





PRACTICE OF  
USING  
ALTERNATIVE  
FORMS  
COMMUNICATION  
IN WORKING WITH  
THE DEAFBLIND  
CHILD

A thick, light-colored L-shaped bar is positioned in the upper-left corner of the slide. It consists of a vertical segment on the left and a horizontal segment extending to the right, meeting at a 90-degree angle.

«THE MOST IMPORTANT AND  
AT THE SAME TIME THE MOST  
DIFFICULT IN THE PRIMARY  
WORK WITH A DEAFBLIND  
CHILD IS THE DEVELOPMENT  
OF MEANS OF  
COMMUNICATION WITH HIM  
(CONTACT)».

A thin, vertical white line is located on the right side of the slide, positioned to the right of the main text block.



This is Musa.

He is 12 old.

He has of hearing loss, low vision and intellectual disability.

# WORK STAGES

## Diagnostics

We used the method to assess the level of symbolization available to the children in the designation of objects by A. Khokhlova



# WORK STAGES

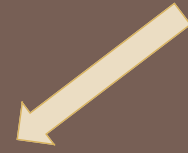


The results of the methodology shown that now Musa is well using subject activity. Based on this, his daily calendar-schedule was compiled from real objects.

# WORK STAGES

## Observation

For observation we used



---

### Diary of Problem Behavior

(based on an analysis of problematic behavior according to the Van Dyke system)

---



---

Protocol to assess the formation of communication skills. This protocol have evaluating the main aspects of communication:

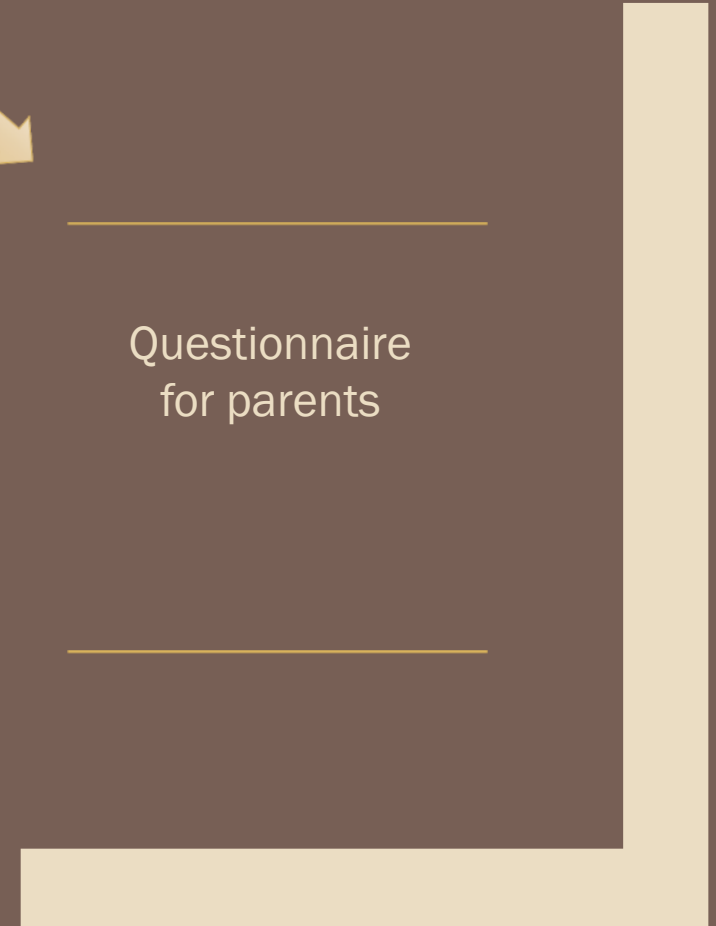
- Attention
- Establishing contact
- Maintaining contact
- Tactile contact
- Emotional communication
- Form of communication



---

### Questionnaire for parents

---



A young boy with dark hair and glasses is sitting at a desk, focused on writing in a notebook. A hand from the left side of the frame is pointing at the page he is writing on. The background is a soft, out-of-focus indoor setting. The text is overlaid on this image.

## WORK STAGES

Based to the results of the observation shown was created a communicative portfolio of Musa. In this portfolio reflects the boy's reactions, their causes and tips for building communication and right response.

Video





# CONCLUSIONS OF THE WORK

- The data received from experimental method for assessing the available level of symbolization help determine the correct level for child. It may help to right using different forms alternative communication. This method can complement the observation.
- The observation may help to create a communicative portfolio for child. This portfolio may help understand the signals of child all who communication to him and teach right response of them. What can make the environment clearer to the child.

# CONCLUSIONS OF THE WORK

- These may be reasons such as not have enough time that was taken to child for the process the received information or not to understand of specialist of the meaning the signals that child broadcast through his behavior.
- Using of a communicative portfolio by all specialists who working with child with multiple disabilities may improve his behavior.



Thank you!

