



## **Study of Educational Intervention Program for Children and Teens Who Are Both Deaf and Blind**

**Kapil Dev**

Assistant Professor, Department of Education,  
Chaudhary Ranbir Singh University, Jind  
kdev61981@gmail.com

### **Abstract**

An interventional educational plan was to be developed for a deaf-blind student who was assessed as having issues in body schema awareness. This was the goal of the research. This was a component of a larger study project that was aimed at producing a screening inventory for the cognitive and communicative profile of kids who are deaf and blind. The research was conducted using a qualitative research approach, and an interpretive stance was taken throughout. The purpose of the query was to provide descriptive information. The case study technique was what we went with. The implementation of the interventional programme was intended to be of assistance to the student who was deaf and blind in fostering early idea formation (body schema). In order to foster a greater sense of body schema awareness in the learner, a variety of multisensory and real experiences were provided. Following the completion of the activity, it was noticed that the student gained an awareness of his or her body having a centre (midline), as well as two sides. The pupil was successful in naming her bodily parts and identifying which ones were similar to those of others.

**Keywords:** Deaf-blind · Program of intervention · Body schema. Special education etc

### **Introduction**

Children who have multisensory impairments get sensory information that is both restricted and distorted. These students use this information to establish their relationship to the word and to create their conceptual background. Due to the fact that multisensory deprivation puts constraints on both communication and cognitive growth, the development of the notion may be hindered. Due to the fact that they are deafblind, students have a greater chance of missing or incorrectly interpreting natural signals and accidental information. Deaf-blindness is defined as "a concomitant hearing and visual impairment, the combination of which creates such severe communication and other developmental and educational needs that cannot be supported and accommodated in special educational programmes aiming solely at children with deafness or blindness." This means that children with deaf-blindness have communication and other educational needs that are so severe that they cannot be supported and accommodated in these programmes. The idea of heterogeneity in its most fundamental form is well exemplified among the deaf-blind community. Every kid suffers from some level of vision and hearing impairment, the severity of which varies from mild to entire. It's possible that the sensory loss could be slow or instantaneous, that it will start before birth or at any age, and that it will happen either all at once or at separate times.

### **Concept Development**

The capacity of the kid to take in information from the external environment and process it effectively determines, to a significant part, both the child's level of cognitive functioning and its capacity to formulate and expand on meaningful ideas. Therefore, the capacity to integrate sensory data plays a role in both communication and the creation of concepts. The loss of both vision and hearing at the same time puts constraints on communication and the perception of fundamental ideas (such as time,



space, and body schema), which are essential for the creation of conceptions. As a result of their multisensory deprivation, children who are deafblind are unable to learn as readily as their peers who do not have these disabilities from the interaction with their surroundings. There is not always clarity, simultaneity, or consistency in the information that is experienced. The surroundings is often restricted to what can be reached by the deaf-blind children's hands or by means of their sensory capacity. This may be frustrating for all parties involved. Because of this, deaf-blind youngsters often have a low level of drive to investigate their surroundings. Children who are unable to depend on their distance senses to get information about their surroundings may learn less successfully than their peers as a result of the inaccurate, distorted, or insufficient information that they receive. Because of this, the child's opportunities for education and experience are severely limited, and it is challenging to comprehend the child's place in the world and their conceptual foundation.

### **The Body Schema**

The idea of the body schema relates to the impression of the oneness of the body. It is a reference to the mental image that each individual carries of their own physical form. At the same time, it includes the fundamental point of reference in the person's connection and interaction with the natural and social world at a broader scale. The formation of the child's personality is heavily dependent on the child's understanding of the body schema. The infant develops an awareness of himself or herself and of the ways in which he or she may affect the surrounding environment as a result of the growing perception of the body and its potential in action. It is possible that the youngster who is deaf and blind will not develop a natural body schema perception or body awareness. The kid who is both deaf and blind should be made aware of the fact that he or she is a unique person who is distinct from other people and from their surroundings, and who can also have an impact on those around them and on their surroundings. Because of this, he or she is given the opportunity to cultivate a greater sense of self-awareness. Deaf-blindness prevents the infant from modelling and imitating the way other people move and behave, which is an essential component in the process of developing a body schema. As a result, developing an accurate picture of one's body becomes an interventional objective, which is then further explored via activities and games that are part of everyday routines. Every action need to be illustrated by means of physical manipulation, with the child's various body parts being moved in the proper manner. When a youngster is both deaf and blind, their body takes on the role of their primary mode of communication and information processing. Tactile communication takes the role of the previously used visual and aural channels of communication. The youngster who is both deaf and blind is aware of the possibility that tactile cognitive signals and indicators might be sensed and transferred via the body. The youngster who is both deaf and blind will eventually realise, as a result of his or her experiences, that his or her body is composed of several parts that each serve a specific purpose, and will eventually learn to identify those parts. The conceptualization of spatial orientation is tied to the development of body awareness, and as a result, the development of body awareness is connected to the movement and orientation of the infant.

### **The Program of Intervention**

The components of communication, motor, cognitive, and social-emotional development were included in the individualised educational plan, and each of these areas was further upon. The individualised educational approach that aims to foster deafblind children' active participation in their surrounding environment as well as direct engagement with its inhabitants. An environment that they were able to regulate, comprehend, and plan for by using ways that were accessible to several senses. The



educational curriculum for kids who are deaf and blind begins with an emphasis on the senses, then goes on to perception, and finally concludes with the development of cognitive skills. Concepts that depend on deaf-blind pupils' emotional experiences and opportunities for sensory exploration should be presented to them as part of their education. They need to be able to not only perceive and evaluate the sources of information, but also develop and broaden their conceptual background in order to be able to correlate new experiences to previous ones by comprehending, reasoning, and interpreting the sensory inputs. This is necessary in order for them to be able to correlate new experiences to previous ones. Therefore, what is required is an atmosphere that is both dynamic and communicative and that provides the youngster with possibilities for engagement. As a direct consequence of this, the formation of early concepts is encouraged and based on tangible experiences. This article presents an educational programme of intervention that was intended to introduce the body schema principles via a tactile and more tangible point of view. The programme is offered as part of this article. During the process of planning this intervention, we took into account the challenges involved in concept formation and in the perception of the body schema. We also took into account the limited incidental interaction with the environment, as well as the significance of concept development, which is what defines the conceptual background.

### **Conclusions**

When it comes to the education of deaf-blind kids, who suffer from a combination of visual and auditory impairments, the deprivation of external stimuli is often severe and should be the major focus of their teachers' attention. Because the capacity for learning is sometimes severely diminished, specialised intervention in the form of alternate modes of communication and instructional strategies is frequently necessary. The education of deaf-blind pupils poses a unique problem that may be summed up by the following central idea: creating an environment that is organised, predictable, adaptive, and accessible will result in information and stimuli that can be managed, understood, and expected. When instructing this particular student group, it is necessary to place an emphasis not only on communication and the growth of students' conceptual understanding, but also on the students' capacity for independent thought and action.

### **References**

1. Alsop, L.: Understanding Deafblindness. Issues, Perspectives, and Strategies. SKI-HI Institute, Utah (2002)
2. McInnes, J., Treffry, J.: Deaf-Blind Infants and Children. University of Toronto Press, Canada (1993)
3. Prickett, J., Welch, T.: Deaf-Blindness: Implications for Learning. In: Huebner, K., Prickett, J., Welch, T., Joffee, E. (eds.) Hand in Hand, pp. 25–60. AFB Press, NY (1995)
4. U.S. Dept. of Education (IDEA§300.8(C)(2)). <http://idea.ed.gov/explore/view/p/root,regs,300,A,300%252E8>
5. Mamer, L., Alsop, L.: Intervention. In: Alsop, L. Understanding Deafblindness. Issues, Perspectives and Strategies, pp. 57–94. SKI-HI Institute, Utah (2000)
6. Stavrou, L., Gibello, B., Sarris, D. : Les problèmes de symbolisation chez l'enfant déficient mental: Approche conceptuelle et étude clinique. Scientific Review of School of Education, vol. A', pp. 187–217. University of Ioannina (1997)



7. Aitken, S.: Understanding deafblindness. In: Aitken, S. (ed.) Teaching Children Who Are Deafblind, pp. 1–34. David Fulton Publishers, London (2000)
8. Stavrou, L.: Teaching Methodology in Special Education (Διδακτική Μεθοδολογία στην Ειδική Αγωγή). Anthropos, Athens (2002)