

Communication Forms Used By Individuals Who are Deaf-Blind



Overview

- Previously, you learned that communication "form" refers to the method of communication.
- People sometimes also refer to this as communication "mode."

Overview (cont.)

- You have already learned about forms of communication used by emergent communicators, such as gestures, non-speech sounds, and movements.
- Now let's look at some more complex forms of communication.
- The following slideshow is intended to raise your awareness of, and pique your interest in, various forms of communication used by individuals who are deaf-blind.

Objects

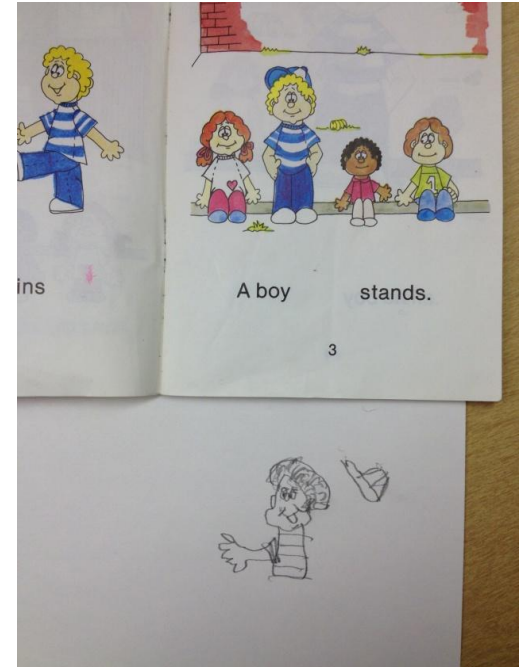
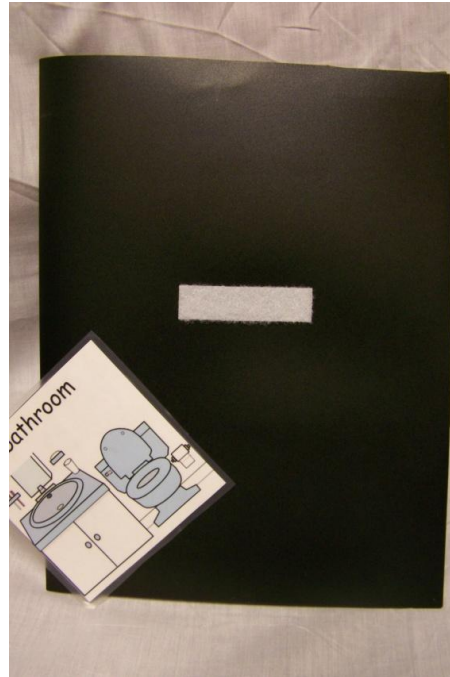


Box containing objects about going to the beach.

Object Symbols



Picture Communication



Tactile Symbols



Thermaform



Speech Output Devices



Speech



Sign Language



Fingerspelling

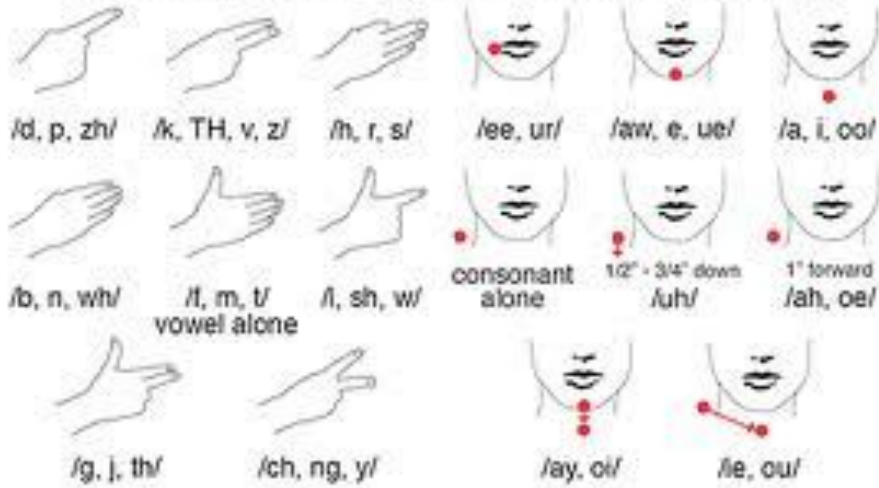


Tactile Sign Language



Cued Speech

CUED SPEECH FOR AMERICAN ENGLISH

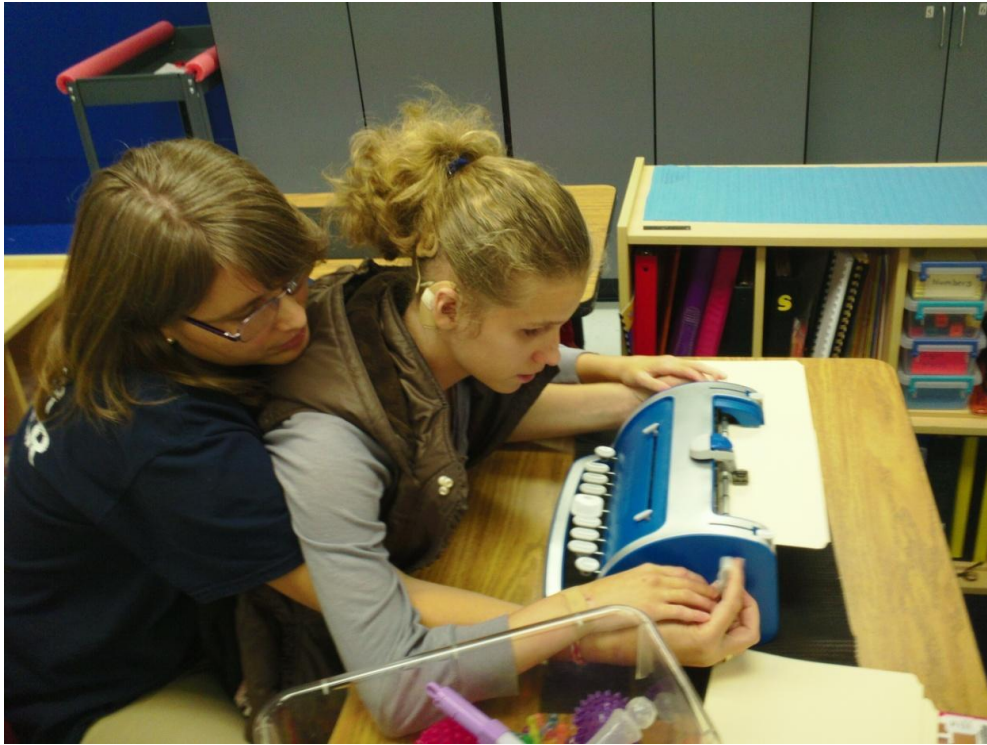


Tadoma



The Tadoma Method is a tactile form of lipreading where the receiver of information places his hand on the speaker's face to feel the vibrations of speech. It is an uncommon method of communication.

Braille



Pen and Paper



Computers



wiseGEEK

Tablets



Braille Note Taker and Braille 'n Speak



Phones



Video Phones



Deaf-Blind Communicator



You have watched the slideshow of various forms of communication. Now watch this clip of Bapin, which demonstrates the use of tactile sign language and technological devices, such as refreshable Braille and the Deaf-Blind Communicator.



[Transcript](#) and [Audio Description](#)

Facilitating Communication

As you can see, there are a wide variety of communication forms that may be used by a student who is deaf-blind. The form(s) used by a particular student depend on her needs, preferences, and level of development.

A key role of the intervener is to help facilitate a student's communication, so it is very important to be familiar with the forms used by your student.

Facilitating Communication (cont.)

- It is essential that an intervener be proficient in the student's form(s) of communication.
- Sometimes this means that the intervener will need to have interpreter credentials as well as intervener training.
- If interpreter-level skills are necessary, but the intervener does not have the necessary credentials, then she will work in collaboration with an interpreter.

Facilitating Communication (cont.)

- As an intervener, part of the way you assist the student with communication is to continuously observe her use of communication forms.
- You may need to modify or adjust some aspects of her communication system. This is essential in order to ensure that she can communicate with others and move forward with her communication development.



[Transcript](#)

Facilitating Communication (cont.)

As an intervener, you will be communicating with a student using communication forms that work well for her. In this video clip, Patti McGowan, a parent of a student with deaf-blindness, talks about how important it is for adult communication partners to participate fully in using a student's communication form(s).



[Transcript](#)

OHOA Deaf-Blind Intervener Learning Modules

A national resource designed to increase awareness, knowledge, and skills related to the process of intervention for students who are deaf-blind. Developed by National Center on Deaf-Blindness.

For more information, contact NCDB at info@nationaldb.org.



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