns that a plastic plate is a symbol of a dinner plate and of a meal to be eaten.

The symbolic capacity will increase as the child becomes capable of making the association with mediums which resemble the stimulus object less and less. We might have, for example, the following series: an object of reduced size; images (pictures); pictographs; pictographic words; word. The series might be different for each child - children learn at different speeds;



some children will have greater difficulties at some stages. We should also note that the apparent similarity between the symbol and the stimulus may not be the same for a child as for us - for example, photographs which adults think look exactly like the object can often be wrongly identified by a child.

For a totally blind child the problem is more complicated. Culturally, symbols are much more visual and auditory than tactual. It is therefore much more difficult to organise a series of symbols. For example, a series might look like this: reduced object; reduced object stuck onto a card; braille. The jump from a three-dimensional pictograph (object on a card) to a braille word is very great, because the intermediate stage of the pictograph word is missing. This crucial stage, the pictograph, is the one which carries the child from a symbol whose main features remind him of the physical nature of the object, to a symbol whose main features are related to the word.

### Syntactic structure

When a child understands a selection of symbols we can work on producing and understanding groups of words. At this stage we try to train the child in the following skills:

#### 1 Reading sentences

This involves the child recognising the meaning that results from the organisation of several symbols (words), which involves a different type of processing from the mere recognition of single words. Understanding can be reached in different ways: the carrying out of the instructions contained in a phrase; the reproduction of a phrase in sign language; mime, oralisation ... Such methods do not guarantee understanding, but they can help us to detect misunderstandings.

#### 2 Producing Phrases

This involves encouraging the child to write or say certain phrases which make sense and which show correct language structure. The more practised that a child becomes in reading, the more accurate he will become in producing meaningful and correct phrases. We should note that the use of a symbol within a sentence can alter the meaning of that symbol. The meaning of the symbol is no longer merely the result of an association between the object (stimulus) and the symbol (response). When the symbol is a word, then its meaning

is also derived from its relationship to other words in the sentence.

### 3 Understanding the social situation

Talking, writing, reading or reporting involve a higher order of planning, beyond simply learning rules of language. These higher order skills are often forgotten by educators.

For example, in dialogue, a child must learn to take into account the situation of the other person. The other person does not necessarily know all the things that the child assumes they know. Often a child will refer to something that happened earlier that day, and assume that the other person knows what they are talking about. It is only through dialogue that a child can learn to manipulate complex tools such as personal pronouns (I, you), articles (it), or demonstrative adjectives (my, your). It is always hard to explain "I", "you" and "he"; they are present - where "he" or "it" is present. The rules relating to these linguistic elements can only be learnt through careful use of dialogue.

### 4 Multilingual communication and using different communication systems

It is important to ask how different levels of linguistic behaviour can be organised in an educational situation.

It does not seem necessary to wait for a child to be totally competent in one level before moving on to a higher level. In fact it is not necessary to know a great number of symbols in order to make phrases; nor a great many phrases to use them in a text:

- It is highly possible to produce or read statements in which different words are at different levels of symbolisation (phrases can be made up of words, pictograph words and pictographs);
- Using a higher level of symbolisation may even help understanding at a lower level - a word can be understood more easily in a phrase than in isolation.

For any one child, different communication uses may involve different linguistic methods. For example:

- A child may understand activities easiest through a system of signals or signs, yet be capable of using symbols (or groups of symbols) in a more

structured scholastic setting;

- Sign language may seem to be well suited to conversations, while the French language is used for written communication.

Different language systems and communication systems may be mixed within the one situation. For example, a child may give an account of an event using French language, to give the general framework, but add gestural signs to give extra description or detail. We should recognise that a child will seek the most effective methods of linguistic or communicative expression in each situation.

The difficulty of establishing communication among deaf-blind children leads to educators having to operate on several levels - through speech, fingerspelling, print, written words, pictures, sign, braille and so on. This complexity obviously has the disadvantage of increasing the number of techniques that educators must master. However, two points should be considered:

- There are probably common operations which we put into practice in different languages (French, sign language and so on), or different methods of expressing language (written, oral, fingerspelt, braille, pictograms and so on). Some forms are particularly suited to the mastery of certain functions; the mastering of a linguistic function in one form is easily transferred into other forms;
- When a child confronts different forms of linguistic or communicative expression, it provides him with a richer language understanding than if he only experiences one form, which can be highly motivating to future learning.

### Summary

- Probably there is no learning scheme in existence which is adequate for all levels of functioning
- What is taught by the teacher does not correspond exactly to what the child learns
- Every interaction with a child involves interaction at many levels - emotional, cognitive and linguistic. Teaching is easiest in a situation where only one level is involved - this situation does not exist.
- Every child is unique.



An occasional series to remind you of, or introduce you to, books fundamental to the understanding of deaf-blindness.

## The Deaf-Blind Baby: A Programme of Care

Peggy Freeman

The birth of Peggy Freeman's deaf-blind daughter introduced her to a new world of challenges and achievements. As she learnt for herself how to adjust her life and how to help her daughter Bunty to develop, she also determined to help other families who faced similar difficulties. The publication of her book "The Deaf-Blind Baby" in 1985 brought together many of her ideas.

In 1956 Peggy founded the group of parents of deaf-blind children in Britain, which grew into the organisation now called Sense. She was an early member of the IAEDB - a regular attendee at conferences - where her strong advocacy of the important role the parents play has greatly influenced the ideas of others. Her travels around the world to visit centres of excellence for deaf-blind education have contributed greatly to the sharing of ideas, and she has played her part in encouraging other parents groups to spring up around the world. Her earlier book, "Understanding the Deaf-Blind Child", was published in 1975.

"The Deaf-Blind Baby" is aimed specifically at parents, but it is written in a way that makes it equally valuable to teachers and all others interested in the welfare of young deaf-blind children. She presents a systematic programme of development, set out under three headings: the experiences a deaf-blind baby needs to have; what you can do to provide these experiences; and why this is necessary. The programme is divided into six stages, but Peggy does not attach ages to each stage: "progress is continuous, and so long as it is continuing, the child must be allowed to go at his own rate and not be compared with the child who has full use of his vision and hearing."

The introductory chapters explain some of the general needs of deaf-blind children - the need for stimulation, for movement, for information, for security, for communication. Here we find some complex issues presented in an admirably clear and simple way avoiding the theory, and focusing on the practice.

Here Peggy introduces the importance of providing information to the young child:

"It is the information from our senses, together with our ability to move, that allows us to build up a stable picture of our world within which we

can function and participate confidently.

With impairment of both vision and hearing, the deaf-blind child's most valuable sources of information are restricted. It is rare to find a total loss in both channels, so he will get some information but it is likely to be incomplete or distorted. He therefore does not acquire a constant picture of the world he lives in, nor models on which to base the way he behaves. He is unlikely to know what is around him, what is going on around him, or even that he is part of it - his world may be one of ever-changing chaos unless we intervene and provide the necessary information in a form which makes sense to him. If we do not intervene, his world is likely to remain the world of his own body - outside himself nothing exists, there is no reason to explore or communicate. He creates his own stability by doing the same thing all the time - ritualistic activities with light stimulation or the same toy played with the same way day after day ... If we can provide him with the right sort of information for his stage of development, and make his world interesting and meaningful, this kind of inward turning does not occur ..."

After the explanation, some of the practical advice:

"To pass on information tactually we use a simple method. It was first used in Holland, where it is called "co-active movement"; in the United States it is called "hand-over-hand", and in Canada "hands-on", which is the term we use. All it means is that we pass on

information to the deaf-blind child by using our hands on his, whether it is information about an object, showing him how to do something, or communicating with him to tell him something, it is done this way...

The position for hands-on work is with the child's back to you; this way, not only do your hands guide his, but he also gets clues as to how to position the rest of his body for the activity through the positioning of your body. This way you also: convey more information than when working from the front; direct the child in the activity at the natural angle which is more comfortable for him; have greater control over him - you can position your body so it cuts out things which might distract his attention; can use your body to guide his head to where you want him to look..."

The Deaf-Blind Baby provides a valuable guide to techniques for working with young children. It also reminds all of us of the vital role that parents can play in the development of the young child. Many of the ideas are relevant to older children too - used selectively, this book can help many staff working in schools also.

Published in Great Britain by William Heinemann Books Ltd.

ISBN 0-433-10906-8.

Available from:

Sense  
311 Gray's Inn Road  
London WC1X 8PT  
UK

Price: £12.00 (post and packing free).



The cover picture showing the 'hands on' method of communication





One of the most important things we've been doing in Italy over the past few months is our national study of deaf-blindness, which is the result of the collaboration between the Italian Ministry of Health and the Lega del Filo d'Oro.

We're trying to define how many deaf-blind people are living in Italy and what their actual living situations are. It officially started last August, and we've got one year to finish the study. We're using the local health services as a means of getting in touch with deaf-blind people, and we're also using a lot of private organisations, such as associations for the blind and for the deaf.

This is a very important study because other countries' statistics imply that in Italy there could be something between three and ten thousand deaf-blind people, of which we know of approximately five hundred. That means that there are at least two thousand five hundred deaf-blind people which we have no information about, and we would like to know what their living conditions are.

Last year, the Lions Club in Italy gave the Institute the possibility for its own neuro-pathological diagnostic centre, which means that we have a neurologist who is doing a lot of studying about the neurological state of the deaf-blind at the Institute. It's an up to date, modern diagnostic centre which we think is very important.

We also had a group of deaf-blind adolescents from France staying with us for a few days, and we had a group go to Poitiers in return. It is the first time we have had this type of exchange and it was an incredible success - we are still talking about it and re-living the experience. We would like to have more of these exchanges

and we are now thinking about getting into contact with different countries.

Looking at the last year in every country there have been activities for deaf-blind people, like holidays. I think it would be a good idea to integrate deaf-blind people from different countries on the holiday programmes. For example, we often have people from Switzerland on the holiday we run each year in Italy. I'm trying to create a small dossier about what holidays are on offer for deaf-blind people in each different country, for the people at our Institute. I'd like us to plan a real holiday where the participants have to prepare for it, get in touch with the necessary people and so on.

At the moment, we have a very active parent training programme

which is quite original. It is based on a questionnaire with drawings, and questions like, "If you were in this situation, what would you do?" and there are a certain number of responses, which are then put together and form the basis for a group discussion. It is a get together for parents based upon practical experiences they have at home, so they can talk to each other about how they get on in those situations. Parents are very involved in the running of the school. I don't know how it could be organised and what sort of structure it could be, but we are looking now at parental involvement and deaf-blind involvement in the association itself.

**William Green**  
Lega del Filo d'Oro



The Foundation for Social Innovations in the USSR started two new deaf-blind education programmes last year.

The first is devoted to teaching foreign languages to the deaf-blind children at Zagorsk. This is being carried out by Nataly Krylatova, a deaf-blind psychologist, and her husband Jury Krylatov. They have already prepared one of the students, Oksana Demchina, to take a three year state correspondence course in English. When she graduates, Oksana will have the opportunity to work as a translator/reviewer in a specialist library for the blind.

The second programme involves taking deaf-blind children from the USSR on tours of various Russian cities. In March 1990, eighteen deaf-blind children from Zagorsk visited Odessa. This gave them the opportunity to meet other children of their own age, both sighted and sensory impaired, and broaden their spheres of communication. A tour to Kiev is organised for autumn 1991, followed by one to Petrozavodsk in winter the same year.

**Irene Salomatina**  
103045 USSR Moscow  
Rozhdestvensky boulevard  
21/1 Computer Club and Rainbow.

Welcome to Helen Matson, Publications Officer at Sense, who joins Deaf-Blind Education from this issue onwards at Assistant Editor.

If you wish to send her material for publication, she can be contacted at Sense, 311 Gray's Inn Road, London, WC1X 8PT, England. Telephone: 071 278 1005 ext 129.



## BRAZIL



**Nice Tonhozi de Saraiva Laureiro last wrote to Deaf-Blind Education in 1988. She is the first specialist teacher for the deaf-blind in Brazil, and the second in South America. In this issue, she updates readers on the provision for deaf-blind education in Brazil, and the progress of the two students she first mentioned three years ago.**

The centre I established in 1987 has developed quite well. It is for orientation, communication, recreation and leisure for deaf and deaf-blind people after school. The purpose is to promote opportunities for vocational training and/or independent living in the future, building on the education the participants have already received, and equipping them to live in the community.

The programme concentrates on ways of communication and development in work and leisure. The leisure programmes try to provide written, educational games, excursions and other social activities, attempting as much as possible to integrate handicapped and able-bodied people.

The centre is part of a programme run by the Federation of Social Work (Federação de Obras Sociais), for the southern region. This body aids organisations which are concerned with children and old people. The FSW gives advice, and campaigns for clothes, food, and legal advice.

The FSW programme aims to develop practical skills for its beneficiaries. Volunteers teach macrame, crepe flower making, soap flower making and painting.

Two deaf-blind people are learning these skills. One is Roberto Ezias, who is 29 years old and was

a student in our special school. He can write, but only the beginnings of the alphabet. He knows the deaf-blind manual alphabet, sign language and more natural gestures. He is good with his hands and helps the teacher to teach macrame. He sells the hand bags and place mats he makes.

The other deaf-blind student is a girl of about 18. She is totally blind, and gradually losing her hearing, although she can still hear loud voices. She is learning braille and is very good at communicating using TADOMA. She's studying at the school for the deaf and the deaf-blind in São Paulo City, which was established by an ex-teacher of the Anne Sullivan Special School, Mrs Ana Maria. Four deaf girls and a teacher from Ana Maria's school learn handicrafts at our centre. They have a class

together with ladies from the FSW and the community, learning about handicrafts.

The Anne Sullivan Special School was the beginning of deaf-blind education in Brazil. Nevertheless, because of the many socio-economic and cultural difficulties in Brazil, this provision could not be extended on a national level. But at least something has been done! Awareness of deaf-blindness is spreading, through the work of those professionals trained overseas and at the Anne Sullivan Special School.

There is a lot of work still to be done in a territory as big as Brazil, but I feel that the economic climate will not halt the work of those people engaged in helping Brazil's deaf-blind people.



*Nice Tonhozi de Saraiva Laureiro with a pupil*

## A letter from Brazil

**Maria Francisca da Silva is deaf-blind and lives in an institute for blind women in São Paulo. Last October, Maria attended a congress on deaf-blindness in Brazil, with Nice Tonhozi de Saraiva Laureiro, and talked about the communication problems that deaf-blind people face. In the following extract, Maria recounts her personal experience of deaf-blindness.**

My first years of deafness were painful. I do not like to remember those hard days at the school for the blind. I was a blind student. I had good oral language. I used to

write and read in Braille, in classes. Then I became deaf, and could not follow my studies. The teachers were not specialists in deaf-blind education. They did not know the



## A letter from Brazil – continued from page 11

deaf-blind manual alphabet, and had no interest in learning it. The difficulties became bigger and bigger. Because nobody knew how to communicate with me, I became very nervous. The school wanted me to leave, but I had nowhere to go.

In 1970 I found I could go to São Caetano do Sul in São Paulo State to the Special School for the Deaf-blind that Mrs Nice Tonhozi de Saraiva Loureiro founded. We already knew each other and used to communicate through letters. Unfortunately, the school could not accept me because it was not residential. If I wanted to study there, I would have to live with my relatives. This was not possible because my brother was living too far from the school. I went to São Paulo where I stayed three months at my brother's home, but it was impossible to live with him. When I returned to the Instituto São Rafael in Belo Horizonte I lost my place at the school. Then I was sent to live in a home for blind women.

I was lonely, and without any possibility of study, but I was learning a great deal in everyday life. I began to react more positively. Slowly I came out of a being almost like an animal. I created some signs for my own purpose in order to make life easier, and to communicate with others. I learned the manual alphabet two years after I became deaf, and I like using it. It's more expressive.

I'm trying to learn sign language, and when it's possible I ask my deaf friends to teach me. Unfortunately, I do not have much opportunity to practise because I do not live with deaf people.

In 1975, a volunteer began to visit me once a week, and she has come to be a very important person in my life. She helps me read my letters and their transcriptions in Braille. Every fortnight she borrows books in Braille from the public library. She tries to help me resolve my problems, and is the light of my life.

Wouldn't it be wonderful if we could have as many volunteers in Brazil as there are in other countries? Volunteers and friends must learn to understand and respect the feelings of deaf-blind people. We need their help to come out of our isolation.



## Working with a deaf-blind child in Uruguay

**Marta Raquel Triay Perrone is the Principal of Special School No 198 for the Visually Handicapped, in Montevideo, Uruguay. In this article, she describes the programme of teaching at the school, and highlights the work being done with Laura, a young, deaf-blind, intellectually able girl, who is the first case of her kind reported in Uruguay.**

The Special School No 198 for the Visually Handicapped is a state school run by the Consejo de Educación Primaria (Board of Primary Education). It is the institution in Uruguay devoted to the care and education of blind and partially sighted children. Children from all over the country board at the school, and return home for the weekends.

The school programme includes: early stimulation; guidance for parents; pre-school classes for three year olds and above; classes from the first to the sixth year; a special class for multiply handicapped children; a class for deaf-blind children and a class for children who have learning difficulties in some areas.

The subjects taught include sewing, knitting, home economics, wickerwork, electricity, pottery, shorthand and typing. The curriculum aims to provide deaf-blind children with a wider range of opportunities to make it possible for them to lead full and interesting lives. The school also provides medical check-ups, a psychologist, orthoptist and a social worker.

We believe that educating visually handicapped children teaches them to realise and accept their own disability, and to learn to live with it and not in spite of it, thus making the most of life. We guide children to use all their skills and master the greatest number of methods of communication possible. They need to understand the world around them in order to integrate into it.

Laura was admitted to the school in 1978 at four and a half years old. She came from Montevideo, from a low socio-economic and cultural background. Her teacher, Mrs Carmen Cirintana de Enriquez, started work with her to try to educate her.

From the medical point of view, the girl was profoundly deaf in her right ear, but had some residual hearing in her left, mainly of lower frequency sounds. The use of hearing aids did not improve her hearing, and she is now profoundly deaf. From the ophthalmological point of view she had atrophic eyes with bilateral cataracts. In sight tests she did not respond.

When the teacher started work with her, Laura behaved aggressively, and would bite and kick anyone coming near her. With dedication, love and patience the teacher started to relate to her using handkerchiefs with pleasant scents. She then asked Laura's parents to bring her favourite toy to the school. Playing with this toy, the girl could establish a closer and more friendly relationship with her teacher.

At the same time, Mrs Enriquez started to teach Laura some sounds through the oral method called TADOMA, because when Laura was admitted to the school she could only grunt. We started to develop her tactile responses through body exercises, and her senses of taste and smell, in addition to the first notions of orientation and mobility, so that she could move around the school facilities.

In Laura's education we always considered it important that the other children as well as the staff and administrative personnel at the school should get to know her, so that she could truly communicate in the school environment. As time went on, Laura started to make fast progress in the different areas to which she was integrated, which enabled us to discover her good intellectual abilities.





This fact was later confirmed by a medical check-up involving neurological, ophthalmological and phonoaudiological studies. Laura had been a perfectly normal girl until she was 19 months old when she developed severe meningitis.

Laura gradually started to take part in other activities and to share her tasks with other children in the different workshops. She can now knit, weave at the loom and make decorative objects such as bags and coasters. She has also learnt to prepare some dishes, to bake biscuits and cookies. She can do the washing up and wash her own clothes. She can weave wicker and makes baskets, workboxes and even different types of wicker table.

In the ceramics workshop, she can make different objects, whether manually or using moulds. We have recently begun to include Laura and other visually handicapped children in activities using plastic, especially one which consists of spreading synthetic paint on a piece of cardboard with a wicker stick. The cardboard is then covered with granulated quartz, and after drying the surface stands out in relief and is easily recognisable to the touch.

At present, Laura is following the academic programme corresponding to the fourth year in primary school. In Uruguay, primary school ends after completing the sixth year. She is also learning typing and Braille typing.

In 1987 we took the children to a camp. Laura's teacher did not take part in the camp as we had already decided that in view of the fact that Laura got on well with the other children, she could go to camp alone. We explained to Laura what a camp was. It was in the county of Colonia and consisted of a group of huts near where a small stream flows into the

River Plate. Together with the other children she took part enthusiastically in the various tasks and recreational activities. She also had the opportunity of being in close contact with nature and even crossed the river by boat, an unusual experience for the great majority of children at our school.

In 1988 we organised an outing to a summer camp run by the Consejo de Educación Primaria at Piriapolis, a seaside resort on the east coast of Uruguay. This enabled Laura to spend time with her school mates and also with other children with sight and hearing, from ordinary schools. Laura took part in all the group activities, from washing and feeding, to recreational activities like dancing, walking, bathing in the sea and climbing.

I should say that the emphasis in Laura's education has been mainly on establishing an affectionate relationship with her, without which no human being, whether able-bodied or disabled, cannot fully develop and grow.

Laura's education is carried out with limited resources. That is why her teacher had to do some extensive research to find out what resources are available for deaf-blind children.

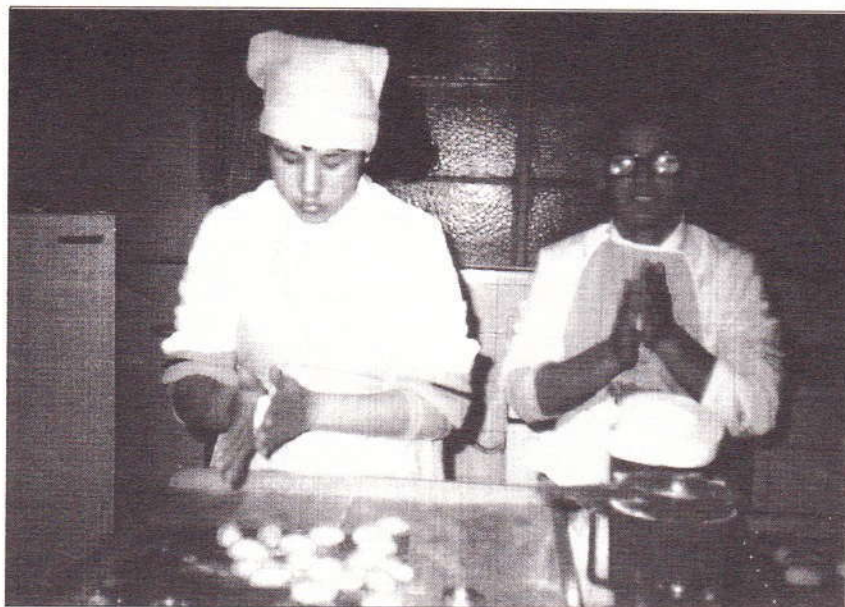
We have a great many questions and anxieties about what the future holds for Laura - a girl with a dual handicap, but with the ability to perform all tasks and the motivation to learn new ones. She can communicate using speech and the TADOMA method, so she does not need an interpreter. In spite of her blindness, she can perform many tasks and she can even control and look after small children.

Today, twelve years on, we wonder if she could possibly work in a familiar environment like the school. We believe this could be one of the job possibilities for her in the future. Or perhaps she could use her skills in handicrafts. We wonder if activities already studied and developed elsewhere for cases similar to this could be applied here.

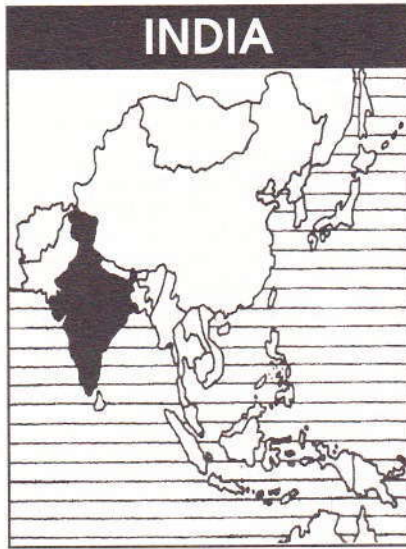
Despite all her accomplishments, Laura still has a lot to learn, both from the educational and cultural point of view. She also needs to develop socially, as a person.

The future of this young girl, to whom we have for so long devoted and are still devoting all our efforts and interests, will ultimately depend on her true possibilities as well as on the opportunities that this, or maybe other establishments, will offer her.

I hope this report will not only serve to pass ideas on to our colleagues, and to share our experiences with them, but also to open up new educational possibilities for Laura, and other children like her.







## The beginning of deaf-blind education in India

1990 was an exciting year for deaf-blind education in India. Mrs Beroz N. Vacha, Director of the Helen Keller Institute for the Deaf and Deaf-blind, in Bombay, reports on some of the developments that occurred last year.

At last our dream of spreading awareness of deaf-blindness and of starting educational programmes for deaf-blind children is becoming a reality. This was our hope, way back in July 1977, when the fledgling organisation, the Helen Keller Institute for the Deaf and Deaf-blind started a pioneering programme for deaf-blind children in India with two deaf-blind children and one deaf child, operating from the teacher's houses in Bombay.

We have grown steadily over the last thirteen years. Today we have twenty-three deaf-blind children aged from 3 to 17, with fifteen staff members serving in various capacities.

Our programme includes co-curricular activities such as swimming, music, dance and mime, and gives the students the opportunity to attend Girl Guides Club and activities for deaf children. They also participate in inter-school competitions. We have also introduced pre-vocational skills training and counselling for the four teenage, high-functioning deaf-blind

children at the institute. Over the years, we have placed three boys into sheltered workshops in the automobile, railway and packing industries.

### Programmes outside Bombay

While we were working things out in Bombay, we were also concerned for those we couldn't reach, because of lack of resources and space. Yet we were determined to spread deaf-blind education to the north, south, east and west of India.

In March 1990, I went to Ahmedabad at the request of Mr Jagdish Patel, Hon. Secretary of the National Blind Men's Association, to investigate those blind children who were developing mild to severe hearing problems. Suitable guidelines were provided for an ongoing Audiometric and Ear, Nose and Throat check-up.

The classroom teacher was briefed on the educational and behavioural problems of deaf-blind children. An experienced teacher of the deaf who has experience in deaf-blind teaching will act as Consultant and Resource Teacher.

### South India

In July 1990, for a period of approximately four weeks, the Divine Light Trust for the Blind (DLTB) invited me to start an educational programme for deaf-blind multi-handicapped children.

The project was to initiate their teachers into communication techniques, and to support our discussions with demonstrations, literature and videos. I was accompanied by fourteen year-old Mary, who is a high-functioning deaf-blind student. Our aim was to demonstrate that a congenitally deaf-blind child of average intelligence, given systematic education can achieve a certain measure of linguistic patterns, carry on a simple conversation with speedy tactile communication, develop a sense of humour, curiosity and a capacity to socialise.

Mary was an amazing phenomenon for the people at DLTB. They said they would have found it very difficult to believe what I said if they hadn't seen her. For Mary, meeting so many different people who were all trying to communicate with her was a very beautiful experience.

One of the teachers who was handling the multiply



Beroz Vacha

handicapped children wanted to learn to communicate fast, so I suggested that she took Mary on a tour of her quarters. Mary is very curious and loves to feel different things. She started signing for objects, counting certain items, inspecting the dressing table, opening the wardrobes and counting the saris, opening the boxes where she smelt chocolates and offering them round, not realising that she was supposed to ask permission!

Her behaviour was ample proof that curiosity and language can grow side by side to develop experimental learning. The DLTB has beautiful flora so Mary had the opportunity to feel the coconut tree and pull the coconuts down with a rod. She could touch the many different fruits, climb a long mango tree, collect mangoes off the tree, learn that carrots, potatoes, radishes, garlic and onions are pulled out of the earth. Mary returned to Bombay having had a rich experience of the people at the DLTB, and their land.

The four teachers I met at the DLTB will come in turn to the Helen Keller Institute for the Deaf and Deaf-blind for three weeks with one of their students. This will give them the opportunity to learn more about the deaf-blind population.

### Delhi

I went on an exploratory trip for three days last August to see four deaf-blind children aged from five to eight who were studying in a nursery school for the blind, run by the National Association for the Blind (NAB), New Delhi branch.

These children are profoundly deaf with very useful, low vision. The Total Communication approach is the method of teaching used. A teacher/voluntary worker for the blind from



NAB will be coming to the Helen Keller Institute for the Deaf and Deaf-blind for a period of one year to develop skills and ideas.

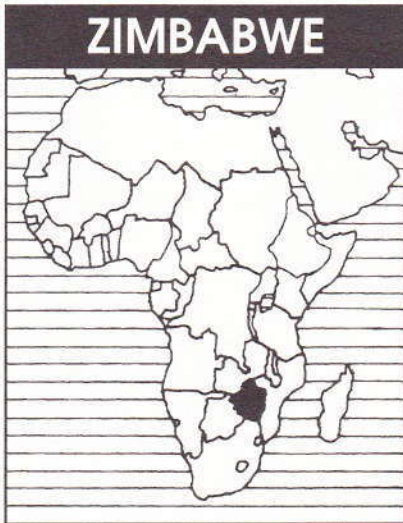
At the moment we have an in-service training programme, and we have almost completed the groundwork for starting a teacher training course on a national basis for teachers of deaf-blind people.

The Helen Keller Institute for the Deaf and Deaf-blind owes so much to its benefactors, both in

India and abroad. I would like to end my report by extending my thanks to the Perkins School for the Blind, in Boston, Massachusetts, the Department of Special Education, at the University of Birmingham in the UK, for acting as consultants to our teacher training programme, to Sense and the National Deaf-blind League in the UK for various videos on rubella, Usher syndrome and communication with deaf-blind people and finally to the

Institute voor Doven, in St Michielsgestel, the Netherlands.

These developments reflect the present and future trends in deaf-blind education in India. They also bear out our philosophy here at the Helen Keller Institute for the Deaf and Deaf-blind: "No one is incapable of being taught and no one can do without education. It is the fundamental birthright of a child to be loved and to be educated."



**Jane Mutasa is a teacher of deaf children in Zimbabwe. In this report she describes her first experience of teaching a young deaf-blind girl, and the frustrations that this challenge presented.**

Professional talks and a handful of literature reports introduced me to the area of deaf-blindness. These were not enough to educate me fully in how to help deaf-blind children, nor did they describe the challenge that a teacher of such children faces. This dawned on me when I came to teach a young deaf-blind girl in a class of hearing impaired children.

The experience was a tremendous challenge for me, and problems were apparent right from the beginning. When I first met the girl, I was training to be a teacher of hearing impaired children, and I tended to deal with her from this perspective.

She was four years old, and rubella handicapped. She was profoundly deaf, and progressively turning blind. The rather partial nature of her blindness tended to emphasise her problems because it made it difficult to place her in the correct educational setting. This is particularly common in Zimbabwe where existing special needs vacancies are limited and are only offered to severe cases.

The child's physical and mental

development was rated to be normal, but she had problems in social and educational settings. Relations were strained at school. The girl was so close to her parents that it interfered with her learning.

Whenever her parents visited the school, she would abandon her work and cling to them. When they left, she would cry bitterly to go back with them. Her day to day reactions in class were unpredictable, and varied from partial participation in class activities to a complete refusal to cooperate. She preferred to do things her own way with no direction or interference, and disliked change of activity in different sessions. This was a very difficult situation to cope with in a class of other pupils who also needed attention. Her general performance and attainment levels were below standard.

As a student teacher, I failed to establish a meaningful rapport with her. The only time I got her cooperation and made her vocalise a little was when I used food incentives and gave her a hug. Her reactions on these occasions at least gave me some encouragement and hope that something could be done for her if the right methods for understanding her were used.

The relationship between her parents and the school were good, although they seemed to get more response from her than the school did. We needed more time, patience and insight into her problems to achieve any real progress.

I was affected by the girl's lack of achievement and knew she was not benefiting from the educational programme. I failed to come up with possible remedies to the situation, and because my stay at the school was short, I have not been able to follow up the case or come up with possible suggestions for development.

However, the following may be a thought for consideration. I doubt whether an objective analysis of this case would provide tangible solutions. If it could be

carried out, would there be both the personal and financial resources to accomplish it?

I am sure there are a lot of teachers and pupils who find themselves in the same predicament as mine.

A focus on the present range of provision for deaf-blind people in Zimbabwe reveals a rather limited and varying situation. There is no national organisation designated with the task for service provision for deaf-blind people. The few deaf-blind children of school age were identified and are catered for by their individual schools. These function independently and to the best of their capabilities in view of their limited resources.

Reliable, though not official sources I contacted could not come up with proper statistics on the prevalence of this handicap. They indicated that there were a lot of children who would benefit from the creation of a proper organisation for service provision. It is hoped that the joint efforts of the different government ministries and other organisations which have brought about change in special education up until now will redress this situation.

At the moment, placement of deaf-blind children in educational provision is decided by the comparative severity of deafness to blindness. The pupil is placed in the institution which caters for the more pronounced handicap.

My conclusion is that while something is being offered, there is still a lot more to be done. Deaf-blind children should be given education that is suited to them, and not to children who are just deaf, or blind. Serving professionals should be aware of the appropriate communicative and contact systems that allow a reciprocal relationship to develop and improve the learning atmosphere.

In my capacity as a teacher of hearing impaired children, I foresee the future possibility of encountering more pupils with this handicap, so I need to be better acquainted with it.





*A statue in the snow outside the school for deaf-blind children at Zagorsk, USSR. In October 1990 a group of 12 British teachers visited Zagorsk to study the techniques employed there. They visited the new school buildings which will allow the school to expand its services to many more deaf-blind children. In March 1991 a group of Russian teachers return to the United Kingdom to study British methods of working with deaf-blind children*

### **Sixth European Usher Syndrome Study Group**

This group started in 1985 when a small number of professionals working in the field of Usher syndrome met in St Michielsgestel in the Netherlands. The members of the group felt the need to come together in order to share data and ideas on practice, and to exchange views and support each other in an area of work which hitherto had received little attention.

The study group meets every year, or two years, and holds its meetings close to other major conferences connected with sensory impairment.

The last meeting in Warwick, in the United Kingdom, in 1989 attracted a wide group of professionals ranging from those working in genetics through to psychiatry. Eleven papers resulted from this meeting which were published in the Proceedings of the Warwick Conference, in November 1989.

For the first time, parents attended the study group and it is hoped that more parents who feel that they can contribute either a paper or some other form of presentation will come forward.

The next meeting of EUSSA takes place from Thursday 1st to Sunday 4th August 1991 in Orebro prior to the World Conference of the IAEDB in Sweden.

A "Swedenday" will be held on Sunday August 4th, when parents, young people and professionals will put on a programme which should attract not only the professionals attending the IAEDB conference, but also local families and other Swedish people who have Usher syndrome.

For further details of the Sixth European Usher Syndrome Study Group please contact Mary Guest, Head of Usher Syndrome Services at Sense, 311 Gray's Inn Road, London, WC1X 8PT, UK. Telephone: 071 278 1005.

### **IAEDB sub-committee plans ahead**

The IAEDB sub-committee on Acquired Deaf-blindness in Adulthood, which was formerly known as Acquired Deaf-blindness in Old Age, held a meeting in October 1990 in Dronninglund, Denmark, to discuss its activities for the future.

Delegates from Germany, Norway, the Netherlands and the United Kingdom were represented at the meeting, which lasted for two days.

The sub-committee began by agreeing upon a change of name. The new name reflects the sub-committee's concern for all adventitiously deaf-blind adults, and not just those who become so as a result of the ageing process.

It then went on to discuss its

principal goal, which is to find out how many professional workers are interested in the subject of deaf-blindness in adulthood. To achieve this, the ADBA plans to publish updates of its work in every edition of Deaf-Blind Education.

The ADBA will also be holding workshops and meetings at the 10th IAEDB Conference in Orebro, Sweden in August to give professionals who are interested in its work the opportunity to discuss its plans. The sub-committee hopes that the conference will provide a forum for fostering individual contacts.

The ADBA has plans for growth in the 1990s, and already has ideas for further activities, depending on the amount of interest shown in its work. Looking ahead, it is currently developing ideas for activities at the 11th IAEDB Conference in Potsdam, Germany, in 1993.



# A new Constitution for IAEDB

As reported in Deaf-Blind Education (July-December 1988) a Constitution Committee was set up to review our existing Constitution and to recommend changes.

The programme of action reported then has slipped a little. The Committee has met twice since 1988 and the fruits of their efforts are given in full below. This draft Constitution will be considered by the Executive Committee when it meets in Madrid in March 1991. The Committee will then agree the final version to be placed before members at the General Meeting which will be held during the World Conference in Orebro, Sweden in August 1991. All members are therefore earnestly exhorted to let me have any comments you may have on the proposed new Constitution so that these can be put together in a report to the Executive Committee. Please let me have your comments by the last day of FEBRUARY 1991 for the March meeting, or by the last day of June 1991 for the General Meeting in Orebro.

Rodney Clark, c/o SENSE, 311 Gray's Inn Road, London WC1X 8PT, U.K.

## NAME

1. The name of the organisation (hereinafter called "the Association") is "The International Association for the Education of the Deaf-Blind".

## OFFICE

2. The office of the Association shall be based in that country where the Secretariat is located. By decision of the Executive Committee, the Association may seek formal recognition as, for example, a charity, corporate body, voluntary organisation etc. in the host country or in any other country, if such registration will be to the Association's advantage.

## OBJECTS

3. The objects of the Association as established are as follows:
  - 3.1. To promote the recognition of deaf-blindness as a unique disability throughout the world.
  - 3.2. To promote the education and development of deaf-blind people throughout the world in accordance with the educational and administrative requirements and with the socio-economic circumstances of individual countries, states and authorities. The phrase "deaf-blind people" is intended to

encompass all age ranges, from childhood to old age.

- 3.3. To guard and strengthen the civil rights of deaf-blind people and to ensure their equality of opportunity with other citizens.
- 3.4. To promote continuing and life-long education and development for deaf-blind people.
- 3.5. To promote and make known the variety and diversity of social support systems for deaf-blind people throughout the world.
- 3.6. To promote interaction between professionals, families and deaf-blind people.
- 3.7. To gather and disseminate information on research, staff, development and programme methods.
- 3.8. To promote research.

## POWERS

4. In furtherance of its objects, the Association is hereby empowered to take any positive action as conforms to international law for all international activities and to the laws of any member country for any particular Association action within that country. In addition, the Association will act only in accordance with the powers in its national constitution where it has been granted formal recognition in any country.

## EXPENDITURE

5. The income of the Association shall be applied solely in promoting its objects and no portion thereof shall be paid or transferred to members of the Association. No member of the Executive Committee shall be appointed to any office of the Association paid by salary or fees, or receive any financial benefit from the Association.
6. The Association may make payment to any member, officer or servant of the Association (other than a member of the Executive Committee) for any services rendered to the Association.
7. The Association may make payment to any member of its Executive Committee for out-of-pocket expenses.
8. If upon the dissolution of the Association there remains, after the satisfaction of all its debts and liabilities, any property whatsoever, the same shall not be paid to the members of the Association, but shall be given to some other organisation having objects similar to the objects of the Association.

*[At present, the finances of the Association are only sufficient to pay for administration, the publication and circulation of the Newsletter and some activities in countries with developing services. Travel and other expenses are currently not payable to the Association's officers or Executive Committee. It is recommended*



therefore, that members do not stand for office within the Association or for membership of the Executive Committee unless they are able to meet their own expenses, either personally or with support from an organisation in their own country.]

### MEMBERSHIP

9. There are two categories of membership: individual and corporate.
10. Individual Membership is available to any applicant and every applicant shall sign a written consent to become a member. Applications are approved by the Executive Committee through such a process as it may determine from time to time, and membership may not be unreasonably refused. All individual memberships will continue until the next General Meeting of the Association, after which members will be invited to reapply. The Executive Committee may from time to time prescribe an annual subscription fee to be paid by individual members.

*[If these proposals are accepted, all current individual members will be transferred to the new list and written to in due course. It is to be proposed that all individual memberships will be free. However, members will be encouraged to make an annual donation and in the first year £10 sterling (\$US 20) will be proposed.]*

11. Corporate Membership is available to any school, association, institution, society or any similar organisation and every such applicant shall sign a written consent to become a member. Applications are approved by the Executive Committee through such a process as it may determine from time to time and membership may not be unreasonably refused. All Corporate Memberships will be on an annual basis. The Executive Committee may from time to time prescribe an annual subscription fee to be paid by Corporate Members.

*[Present and prospective corporate members will be invited to take out corporate membership. The first year's subscription will be £100 sterling (\$US 200).]*

### GENERAL MEETINGS

12. The Association shall hold a General Meeting during the World Conference. This will be normally once every four years, but may vary should there be any variation in the timings of World Conferences. However, the time between the General Meetings shall not be less than 3 years nor more than 5 years.
  13. All other full meetings of Members of the Association shall be called Extraordinary General Meetings.
  14. No General Meetings will be held at times other than at World Conferences, except in extreme circumstances. On such occasions, all members will be given at least 28 days notice of such a meeting.
  15. The General Meeting shall receive:
    - A report from the Executive Committee for the period from the previous General Meeting.
    - Audited Accounts for the period from the previous General Meeting.
    - The results of elections to the Executive Committee.
    - Resolutions to amend the Constitution or undertake any other actions.
    - Items of discussion put forward by members.
- Additionally, the General Meeting shall:
- Appoint the Chairman of the Association for the period until the next General Meeting.
  - Undertake any other necessary business.
16. Every member, whether individual or corporate, shall have one vote, except for the Chairman who will not have a vote. All decisions will be determined by a simple majority. Where there is an equality of votes, the Chairman of the meeting will have a casting vote. Members unable to be present at meetings will be permitted to vote by proxy.

*(Members wishing to have resolutions or items for discussion considered at General Meetings should let the Secretary receive them six months before the meeting, together with any commentary, so that they may be published in Deaf-Blind Education.)*

### EXECUTIVE COMMITTEE

17. The Association and its affairs shall be under the control and management of the Executive Committee. It shall have the following powers:-
  - 17.1 To consider and decide all matters relating to the effective pursuit of the Association's objects.
  - 17.2 To authorize the expenditure of the funds of the Association in such manner as it shall consider most beneficial for the objects of the Association.
  - 17.3 To delegate powers to any other Committee of the Association provided that all actions and proceedings of the Committee shall be reported back as soon as possible to the Executive Committee.

### MEMBERSHIP OF THE EXECUTIVE COMMITTEE

18. There will be no minimum or maximum numbers for membership of the Committee. Both individual and corporate members will be represented on the Executive Committee.
19. Individual Members. Each country shall have a representative on the Executive Committee for every 20 national members up to a maximum of 3 representatives.
20. Corporate Members. All corporate members are permitted 1 representative each on the Executive Committee. This representative must be identified on the application in the first instance.
21. All members of the Executive Committee, whether representatives of individual or corporate members, must themselves be members of the Association.
22. The Executive Committee may vary the membership of the Committee between World Conferences, for example:
  - Where an existing representative resigns.
  - When the number of members in one country changes, thereby requiring a change in the number of representatives.
  - When a new member is accepted from a country not previously having any members.



- When a new corporate member is accepted.

The Executive Committee may also co-opt persons onto the Committee as it thinks appropriate.

23. All past Chairmen of the Association are automatically full members of the Executive Committee.
24. Membership of the Executive Committee continues until the next General Meeting when all members retire. The representatives of the individual members in each country are responsible for arranging the elections for the new representatives. Elections may be held prior to or during the World Conference, as best befits each country, but must have taken place by the time of the General Meeting. All members are entitled to vote for the number of representatives permitted their country, and national representatives organising the elections must endeavour to ensure that no member is denied the opportunity of voting, whether or not present at the World Conference.
25. The Executive Committee shall meet at least once in each calendar year. Voting procedure will be as at General Meetings.

### CHAIRMAN

26. The Chairman of the Association will be appointed at the General Meeting for a period of 4 years or until the next General Meeting, so long as it is no less than 3 years, nor more than 5 years. The retiring Chairman may stand for re-appointment.

### VICE-CHAIRMAN

27. The Vice-Chairman will be appointed by the Executive Committee and will be responsible for the organisation of the next World Conference. Should the Chairman not wish to stand again at the next General Meeting, the Vice-Chairman will normally be appointed Chairman, but it is not intended that the Constitution should overrule the wishes of the Meeting.

### SECRETARY/TREASURER

28. The posts of Secretary and Treasurer will be conducted as a joint post and this appointment will be made by the Executive Committee. The Association's Secretariat will normally be based in the country of the postholder. Retirement will take place at the first Executive Committee meeting following the General Meeting.

### SUB-COMMITTEES

29. The Executive Committee is empowered to set up Sub-Committees of specialist groups. They will operate at international or regional level only, not at national level.
30. Members of Sub-Committees need not be members of the Executive Committee, but will be appointed by it. Members will be appointed for a period of 3 years and may be considered for re-election. Members will elect their own officers (Chairman, Secretary etc.).
31. Expenses for Sub-Committee activities will be the responsibility of the Sub-Committee. The Executive Committee must be informed of budgets and fund-raising proposals for activities.
32. Sub-Committees must also inform the Executive Committee of proposals for all their activities and must report back at regular intervals and when requested.

### ACCOUNTS

33. The Executive Committee shall cause accounting records to be kept and these shall be open to the inspection of officers of the Association at any time, and to the inspection of members of the Association as determined by the Executive Committee.
34. The Executive Committee shall cause to be prepared and laid before the Association in General Meeting income and expenditure accounts, balance sheets and accompanying explanatory reports.
35. Interim accounts shall also be provided for each meeting of the Executive Committee.

### AUDIT

36. Before every General Meeting, the accounts of the Association for the period from the previous General Meeting shall be examined and the correctness of the income and expenditure account and balance sheet ascertained by one (or more) properly qualified Auditor(s)

### BANKERS AND CHEQUE SIGNATORIES

37. The Executive Committee shall appoint bankers and shall determine the mandate of such bankers, including authorised cheque signatories, from time to time.

### WORLD CONFERENCE

38. A World Conference will be held every 4 years or at such other intervals as the Executive shall direct, although these should be no less than 3 years nor more than 5 years. Members will be encouraged to hold interim Conferences on regional or special interest bases.

### DISTINGUISHED SERVICE AWARD

39. At each World Conference, an award will be made to an individual who has manifested distinguished service in work for deaf-blind people.
40. A specific Sub-Committee will be set up prior to each Conference for this purpose. Its composition will be determined by the Executive Committee but will include Chairman, Secretary, all Past Chairmen and all previous recipients.

### BYE-LAWS

41. There will be no bye-laws as such, as it is intended that all formal statutes of the Association will be included in this Constitution. The Executive Committee may set regulations from time to time for the execution of a particular action.

SEPTEMBER 1990



## Deaf-Blind Education

*Deaf-Blind Education* will appear twice yearly, the two editions will be dated January-June and July-December.

The editor will be pleased to receive articles, news items, letters, notices of books and coming events, such as conferences and courses, concerning the education of deaf-blind children and young adults. Photographs and drawings are welcome; they will be copied and returned.

All written material should normally be in the English language and may be edited before publication. It should be sent for publication to arrive by mid-January and mid-July for the first and second annual editions.

Opinions expressed in articles are those of the author and should not be understood as representing the view of the IAEDB.

**Editor:** Paul Ennals

**Editorial Office:**

**Assistant editor:** Helen Matson

Sense, 311 Gray's Inn Road, London WC1X 8PT, UK.  
Tel: 071-278 1005

**Editorial Board:**

**Mr Keith Watkins**

3 Duff Street  
Turramurra  
NSW 2074  
Australia

**Mr John McInnes**

CDBRA  
20 Scotia Avenue  
Brantford  
Ontario NR3 5R1  
Canada

**Miss Christine Long**

60 Hollowell Road  
Northwood  
Middx HA6 1DS, UK

**Miss Joan Shields**

2 Priory Road  
Stamford  
Lincs PE9 2ES, UK

**Miss Marjaana Sousalmi**

NUD  
Slotsgade 8  
DK 9330 Dronninglund  
Denmark

**Mrs Beroz Vacha**

Hellen Keller Institute for the  
Deaf and Blind  
c/o Municipal Secondary  
School  
N.M. Joshi Marg - near 'S'  
Bridge  
Byculla (West),  
Bombay 400011, India

**Mr Kevin Lessard**

Director  
Perkins' School for the Blind  
175 North Beacon Street  
Watertown 02172  
Massachusetts, USA

### Executive Committee of the IAEDB

#### CHAIRMAN

John M. McInnes  
CDBRA  
20 Scotia Avenue  
Brantford  
Ontario N3R 5R1  
CANADA

#### VICE-CHAIRMAN

Sonia Jarl  
Ekeskolan  
Box 9024  
S700-09 Orebro  
SWEDEN

#### SECRETARY/TREASURER

Rodney Clark  
Sense  
311 Gray's Inn Road  
London WC1X 8PT, UK

#### IMMEDIATE PAST CHAIRMAN

Keith Watkins  
3 Duff Street  
Turramurra  
NSW 2074  
AUSTRALIA

#### ARGENTINA

Graciela Ferioli  
Instituto Helen Keller  
Av. Velez Sorsfield 2100  
Ciudad Universitaria  
5000 Cordoba  
ARGENTINA

#### AUSTRALIA

Heather Hewitt  
University College  
University of Melbourne  
College Crescent  
Parkville 3052  
Victoria  
AUSTRALIA

#### BELGIUM

Jean Degand  
Association Francophone des  
Sourds Aveugles  
Faubourg de Bruxelles 50  
B 6200 Charleroi  
BELGIUM

#### BELGIUM

Luc Desmet  
Spermalie  
Snaggaardstraat 9  
8000 Brugge  
BELGIUM

#### BRAZIL

Nice Tonhozi de Saraiva Laureiro  
Federacao das Obras  
Sociais FUS  
Rue Berta 270  
Vila Mariana  
Sao Paulo  
Estado de Sao Paulo  
BRASIL CEP.04120

#### CANADA

Andree Dextron  
Institut Raymond Dewar  
Montreal, 3600 rue Berri  
Prov. Quebec H2R 2Y1  
CANADA

#### DENMARK

Birthe Lastrup  
Aalborgskolen  
Kollegievej 1  
9000 Aalborg  
DENMARK

#### FINLAND

Leo Turunen  
Kuulonakövämmaisten lasten  
Kuntoutuskeskus  
Kukkumäentie  
40600 Jyväskylä  
FINLAND

#### FRANCE

Yveline Guesdon  
Foyer pour Sourds-Aveugles  
La Varenne  
86280 Saint-Benoit  
Jacques Souriau  
CESSA  
Larnay, Biard  
86000 Poitiers  
Dominique Spriet  
Centre Pour Enfants  
Plurihandicappes  
33 Rue Daviel  
75013 Paris  
FRANCE

#### GERMANY

Friedrich Wilhelm Pape  
Oberlinhaus  
Potsdam 1591  
Anke Grauel  
Taubblindenzentrum  
Albert-Schweitzer-Hof 27  
D-3000 Hannover 71  
GERMANY

#### GHANA

Marion N Obeng  
PO Box 33  
Mampong-Akwapim  
GHANA

#### ICELAND

Bryndis Viglundsdottir  
PO Box 5086  
Skipholt 31  
105 Reykjavik  
ICELAND

#### INDIA

Beroz N Vacha  
Helen Keller Inst. for the Deaf &  
Deaf-Blind  
c/o Municipal School  
NM Joshi Marg - near 'S' Bridge  
Byculla (West),  
Bombay 400011  
INDIA

#### IRELAND

Joan Kelly  
Anne Sullivan Cottage  
St Joseph's House for Adult Deaf  
& Deaf-Blind  
Brewery Road  
Stillorgan  
Co Dublin  
IRELAND

#### ISRAEL

Ruth Rosenbluth  
Keren OR INC  
Eliezer Halevi 32  
Jerusalem  
ISRAEL

#### ITALY

Rossano Bartoli  
Legato del Filo D'Oro  
Istituto Nostra Casa  
v. Montecerna  
60027 Osimo  
ITALY

#### JAPAN

Sadako Imamura  
Yokohama Christian School for  
the Blind  
181 Takenomaru, Nakaku  
Yokohama  
JAPAN

#### KENYA

Joe Morrissey  
c/o Christoffel-Blindenmission  
Africa Regional Office East  
PO Box 58004  
Nairobi  
KENYA

#### NETHERLANDS

Jan van Dijk  
Instituute voor Doven  
5271 GD St Michielsgestel  
NETHERLANDS

#### NEW ZEALAND

Jenny Hill  
Deaf-Blind Unit  
Hornai College for the Blind  
Private Bag  
Manurewa, Auckland  
NEW ZEALAND

#### NORWAY

Live Fuglesang  
Statens Sentralteam for Dovblinde  
PB 4370  
Torshov 0402  
Oslo 4  
NORWAY

#### POLAND

Jozef Mendrion  
Polski Zwiazek Niewidomych  
UL Kinwiktovska 7/9  
00-216 Warszawa  
POLAND

#### PORTUGAL

Antonio Martins Fernandes  
Rebello  
Rua d. Francisco de Almeida No 1  
1400 Lisboa  
PORTUGAL

#### SENEGAL

Gilbert Tending  
Medecin ORL-Audiophonologiste  
Chef de Clinique des Enfants  
Sourds de Dakar  
BP 3883 Dakar R.P.  
SENEGAL

#### SOUTH AFRICA

Prof. Theo Pauw  
106 Marais Street  
Strand 7140  
SOUTH AFRICA

#### SPAIN

Asuncion Leyton  
Departamento Sordo-Ciegos  
Centro de Recursos 'A.V.  
'Mosquette'  
Paso de la Habana 208  
28036 Madrid  
SPAIN

#### SWEDEN

Elizabeth Abouda  
Ekeskolan  
Box 9024  
S-700 09 Orebro  
SWEDEN

#### SWITZERLAND

Ursula Mattes  
Stiftung für Taubblinde  
Freiestrasse 27  
CH 8032 Zürich  
SWITZERLAND

#### TANZANIA

Clemens B B. Mkaali  
Ministry of Education  
Special Education  
PO Box 9121  
Dar Es Salaam  
TANZANIA

#### UNITED KINGDOM

Gini Cloke  
Marsden Villa  
Libertus Road  
Cheltenham  
Glas GL51 7EJ  
UK

Jane Evans  
43 Woodfield Avenue  
London W5 1TA  
UK

Doreen Norris  
Sense-in-the-Midlands  
4 Church Road  
Edgbaston  
Birmingham B15 3TD  
UK

#### URUGUAY

Marta Triay Perrone  
Principal, School No 198  
Euoyagui 3045  
A901 Montevideo  
URUGUAY

#### USA

Michael Collins  
Perkins School for the Blind  
175 N Beacon Street  
Watertown, MA 02172  
USA

Gwinn B Girard  
24691 Highway 74  
Perris CA 92370  
USA

Bernadette Kappen  
Overbrook School for the Blind  
64th St & Malvern Avenue  
Philadelphia, PA 19151  
USA

#### USSR

Valeri Chulkov  
Institute of Defectology  
Academy of Pedagogical  
Sciences of the USSR  
119121 Moscow  
Pagodinskaja St. 8  
USSR

#### NORDIC REGIONAL OFFICER

Marjaana Suosalmi  
NUD

Partial funding for this publication was made possible by Perkins School for the Blind, Watertown, Massachusetts and the Conrad N. Hilton Foundation, Los Angeles, California. The IAEDB is indebted to them for their support and would also wish to acknowledge the support received from the United Nations towards *Deaf-Blind Education* and towards providing expert assistance to developing countries.