



Introduction to Locomotor & Multiple Disabilities

Unit 4: Deaf-Blindness





Unit 4: Deaf-Blindness

- Definition, causes, classification, prevalence and characteristics of deaf-blindness
- Effects and implications of deaf-blindness on activities of daily living & education
- Screening, assessment, identification & interventional strategies of deaf-blindness
- Fostering early communication development: Methods, assistive devices and practices including AAC
- Addressing orientation, mobility and educational needs of students with deaf-blindness





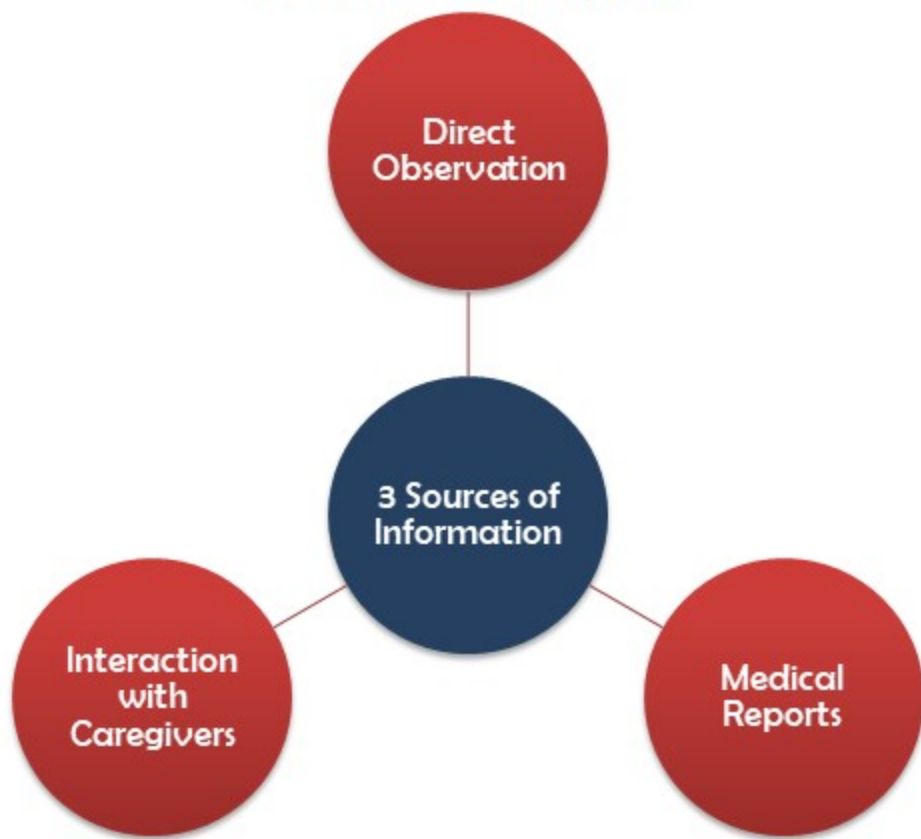
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Screening...





...Screening...

- Observe for symptoms



HEARING

- Ear discharge and/or pain
- Lack of response to specific sounds (soft, shrill, from behind, etc.)
- Voice abnormalities
- Defective speech
- Difficulty understanding & responding to speech
- Excessive use of gestures



VISION

- Secretion/ sore/ squint/ swelling in eyes
- Rubbing/ squeezing eyes
- Straining close to focus at things in hand
- Bumping into things when moving
- Complaining of too little/ too much light





...Screening...

- Review medical records for –
 - History of syndromes
 - Maternal infections
 - Prematurity
 - Low APGAR score
 - Congenital deformities
 - Childhood infections
 - Other risk factors





...Screening

- Find out from caregivers about
 - Family health history
 - Developmental history of child
 - Medical history of child
 - Daily life functional activities of the child
 - Hearing
 - Vision
 - Cognition
 - Personal care
 - Socio-behavioural/ Play
 - Culminates with guidance to appropriate medical and/or rehabilitation professionals





Assessment...

- Formal Clinical/ Medical Assessment
 - Vision
 - Structure of eye
 - Test with Snellen chart for distant vision
 - Test for near vision with printed symbols at closer range
 - Functional vision assessment for practical use in real life situations
 - Hearing
 - Structure of ear
 - Pure tone & speech audiometry
 - Objective tests like ABR , impedance audiometry, etc.
 - Test for aided hearing abilities
 - Tests in other necessary domains like – cognition, behaviour, etc.





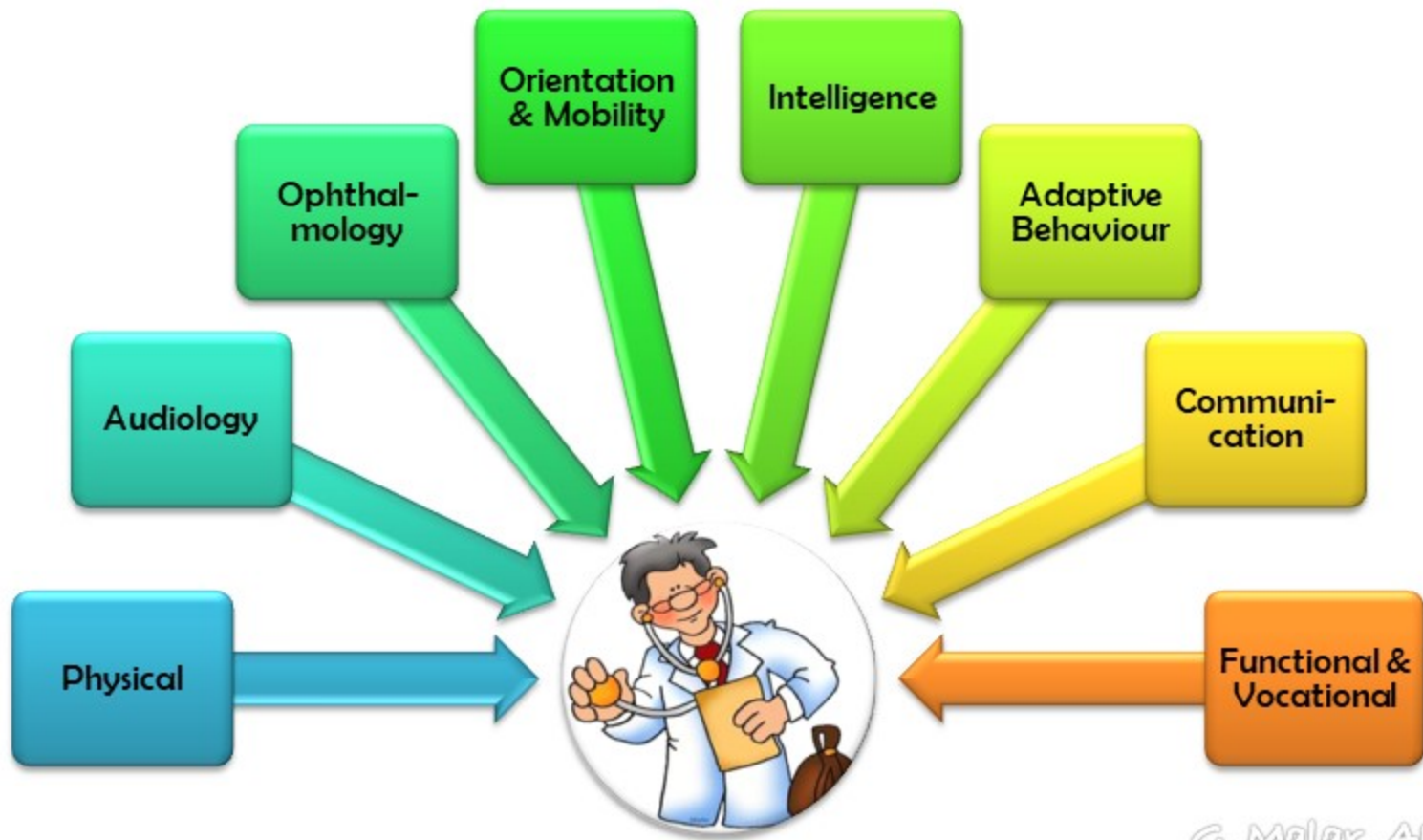
...Assessment...

- **Special Tools for Identifying Needs in Deaf-Blind Children**
 - **Caller-Azusa Scale**
 - Development scale for comprehensive assessment of deaf-blind children
 - Has 18 sub-scales in 6 areas → motor development, perceptual development, daily living skills, cognition, communication & language, and social development
 - **Learning thru' Doing**
 - Programme manual developed by Blind Persons Association (BMA) & National Institute of Visual Handicap (NIVH) in 2002
 - Helpful in evaluating & training in areas of → personal care, orientation & mobility, social areas, functional academics & independent living/vocational skills
 - **Test for Functional Assessment of Vision & Hearing**
 - Questionnaire for assessing functional hearing & vision
 - Developed by Sense International (India)





...Assessment





Intervention...

- General Guidelines...
 - Need for rapport building & strong bonding with client
 - Maximal use of residual ability
 - Personalise goals & strategy acc' to individual –
 - Flex cultural & societal norms – like in use of 'touch' in interpersonal interaction
 - Treat client with dignity & give space of individual preferences in decision making
 - Positivity, patience & perseverance





...Intervention...

- Specific Strategies...
 - COMPREHENSIVE targets for integrated intervention
 - Motor development
 - Perceptual development
 - Daily living skills
 - Cognition
 - Communication & language
 - Social engagement
 - SCAFFOLD of assistance
 - Physical assistance
 - Verbal and/or tactual guidance
 - Semi-verbal or tactual prompts
 - Function with monitoring
 - Independent functioning
 - Aim at maximising independence





...Intervention...

- Follow **STRUCTURED** Training Routines – with consistency in
 - Steps of training
 - Methods of training
 - Materials used in training
 - Persons involved in training
 - Client has to be alerted regarding any change with proper explanation
- Adopt Convenient **TIME MANAGEMENT**
 - Optimal time for training
 - More time for practising
 - Interspersed with necessary breaks & diversions





...Intervention

- Incorporate ONGOING MONITORING & EVALUATION...
 - Criterion-based
 - Individualised
 - Incidental
 - Informative (with recorded data & samples of performance)
- Ensure Participation of STAKEHOLDERS
 - Involve the family
 - Make use of social resources
 - Public awareness & advocacy – extension of interventional services





Enhance Your Knowledge...

- If you are interested in learning further about tools to screen and/or assess you can access webpage of National Centre of Deaf-Blindness <https://nationaldb.org/library/list/33> for list of useful tools with hyperlinked details:

The screenshot shows the NCDB Library webpage. At the top, there is a navigation bar with links for Home, NCDB Focus, Library, National Initiatives, Connections, Forums, Events & Training, and for Families. Below the navigation bar is a search bar labeled "Search NCDB". The main content area is titled "NCDB Library" and includes a search bar for "Search Selected Topics" and "Filter Options". The filter options include "Filter results by" (Article, Module, Webinar, Key Resource, AudioVideo, Presentation, Website) and "Date Range" (From, To). The page lists "Assessment Tools and Instruments" and states: "This page lists assessment tools that are sometimes used to conduct communication and educational".





Further on...

- The ensuing section will help you become aware how a child with deaf-blindness can be helped to develop early communication skills, in spite of having difficulty with the two crucial senses necessary for communication...

