

**Introduction :-**

Walking, running, bending, sitting, writing, dressing – many of these everyday activities is very easy to do for a normal child without thinking twice. While, for a deafblind child it is not always easy. It requires a lot of patience to teach deafblind child all daily living activities and developing their skills. There are several strategies discuss in this booklet that will make your teaching a little bit easier. It may not be possible to use them all at once, or even on a daily basis, but each will help to work with deafblind child in a natural manner. Every moment spend with a deafblind child should be a teaching moment. This booklet is useful for parents and teachers who are involve in the teaching strategies of a deafblind child. This booklet is a compilation of materials / literature which is already available.

This booklet is a small contribution from Sense International (India) to deafblind field.

For easy accessibility of information for people with sensory impairments this booklet is also available in Braille, Tape and Large Print on request.

# **Teaching Strategies and Management of Deafblind Children**

Each deafblind person will have very different needs, which will be dependent upon the amount of residual vision and hearing the deafblind person has, any additional difficulties there may be, how the senses are integrated, and the previous experience and stimulation the deafblind person has received. However, the developmental route taken by each person is generally the same.

The diversity of the impairment is so great that there is no common baseline from which to begin in the education of a deafblind child. We must therefore begin with the child. We must base our work on what the child can do and on what he/she enjoys doing, thus making observation and assessment essential to the ethos and culture of the educational environment.

## **SECTION : A - The way deafblind children learn :-**

Children with deafblindness need to receive constant undistorted information about the environment. They need to be taught that people communicate, and they need a communication system that will enable them to interact with others. They need to learn to anticipate events in life, and they need to be given the opportunity to make choices. Other teaching strategies include :

- Always let the child know you are there, and who you are
- Focus on developing a trusting relationship with the child
- Remember the child is your best teacher
- Create opportunities for 'more' responses, such as rhythm games, finger plays and songs
- Create opportunities for turn – taking.
- The hands become the eyes and ears. Hand – under – hand allows the child to observe with his hands.
- When teaching a child how to form a sign, coactive signing can be used
- Use routines to teach practical skills in natural settings. This helps the child anticipate events and actions
- Emphasize the beginning, middle and end of activities and routines to provide structure.
- Seize the moment
- Do with, not for
- Prepare the child for transitions
- Use calendar boxes / schedules to organize time, develop anticipation, and understand that one thing must be completed before going on to the next thing.
- Use team planning.

Children with intact vision and hearing learn effectively from all they do and from all that happens around them. Children who cannot depend on their distance senses to provide reliable, undistorted and adequate information about their world will learn less effectively. Their learning is limited by what others, or chance, bring to them in a form that they can

perceive. Unlike that of the typically developing child, their learning must be especially arranged.

The teacher of deafblind children must make the most of every opportunity for learning. Although children who are deafblind will have sensory impairment in common, they will differ as learners because of the degree of sensory difficulty, and the existence of other disabilities, especially physical and movement disorders. The learner will consider how to arrange the learning and the physical environment to maximize each child's learning, and how to priorities learning goals and pursue them.

### **SECTION : B – Creating a successful environment for learning :-**

People work better in an organized and pleasant environment. A peasant and organized environment allows children, too to make most of every opportunity to learn, as they begin to make sense of the world and what they are able to do.

A sense of security is essential for successful learning. To establish basic security about their world children must discover that the world is ordered, and that they are able to use this order to make predictions about events. Learning follows as a child begins to understand her ability to alter and control events. Confidence in the world allows children to tackle new types of learning.

Children also need emotional security, to develop feelings of well-being and of trust in those they are working with. Lack of trust in others prevents the child from using her potential to learn. In making a child secure, energy is released and can be spent on the capacities in the child for further development.

Children need to feel physically secure. They need to be comfortable, warm enough, and to have their other physical needs taken care of. They need comfortable positions in which to work, which may include sitting, standing, using a wedge, sitting with an adult to provide a secure, friendly hold.

### **SECTION : C - Using routines to create stability :-**

Everyone depends on routines. Children with sensory impairment depend on routine to allow them to understand what is happening, and what will happen next. Routine can give them information they cannot access through their senses. As they learn to use a routine, they understand more about the world, and it seems a less hostile and frightening place. Routines allow a child the maximum possible chance of recognizing an event, and thus of feeling secure, of making responses, and of learning.

The child with sensory impairments will learn to use a variety of cues to help her understand her place in the routine.

Cues that may help children with sensory impairments to orient themselves in routines include :

- Musical prompts
- Spoken words
- Touches to specific parts of the body
- A change of position
- A movement
- Object 'props'

- Specific places for activities

Some of these cues may be deliberately introduced, and others will occur naturally during the routine.

At first, a child may only understand short, simple routines. These may involve play such as 'peek-a-boo' games, where the child starts to anticipate the cloth coming off, or singing 'round and round the garden', as the child starts to laugh before the tickle. Simple classroom routines may also begin to have meaning.

As a child masters simple routines, more elements can gradually be included.

To allow the child to recognize and learn the routine, elements will need to be presented in the same way, and in the same order each time.

The routine of beginning, action and finishing which underlines many activities can be emphasized by :

- beginning: taking correct equipment out of a box
- action : placing equipment on table or tray and using it
- finishing : returning it to the box

The child himself may learn to use the routine to inform adults whether he/she wants to start, continue or finish particular activities.

Longer, more complex routines will develop as the child learns to deal with more elements. Initially they may be routines for a part of a day, such as :

- a physiotherapy session
- a meal
- playing with toys

The child may learn to tolerate the physiotherapy exercise better when she knows it will be followed by a meal.

Timetable routines for a whole day are long and complex, and initially may contain too many elements for the child to recognize. Small elements which can be predicted may be joined to create longer routines. Later the child will learn to predict the next major event from the one preceding it, and later still he will learn long sequences; for example, he may show that he understands the sequence of a week's activities. He may then start to build his own routine in order to organize her own activities.

Routines are an essential tool in giving the child confidence in a world that need not be alarming. They allow the child to experiment with more confidence in a predictable situation.

### **SECTION : D - Helping children to feel secure with people :-**

Like other people, children with sensory impairments prefer to work with people they know. Initially, it may be advisable to limit the number of people who work with each child. One member of staff may carry out key tasks with a child, including the teacher's programme and the physiotherapy programme, with direction. This person will also help the child at meal times, work on interactive games, and support him in other activities.

The pupil will begin to recognize that the other person is distinct from him or herself, but, at the same time is not alien or threatening. Trust in a familiar person will increase and the pupil will gradually be drawn out of an inner private world into the world outside.

When the child feels confident, another person may take on a specific task, such as helping the child with meal, or working in music therapy. Gradually more people will be added. This helps the child to feel secure in that she works always with familiar people.

A child may develop a particularly trusting relationship with one person. Some children will do anything for a special dinner lady, but nothing for their teacher! These preferences show that the child can discriminate. At first, if possible, the child's time should be arranged so he can work with the person he trusts, while gradually widening his experiences as he becomes more confident with people.

Each person should introduce themselves whenever they come to the child. This will help him to understand that people are differentiated from each other. Cues which may help a child to recognize people include :

- each having a particular touch 'game', such as ruffling the child's hair, or squeezing his shoulders
- each having a particular item which the child can feel, such as pair of glasses or a ring, which is always worn;
- each announcing his or her name in a different sing-song voice or rhythm.

**Take one individual teaching goal which you are working on with a deafblind child.**

**Write down the whole routine.**

**Write down the steps the child is actually learning at this moment.**

**Work out the teaching methods, the senses that are used, the structure of the session, the motivations inherent in the routine.**

**After this analysis, think about whether changes to the way you are teaching could help the child to achieve the goals.**

### **SECTION : E - Designing and Delivering teaching programmes :-**

Deafblind children present many challenges to the teacher, forcing her to reconsider the way she teaches in the light of children's learning. No single strategy or group of strategies will meet the need of every child. (A resourceful teacher will use various methods and resources to meet the learning needs of each child).

Strategies help the teacher to use appropriate activities to meet curriculum goals. Strategies help to plan how and where to work on activities. (Suitable and appropriate strategies cannot, however, make an inappropriate curriculum appropriate).

Teachers will also have personal characteristics which assist them. Teachers of deafblind children need to be enthusiastic, determined, flexible, creative and positive.

### **Motivation :-**

Motivation or reward is a very important part of learning. In designing a task, the teacher will ensure that there is appropriate motivation for the child. The most successful motivation is to complete the task itself. This is why many children are successful at learning to feed themselves.

Other tasks may be designed with specific motivating factors in the task. They become part of the task, but they are not intrinsic. A child learning to walk downstairs may learn to do this on the way to the garden. Sometimes a task may need additional motivation. A child getting dressed may be rewarded with a tickle each time an item is put on.

The best rewards are the child's own pleasure at success, and the teacher's. The teacher will always show pleasure, and the child will gradually learn to recognize this and find it rewarding on its own.

### **Small Steps :-**

Children with sensory impairments need to learn by small steps. They may be involved in complex routines, such as getting dressed for an outing, but the whole routines will be too long. The teachers will need to find small, achievable goals within the whole routine.

Breaking tasks down into smaller steps is sometimes called 'task analysis'.

Some component parts of tasks need detailed instruction in a secure, low distraction environment. These may include fine motor skills, such as unscrewing bottle tops, formal / academic tasks, such as matching pictures and letters, perceptual tasks such as imitating gross body movements. In this situation an extrinsic reward may have to be devised, a smile, a tickle, a star. These skills can then be made part of routines such as making a drink, or writing a shopping list. The motivations for them will then be more obvious.

### **Pace :-**

Children with sensory impairments may need longer than other children to use their senses to investigate an activity, and to absorb as much information about it as possible. They may need to examine an object or an event using first one sense, and then again with another. This too will take longer than using all their senses together. Teachers will need to be sensitive to the child's lead, and give the child the time necessary to explore.

Deafblind children may learn and act more slowly than other children. If adults are always in a hurry, act for children, intervene too quickly to help them, or solve all their difficulties, children do not learn to use their skills. They may become passive and helpless. They have learned to wait for an adult to prompt them to act, and not to act alone. It is essential that teachers learn to wait for children to respond. Waiting for children is one of the most important things that a teacher does with his time.

Many learning situations offer a natural opportunity for this approach. The adult initially leads the activity, then stops, to allow the child to take it up again. Children may also pace their learning activities over longer periods. A child may be so interested in one area of development that he is not able to learn successfully in others.

### **Repetitions :-**

Because of the restricted information from their senses, children with sensory impairments may need more repetitions of an activity than other children. Initially, children may need to do the same activity repeated often in one session, such as playing 'row and boat' or splashing their legs in the ball pool. Repetition gives time to perceive, and recognize, and respond to all the relevant parts of the activity.

### **Presentation :-**

The teacher will design and deliver the task to make the most use of the child's sensory abilities. Materials may need to be enhanced to be more easily seen, heard, or interpreted tactilely. Some children will need tasks which they can complete using vision, others will need tasks they can complete using their hearing, and still others using primarily their tactile senses. The teacher will consider lighting, noise, colours, people distractions and other relevant factors as she decides how, when and where she will teach it.

The teacher will also consider the times of day, or of the week, when the child is most responsive, and use these for the key learning skills. She may also decide that a child will respond better with one particular adult, or with a particular, familiar piece of equipment.

### **Prompts :-**

Many children will need the support of an adult while they are learning a task. Adults may help children to start and to complete tasks by using prompts.

Prompts may be :

- visual (pointing, or showing the child what to do next)
- auditory (making a sound, or telling the child what to do next)
- tactile (putting a child's hand on an object, helping them to move their hand)
- or structural (pauses, starting the next part of an activity)

The teacher will use those prompts the child responds to best.

The child may initially need a high level of prompting, which can later be reduced. At first a child may be shown what to do, the child copying the teacher.

Later the teacher will point, hoping that this will remind the child what comes next. Then the teacher will lift her hand to point, to encourage the child to respond. At first the teacher may pause, expectantly holding the child's hand, and looking at him. Later, he may pause but not show this level of expectation, so that the pause itself may prompt the child. Eventually the child may not need any prompting. Reducing prompting in this way is also called 'fading'. A child who is prompted too much will learn to rely on adult initiative, and not be able to complete tasks by himself.

### **Working hand over hand :-**

Some approaches may be particularly useful to children who are not able to learn efficiently from their distance senses. An adult may manipulate their hands slowly and gently to show them how to do something.

Taking control of the hands of a child who does not see well can frighten him and make him resentful, so that he pulls his hands away. His hands are a primary source of information, and taking control of them is rather like having a hand placed over one's

eyes. It should always be done with great care, allowing the child the opportunity to take his hands away and replace them later.

### **Modeling :-**

Children with sensory impairments are likely to have limited grasp of concepts which are easily grasped by other children. In many instances, they may learn best when shown what to do. They may not know, for example, that toy cars travel along roads, not underneath them, or a milk comes in a packet before they drink it from a glass. Modeling also eliminates the need for children to understand language to follow instructions.

### **Co-active and re-active learning :-**

The term 'co-active', 'cooperative' and 'reactive' is used to describe three levels of response. Co-active working is when the adult leads the activity, and supports the child throughout it: 'intervenor and child act as one person during an activity'. The adults helps the child probably hand over hand. Cooperative working is when the adult assists the child, who has some understanding of the process of the activity: 'intervenor provides the child with sufficient support and guidance to ensure success'. Re-active working is when the child manages the task alone, with the adult's presence as context : 'the child completes the task independently'.

The child will;

**Resist** the interaction

**Tolerate** the interaction co-actively with the intervenor

**Cooperate** passively with the intervenor

**Enjoy** the activity because of the intervenor

**Respond** cooperatively with the intervenor

**Lead** the intervenor through the activity once the initial communication has been given

**Imitate** that action of the intervenor upon request

**Initiate** the action independently

### **SECTION : F - Making the most of the environment :-**

The arrangement of the physical environment is especially important to the child with sensory impairments. Everyone finds it difficult to learn in noisy or badly lit spaces. Where sensory input is already restricted by impairment, the environment must allow the maximum use of remaining vision and hearing.

### **Helping children to see :-**

Children with sensory impairments will have different degrees of functional vision and hearing. The teacher will consider their residual senses and their ability to use them in arranging the environment to create the best possible conditions. A well organized classroom or home environment will be of great benefit in helping children to learn through their restricted senses.

### **Use of corrective lenses :-**

Some children with visual impairments are helped by glasses. However, they cannot help if they are not worn. If they are dirty or scratched, they can be a more serious impairment than the visual difficulty they are supposed to be correcting. Children should learn to take responsibility, as soon as they are able, for cleaning and storing their glasses.

### **Organising the classroom :-**

An ideal classroom will help the child to make the most of what he sees :

- areas for different activities are differentiated by colour of walls or floors or furniture; this will help the child to discriminate among them;
- furniture remains in the same places, to enable children to learn their way around, perhaps using furniture as cues; there is not so much furniture that the room is cluttered.
- It is well lit, by a steady light, which is even across the classroom
- The walls are one colour, and differentiated from the floor by colour
- Important features such as the handles on doors or cupboards are picked out
- Equipment which children can use is placed where it is accessible
- Displays are well mounted, clearly discriminated from the wall behind; they use clear text and clear pictures; notices / displays for adults are placed away from those for children
- It is quiet, so that children can use their hearing to compensate for poor vision

It is not always possible to work in an ideal classroom! Sometimes teachers have to make the best of what they have.

### **Choosing materials :-**

Teachers will choose materials which best meet the needs of the children they work with. The following factors are likely to be significant.

1. **Colour** – it is generally easier to see materials of one bright colour, or two well contrasted colours. Bright and shiny objects are easier for some children to see. Others can see some colours better than others.
2. **Size** – many pupils will have difficulty in seeing small materials. Some small items may need to be enlarged.
3. **Interest** – most children will find it easier to see things which are familiar, or in which they have an interest. They will recognize a cup they know before they recognize one they do not know.
4. **Integrating visual information with other senses** – many children will find it easier to use their vision if they can also have clues about the object from touching it, or listening to the sound it makes.

### **Presenting materials and activities :-**

The following factors need to be borne in mind when presenting materials and activities to children with visual impairment.

1. **Time** – Children with visual impairment need more time to look at things than other children. Some children will need extra time to integrate the image into a whole, others will take time to process the image into something that has meaning for them.
2. **Distance** – children may need to be much closer to materials and people in order to be able to see them properly. They may need to sit nearer to a teacher, computer or table. Some children will need objects brought close to their eyes because they are not able to do this for themselves.
3. **Lighting** – some children will benefit from additional lighting on an object. A task light will provide extra light for a small area.
4. **Contrast / clutter** – most children will see objects better when they are presented singly on a contrasting background. It is particularly hard to see things

against a cluttered background – for example, in a heap of objects or on a bright patterned tablecloth.

5. **Glare** – light reflects off most surfaces, particularly shiny and white ones, the resulting glare making it difficult to see. Table tops and trays may need to be covered with paper of a colour which will create good contrast.

### **Helping children to hear :-**

Classrooms are usually busy places, with many things going on at once. The sounds generated by turning on taps, doors opening, objects on table tops and voices make it hard to focus on sound which could give necessary information within activities. Children who do not hear well, and those who use hearing, may not be able to discriminate individual sounds from background noise.

### **Using hearing aids :-**

Hearing aids can greatly benefit children for whom they are prescribed. However, they cannot help a child hear if they are not being worn, or are wrongly set. Hearing aids that are at the wrong volume or that do not have working batteries can stop children from hearing sounds that they would hear if they were not wearing them.

### **Organising the classroom :-**

An ideal classroom would help the child to make the best of what he hears :

- Background noise in the classroom is low, with minimum noise from movement, from equipment, from speech not related to the main activity, and from sounds outside the classroom;
- There are no interruptions into the classroom, which almost always cause noise, from movement and talk only the most urgent messages, for example, are given during work time
- Sounds connected with the main activity are louder than background noise, clear and close to the child;
- Noise in some areas is deadened by carpets, furniture or curtains;
- There is an area of very low background noise where children are able to work;
- The day is divided into times when there is quiet working, and the necessary times when there is moving about the organizing activity – in this way the child can listen when he needs to most;
- When appropriate, children use headphones – for example, to listen to music, so that other children are not distracted.

Teachers will have to arrange their classrooms to work towards these ideals.

### **Presenting materials and activities :-**

The following factors need to be borne in mind when presenting materials and activities to children with hearing impairment.

1. Distance – some children may need to be close to the sound of the activity, or face towards the principal speaker
2. Audibility – sounds which are significant need to be particularly clear, and may need to be emphasized, for example by ensuring the background is quiet. Children with different types of hearing loss may to some extent hear some sounds better than others. The sounds used should be chosen so that they are those easiest to hear.

3. Time / repetition – sounds may need to be repeated to give children with hearing difficulties opportunity to perceive and understand
4. Language – Where spoken language is used, it should be simple, clear words in simple contexts.
5. Context / using other senses – children with hearing impairment may understand better when sounds are backed up by context and by other sensory cues.

### **Working in a group :-**

Deafblind children may be educated in classes with other children who have sensory impairments or who have learning difficulties or other severe disabilities, or with a children in mainstream schools, or within a group of children who are also deafblind. Most deafblind children will, at least at first need a considerable amount of one to one attention.

When planning group work the teacher will need to think about where the child who has dual sensory impairments will sit in relation to the group keeping in mind that the child can see and hear maximum. The deafblind child needs to know :

- whether the group should listen or speak
- how children and adults take turns
- when children may pick up and handle the equipment
- how the group will finish

Some children will not understand the concept of a group. They may need direct information about how and when to respond in a session, the rest of which they may not understand.

### **Working independently :-**

Working with an adult all the time is tiring for both the child and the adult. All children will need sometime to themselves. Purposeful activity should be available even if the child is working without an adult. Children with dual sensory impairments can become cut off from other activity in the classroom when they are working alone. An adult, or able peer should make some form of contact with them by word, touch or vision, regularly so that they know they have not been left alone and to give them the opportunity to communicate.

### **Using alternative and augmentative communication :-**

Alternative and augmentative communication will provide structure to activities, and become one of the most basic routines, to help the children to understand that things begin, take place and finish. Alternative and augmentative system should be used by all members of the classroom team. Adults working with children who use alternative and augmentative communication systems must be confident users themselves. Wherever possible children should also be able to use their systems with other children. However, communication systems should be made transparent, so that more people both in the small community of the school and the wider community of the world can understand them.

### **Developing concepts :-**

Vision and hearing provide enormous amounts of information. From an early age the child perceives difference such as :

- big and little
- on and under

- far and near
- loud and quiet
- hard and soft

and many others

Of the concepts listed above, however, few of them are easily understood through touch, and even fewer through taste and smell. The deafblind child needs to be introduced to these and many other concepts by having to think about them, to base them on experiences of feeling, exploring, tasting and smelling. The ease and immediacy of perception – given by vision and, to a lesser extent, hearing - is missing. In order to form a concept of a person, place, object or activity the child needs to :

- use all senses to acquire as much information as possible
- experience interacting with the person, going to the place, using the object, or participating in the activity.

### **Making experiences meaningful :-**

If experiences are to have meaning, the activities ventured on together should either interest the pupil or be related to basic needs, for example eating, washing, dressing. As far as is possible the outcome of activities should be made clear to the child. The steps taken towards completion should be as simple as possible and suited to the child's abilities. The child needs to experience by doing firstly with help, then moving towards independence, within the child or young person's limits.

### **Identifying and recognizing objects :-**

The child with dual sensory impairment will need to be helped to identify and recognize, or characterize objects, in order to form concepts. While encouraging the child to explore objects as fully as possible it may be helpful to limit use of some objects to appropriate situations. So, playing with cups, shoes, spoons, etc. in a play corner may help the child who is learning to explore objects – but may confuse the development of concepts associated with these objects.

### **Sorting :-**

For children who do gain an internal representation of object, sorting activities can be introduced. At first these should take place in their natural setting. With learning taking place in the natural setting of bedroom, kitchen or bathroom and by using the appropriate objects in a structured way, the child is helped to internalize the qualities necessary for forming concepts.

### **Identifying and recognizing places :-**

A similar approach can be taken to that for identifying objects, in order to help a child who cannot see or hear to identify and recognize a room or building, the playground or shops. The child might become aware that this is the same room by :

- moving in it
- identifying objects peculiar to e.g. a bed in a bedroom
- having particular experiences in it

### **Developing a concept of self and others :-**

The young dual sensory impaired child has difficulty distinguishing other people from self and from each other. The child may perceive little or no difference between mother,

father, school staff and travel escort. To help differentiate people each person's characteristics may be highlighted.

### **Developing the pupil's awareness of self :-**

At the same time as drawing the pupil's attention to the characteristics of others he or she will begin to build up an image of self. Massage oil or aromatherapy oils may be appropriate.

### **Identifying and recognizing emotions :-**

The child with dual sensory impairments needs support to understand his own and other peoples' emotions. A child with sight and hearing receives information from people's facial expressions and the tone of the voice used. A child who is deafblind misses all these clues. He may experience the emotions of other people through the muscle tone and tension in others' bodies, and the way he is treated.

### **Identifying and recognizing activities :-**

The child can be helped to identify activities by introducing him to :

- what is used
- where the activity is done
- who it is done with
- how he feels when doing it
- when it is done
- and how it is done

Throughout, consistency is the key. The child recognized the activity through being physically involved in what happens. At the same time he or she begins to form concepts of objects, places, time, persons, self and emotions by having these identified within activities.

### **Fixing symbols in the child's mind :-**

Memory lets us compare, conclude, discover, recognize similarities. We use memory to anticipate both happy and sad experiences. We rely on it to discuss, to imagine, to relive situations. It has a vital role to play in the development of language; and it is necessary for communication. One of the ways of helping to 'fix' memories is to introduce a memory box especially if the child is blind, or a memory book if the child is partially sighted. Objects are as symbolizing activities or events and these are stored in their own boxes.

#### **POINTS TO REMEMBER**

1. It is important to provide a reactive or responsive environment for a child who is deafblind rather than a directive environment
2. Everyone around the child contributes to a responsive environment by providing situations which encourage him to explore, communicate, solve problems, and make choices
3. When working with children who are deafblind, begin by developing an emotional bond with them.
4. The child with deafblindness needs to be encouraged to use his residual vision and/or hearing, and then receive positive reinforcement for his attempts.
5. Routines are important and help the child anticipate what is going to happen.

**Reference:**

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