



**Tactile Language Development in Students who are Congenitally Deafblind**

August 29, 2022

Presented by

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Developed for

## Texas School for the Blind & Visually Impaired Outreach Programs

## Coffee Hour

***Tactile Language Development in Students who are Congenitally Deafblind***

**Slide 2: Upcoming Book Study**

If you can see it, you can support it- A book on tactile language from the Nordic Welfare Centre (free download!) <https://nordicwelfare.org/en/publikationer/if-you-can-see-it-you-can-support-it-a-book-on-tactile-language/>



**Slide 3: Register for the Free Book Study**

Dates (3:30-4:30 Central): <https://txtsbvi.escworks.net/catalog/session.aspx?&session_id=40535>



[Sept 29, 2022](https://txtsbvi.escworks.net/catalog/session.aspx?&session_id=40535)

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## Slide 4: Quotes

Today’s overview will be a series of quotes from the book along with a discussion of these quotes.

## Slide 5:

“Persons with congenital deafblindness have limited access to conventional sign language as a first language unless they have sufficient functional residual vision. This creates problems with access; accessing visual sign language may prove difficult. When looking at the expressions made by the person with congenital deafblindness themselves, we can see that the expressions most often are not based on the visual sign language; rather the linguistic expressions arise from what they are sensing through the bodily and tactile modality.” -Goran Andreas Gregor Caspian Forsgren pg. 84

**Slide 6:**

“First we have to believe that they can and will tell their stories, and then try to understand how and what they sense. The language of this person, and how it expresses her thoughts.”- Kari Schjoll Brede pg.33

**Slide 7: When is it Language?**

“Nothing is a linguistic sign unless it is interpreted as one.” -Nedelina Ivanova on Charles Peirce’s Sign pg.34

**Slide 8: 1989 Gallaudet Study**

“It appears to us to be unrealistic to think that a person who does not know a language and who cannot receive it in the form presented could learn much from someone trying to communicate in that language.”- Johnson, Liddell & Erting pg.43

**Slide 9: Using the Tactile Sense**

“It is through the tactile sense that the child with congenital deafblindness can most easily “unlock his or her curriculum”.” - Arfinn Muruvik Vonen pg.46

**Slide 10:**

“Today, there is also research that shows that the brain has the ability to reorganise and develop areas. This means that the tactile area in the brain takes over when vision and hearing do not work fully. It is therefore legitimate to assume that people with congenital deafblindness have a greater ability to perceive and interpret information from the tactile sense than sighted/hearing persons have.” -Caroline Lindstrom pg. 54

## Slide 11: McGurk Effect

Note the sounds being made in each of these two clips. <https://www.youtube.com/watch?v=yJ81LLxfHY8>

## Slide 12: We Hear with Our Brains

Understanding speech is a process between the ears, eyes, and brain. We use vision to support and even alter the information coming in auditorily. This is why even mild impairments compound to create a significant need.

## Slide 13:

“If we as hearing care professionals only focus our rehabilitation efforts on the ear, then we ignore a significant part of the challenge; we forget that the brain needs the best possible signals from both the ears and the eyes and in many cases also the tactile sense.”- Rolf Mjones, AuD pg.52

**Slide 14: Upcoming Book Study**

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Figure 3: TSBVI Logo

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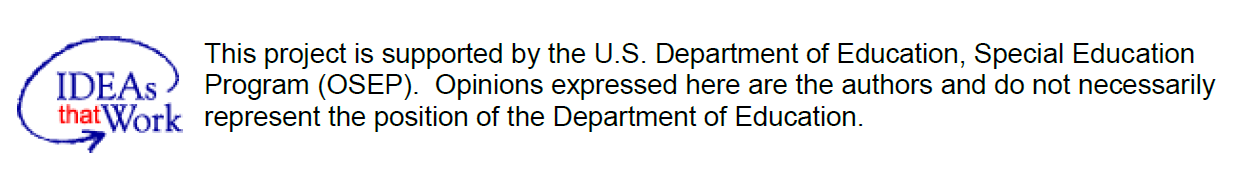


Figure 4 IDEAs that Work logo and OSEP disclaimer.