Teaching the Lorm alphabet to adults with deaf-blindness acquired with age

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Purpose of the Study:

The survey is aimed at studying the features of fine motor skills of elderly people with deaf-blindness, as well as developing the guidelines for teaching the Lorm alphabet using Russian language. Another purpose is to adapt and describe the Lorm code in native languages (Bashkir and Tatar) by virtue of the analysis of some alternative means of communication available to the deaf-blind.

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Survey technique

The purpose of the study was to identify the level of fine motor skills development of elderly people with deaf-blindness in order to further teach them an alternative means of communication - the Lorm code.

Research tasks:

- 1. To choose diagnostic tools suitable for finding out if people with dual sensory impairments are ready to master the new way of communication.
- 2. To analyze the results of the diagnostic examination.

The examination has two stages:

- **During Stage 1** we have conducted a questionnaire survey, developed on the basis of a questionnaire for registering the deaf-blind persons. All in all, there were 18 questions.
- **During Stage 2** the examination of fine motor skills was held. The survey includes 4 series.

Series 1 - Kinesthetic Praxis Examination

Task 1. Test for studying the posture praxis using a tactile (visual) sample

Task 2. Adopting a posture using the kinesthetic model

Series 2 –Dynamic (kinetic) Praxis Examination

Task 1. Test "fist - palm - rib" (according to A. R. Luria)

Task 2. Reciprocal coordination test

(according to N.I. Ozeretsky)

Series 3 – Tactile Praxis Examination

Task 1. Foerster’s probe

Task 2. Touch localization

Series 4 - Leading hand definition

Task 1. Questionnaire

Task 2. Practical task

Quantitative and qualitative assessment of the tasks' completion

Score	Qualitative assessment of the tasks' completion	Level
15-18	The subject perceives and reproduces the poses correctly. He/she perceives the actions correctly, remembers a series, and reproduces it without errors. He/she feels and names the tactile image correctly (a complete image and individual elements)	High
7-14	The subject perceives a pose correctly, but he/she has difficulties in its reproduction. The subject understands the actions, but cannot remember a series, reproduces it with errors. He/she confuses the images of perception; defines the localization, but has difficulty to name the manner of a touch and vice versa	Medium
0-6	The subject does not perceive and does not reproduce the poses. He/she cannot determine the sequence of the poses, or continues to repeat passively the previous pose (for example, a fist), cannot switch to another action. The subject cannot determine what is "written" on the palm of his/her hand; cannot determine the localization and the manner of a touch	Low

Methodological recommendations

Here are several conditions required for a successful and productive learning of the Lorm alphabet:

- 1. The student must be proficient in oral and written speech.
- 2. A person must have a sufficient (high or medium) development level of kinetic, kinesthetic praxis and tactile sensation.
- 3. The student must have a high level of motivation to achieve a positive result.

The entire system of pedagogical work the consists of three stages:

I. Preparative stage

The purpose is to prepare the trainees to perceive the new information.

This stage aims at:

а) improving the kinesthetic and kinetic praxis of fine motor skills, i.e. organizing preparatory exercises for the development of finger fine motor skills;

б) improving the hands' sense of touch, i.e. organizing preparatory exercises for the development of tactile gnosis of the palm's skin.

II. Principal stage

The purpose is to form the skills of "lorming" on oneself. This stage aims at:

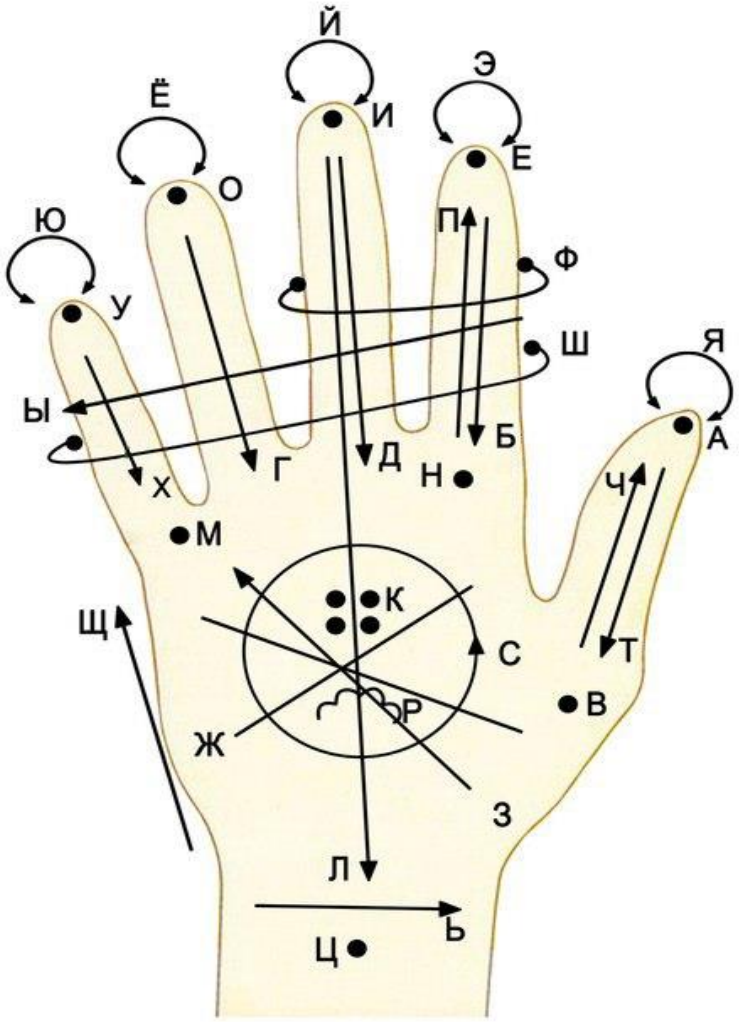
а) learning the Lorm code techniques (a point is made by touching or pressing, a pinch – by squeezing the fingertips, a stroke – by "drawing" lines in different directions, a curl – by "drawing" a curl)

б) learning the location of a certain letter in the palm of one's hand

в) overlearning the "lorming" skill on oneself (direct and reverse syllables, words and sentences).

III. Final stage –forming communicative skills

The purpose is to develop independent "lorming" in the process of tactile communication with the interlocutor.



All the Lorm units of the Russian languages can be nominally divided into groups in accordance with the manner of reproduction:

- Lorm units indicated by dots (А, Е, И, О, У, М, Н, К, В, Ц);
- Lorm units indicated by oblique strokes (Т, Б, Д, Г, Х, Л);
- Lorm units indicated by tweaks (Я, Э, Й, Ё, Ю);
- Lorm units indicated by slashes directed differently (Ч, П, Щ, З, Ж, Ы, Ь Р, С, Ф, Ш,);

In order to study each group of Lorm units one needs at least 3 lessons:

- Lesson 1. Learning new information. Studying the position of a Lorm unit of the group given.
- Lesson 2. Applying the knowledge (consolidating the learned skills). Practicing the usage of the Lorm units in forward and backward syllables, as well as in reflexive syllables.
- Lesson 3. Systematizing all the lessons learned. Practicing the usage of the Lorm units in words and sentences about oneself

The levels:

1. High - a person writes and reads the Lorm units rapidly without any assistance

2. Medium - a person writes the Lorm units rapidly and on his own, but reads them more slowly

3. Low – a person writes and reads the Lorm units on his own in a slow pace

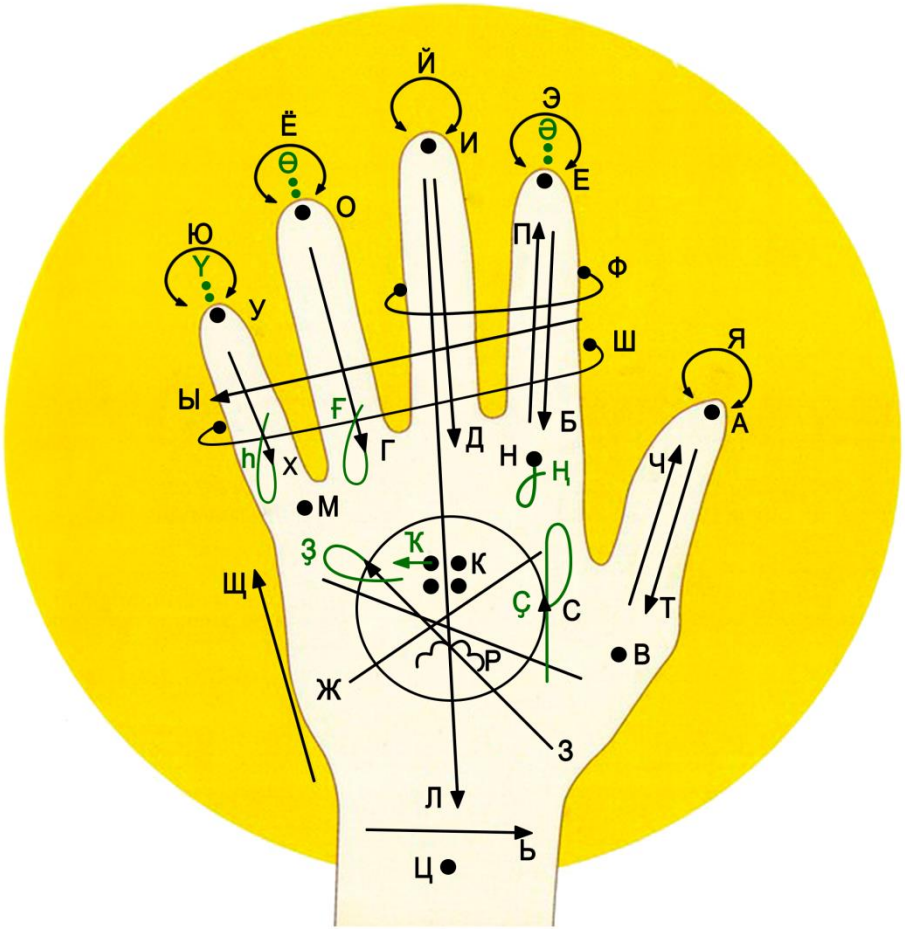
4. Zero – a person is not able to write and read the Lorm units, i.e. he/she did not master the Lorm alphabet.

Results

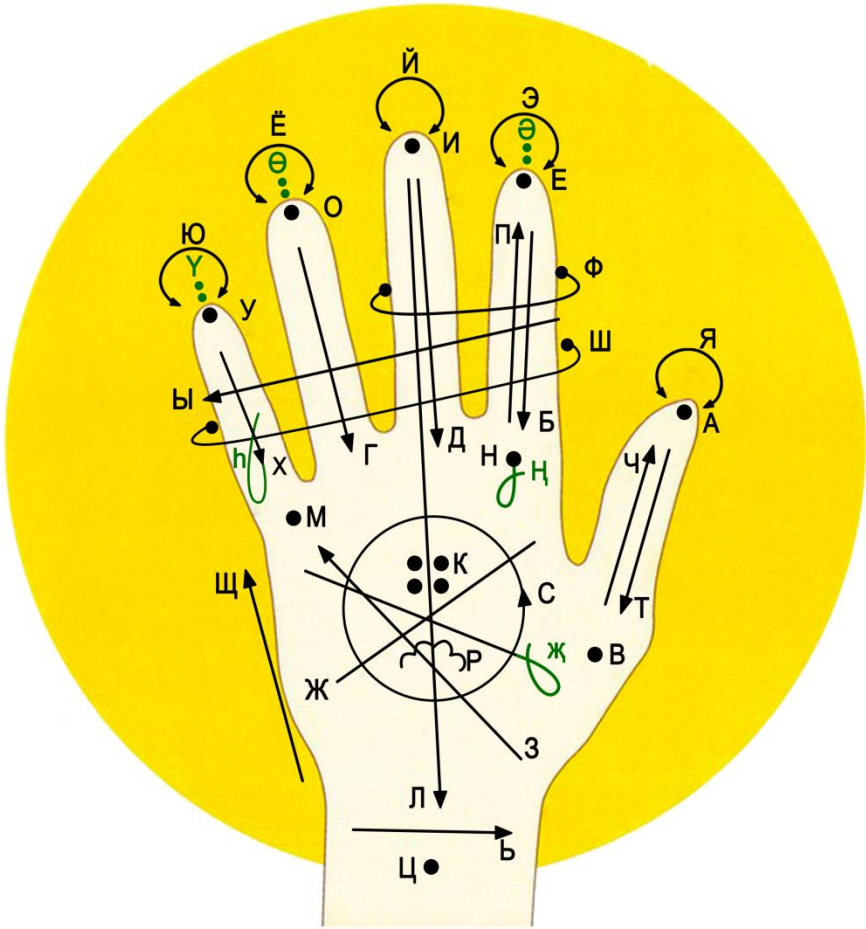
We have identified the following levels of mastering the Lorm code in our experimental group of 6 people:

- 2 people have reached a high level
- 2 people have a medium level,
- 1 person has a low level and 1 person has a zero level .

Башҡорт теле



Татар теле



Thanks for attention!