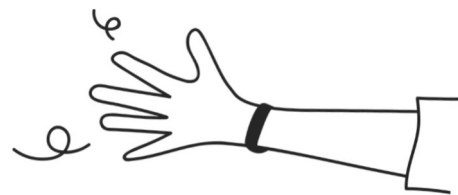# CRESAM

NATIONAL CENTRE OF RESOURCES
FOR RARE DISABILITIES - DEAFBLINDNESS

Tactile communication

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- Tactile communication methods
- Tactile sign language
- Dactylology
- Tactile dactylology
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- Non-coded communication

MORE ABOUT THESE TACTILE METHODS?

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TACTILE COMMUNICATION

Communication is an essential need for all human life.

This guide aims to bring together and present the different tactile communication modalities that can be used by people with dual sensory impairments.

PRINCIPLES AND FUNCTIONING

Communicating is above all about connecting with others. Beyond the techniques and irrespective of the communication modalities used by the individual with dual sensory impairment, some prin-ciples are essential in order to favour a respectful and adapted communication.

Communication: an act of sharing

It is not always easy for individuals with hearing and visual impairments to communicate. Those around them can become discouraged or be tempted to reduce communication to a mere exchange of information. However, communication is much more than that: it is about getting in touch with the other person, exchanging with them, enabling interaction and feedback, sharing feelings and experiences, agreeing mutually on a subject or a plan, telling a story, telling one's own story…

It is therefore essential to be involved in the exchange and to devote time to it.

To adapt to the individual

• Make sure the individual is available for interaction.

• Take time to communicate.

• Ask about their needs: positions, lighting, breaks, etc.

• Suggest a fast or slow pace depending on the individual's needs.

• Ask them if the pace suits them and if they are able to keep up easily.

• If they cannot express themselves explicitly, take note of their communication initiatives and feedback.

• Offer regular breaks so as not to increase the person's physical or cognitive fatigue. This will also help the individual understand the message.

During exchanges

• **Pay attention to feedback.** Observe personal indicators of understanding: is the individual frow-ning? Are they nodding? Identify their way of confirming their understanding.
Give the individual time to understand the message and additional time to formulate their response at their own pace.

• **Confirm your understanding** by lightly tapping on the person's hand, fingers or knees if you are sitting. The individual may also use this to confirm that they are following the message and under-standing you. This is the main mode of feedback.

• **Do not hold the person's hands** so that they can freely explore the hand configurations. This also helps them interact or interrupt the dialogue whenever they wish.

To end the exchange

The end of the exchange should be negotiated and established by both partners.

If you do not get explicit agreement, announce that the discussion is ending and let the person know you are leaving.

Adaptation: the key word for successful communication

For contextual reasons, people with dual sensory impairments often adapt to the modes of commu-nication available in their professional, institutional or family environment. It would however be better if the latter adapted to the individual and to their communication potential.

Get into the habit of adapting: your modality, the environment, your listening skills, your availa-bility, etc.

IN PRACTICE

To make contact

· **Signal** your presence from a distance if possible: turn on/off the light, through vibrations...

· **Gently and markedly touch** the individual on the shoulder or forearm to mark your presence and wait for the individual to invite you to a dialogue.

· **Introduce yourself:** verbally, with a sign, with an object of reference, with your haptic sign...

To reduce fatigue and promote understanding

Both partners should be comfortably seated or standing to avoid fatigue and muscle tension.
You can sit facing each other or side by side.
To overcome balance problems, a backrest can be offered to the person with dual sensory impair-ment.
In some situations (Lorm method, Block, tactile sign language), the person's hands can be support-ed with a cushion or a table.

DID YOU KNOW ?

- **Understanding the importance of the tactile sense and engaging in it when dealing with people with dual sensory impairments is essential.**

- **Keep in mind that, just as one can be bothered by noise or visual distractions, one can also feel overwhelmed by too many tactile stimuli.**

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TACTILE SIGN LANGUAGE

PRINCIPLES AND FUNCTIONING

Sign languages are real languages with specific structure, grammar and vocabulary.

Tactile sign language represents the transition from sign language to the tactile modality.

In this modality, the signer signs in the hands of the individual with dual sensory impairment, while adhering to the rules of French Sign Language (FSL) and of Tactile Sign Language (TSL).

The receiver places their hands on those of the signer to follow the message.

IN PRACTICE

• Ensure that the individual is available to interact.
• Ask them about their needs: positions, lighting, breaks...
• Offer regular breaks in order to avoid an increase in the individual's physical or cognitive fatigue. This will also help them understand the message.
• Take time to communicate.

Communication positions:

The different modes of tactile communication require a lot of concentration and therefore generate a certain amount of fatigue. It is therefore necessary to position yourself correctly: be close to each other and at the same height in order to promote understanding, minimise fatigue and avoid muscular tension.

You can communicate either :

• **Standing:** it is very important to be facing each other to limit discomfort. If the person has prob-lems with balance, offer them a back support on a stable object such as a wall, table, etc.

• **Sitting:** 4 positions are possible
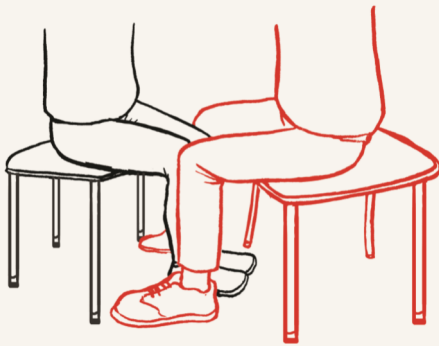
ABBA / Enclosed

AABB / Zigzag

ABAB / Intersecting

Adjacent / Side by side

When the interaction is long, some people prefer to interact by placing their elbows on a table. This method further restricts hand movements, but offers a fixed support.

Hand positions:

In TSL, it is essential that the person's hands are not held so that they can explore the configura-tions as required. This also allows the person to participate in the dialogue when they want to, and even to interrupt it.

Symmetrical or monological position:

The hands of the dual-sensory impaired person are placed on those of the person signing, ready to receive the message. However, their hands are not rigid: they can move over the hands of the sign-ing person to understand better.

This is the most frequently used position.

Asymmetrical or dialogical position:

One hand of the dual-sensory impaired person is placed ON one hand of the signer: it receives the sign language.

The other hand of the dual-sensory impaired person is placed UNDER the hand of the signer so that they can respond.

This position is frequently used when two people with dual sensory impairments are talking to each other.

It allows for smoother exchanges.

Feedback:

• Pay attention to the person's understanding.
• Look for feedback and personal indicators: Is the person frowning? Is the person nodding their head? etc.
• Confirm your understanding by lightly tapping the top of the person's hand.
• Ask the person if they are comfortable with the pace and if they are following comfortably.

Linguistic adaptations:

Some information usually conveyed by the visual components of FSL (facial expressions, spatio-temporal markers, pointing, the semantic value of spatial locations), becomes inoperative when switching to the tactile modality.

It is therefore important to compensate for this. Thus :

• **Tensions and rhythmic variations are components of TSL:**

Facial expression cannot be perceived tactilely. So if you want to make it clear that the speaker is angry, then the solution is to use more tension in your movements and vary the rhythm so that all the information can be understood by the tactile or proprioceptive channel.

• **Lexical reinforcement and contextualisation are also components of TSL:**

The name of a town and simple pointing are visually effective but difficult information to perceive through the tactile modality. So, if you want to tell the person that you are going to Nantes, layer this information with contextual elements. For example: [city] [Nantes] [pointing] or [city] [Nantes] [location] to make the information clear.

DID YOU KNOW ?

● **Sign languages are country-based and so are tactile sign languages. There are even signs specific to certain regions, similar to accents.**

● **Some deafblind individuals who are used to this mode of communication sign very quickly and to several interlocutors. Have you ever witnessed 6-handed conversations? It's fascinating!**

● **Some organisations have created specific tables for this modality of communication. These ta-bles are narrower and equipped with a foam surface for more comfort.**

DACTYLOLOGY

PRINCIPLES AND FUNCTIONING

Dactylology is the alphabet that is used in the French Sign Language, in the visual frame signing and in tactile sign language.

This alphabet manual consists of 26 hand shapes that correspond to each of the letters in the French alphabet. Dactylology is used to spell the words whose signs we don't know/don't exist and for proper nouns and acronyms.

IN PRACTICE

The letters are spelt with the palm facing the partner.

Spelling is easier than receiving. The person receiving the sign therefore needs time to reconstitute the word and then the information as a whole.

Ensure that the spelt word is fully understood by paying attention to the receiver's feedback.

Do not hold the hands of the person, thus allowing them to explore the patterns if necessary. Give them time for exploration.

DID YOU KNOW ?

● Although there is an International Sign Language (ISL), sign languages are country-based. They vary across countries and sometimes across regions of one single country. This is also true of alphabets.

● French dactylology uses one hand whereas English dactylology uses both hands.

● In general, dactylology is used only occasionally. However, some people use it as their main mode of communication.

DACTYLOLOGY

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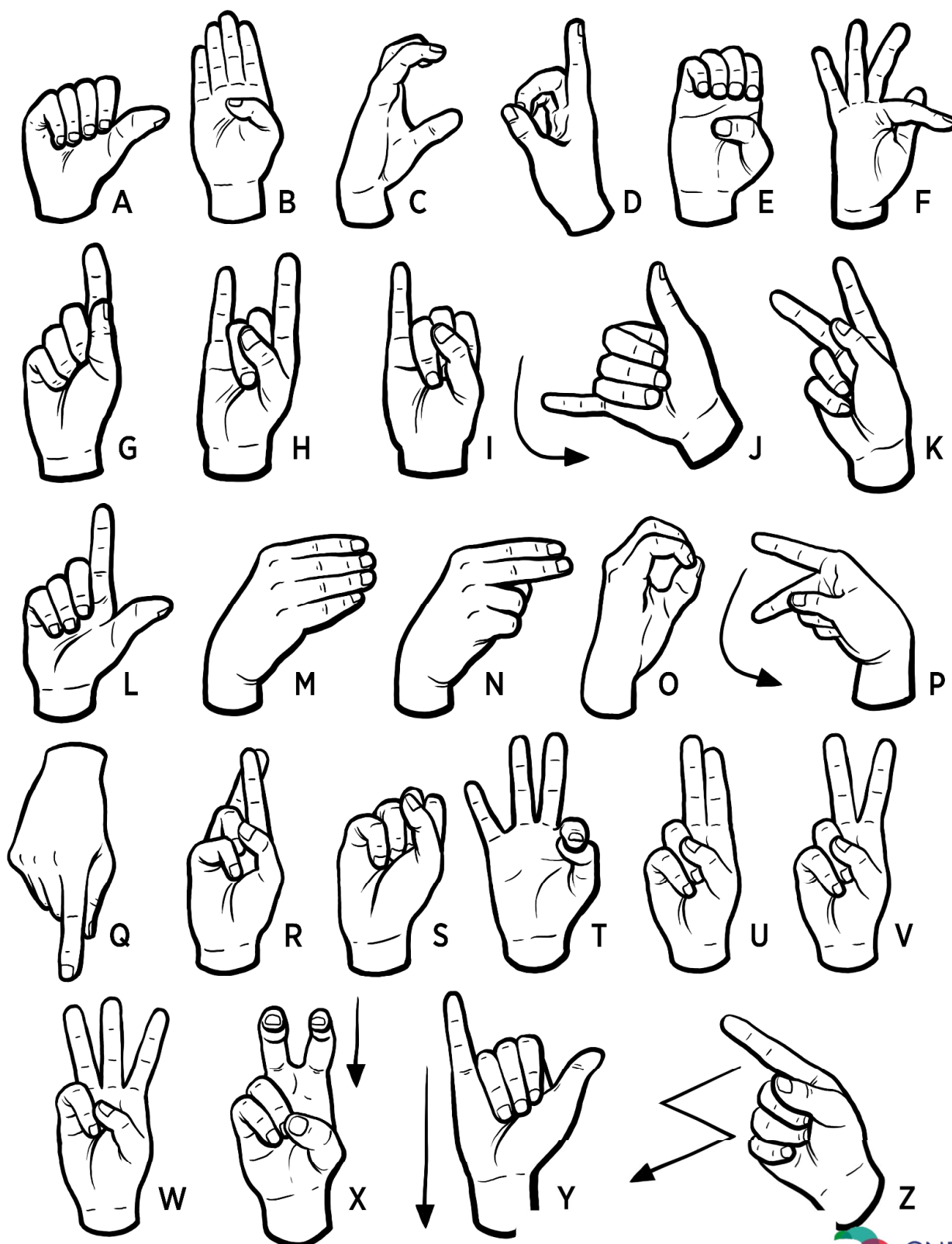
TACTILE DACTYLOLOGY

PRINCIPLES AND FUNCTIONING

This dactylology is a tactile adaptation of standard dactylology.

As in standard dactylology, the alphabet consists of 26 hand shapes that represent each of the let-ters of the French alphabet. It is used to spell words for which there is no sign or the sign is not known, for proper nouns and acronyms.

Why a tactile adaptation?

Parce Some hand shapes are very similar and difficult to discern tactilely by the receiver. For example, « R » and « U » can be differentiated easily visually but in tactile reception, they're both similar and sometimes require a full exploration of the hand pattern.

The same is true for the letters « D » and « G », « A » and « S », « F » and « T ».

Tactile dactylology enhances contact and enables the receiving person to clearly distinguish each letter of the alphabet. The hand patterns, along with the movement and the point of contact imme-diately bring meaning.

Thus the individual avoids having to make further effort to decipher the message and can comfort-ably receive and understand it better.

IN PRACTICE

Spelling is easier than receiving. The receiver needs time to reconstitute the word and then the information as a whole.

Make sure that the spelt word is well-understood, by paying attention to the receiver's feedback.

Do not hold the person's hands, thus allowing them to explore the patterns if necessary.

**If you make a mistake, go back to the beginning of the word.**

DID YOU KNOW ?

- There are other tactile dactylologies: American, Dutch etc.

- In general, dactylology is used only occasionally. However, some people use it as their main mode of communication.

- This alphabet was developed at CRESAM in 2020 following a collaboration with profes-sionals in the field of deafblindness in the Netherlands.

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TACTILE DACTYLOLOGY
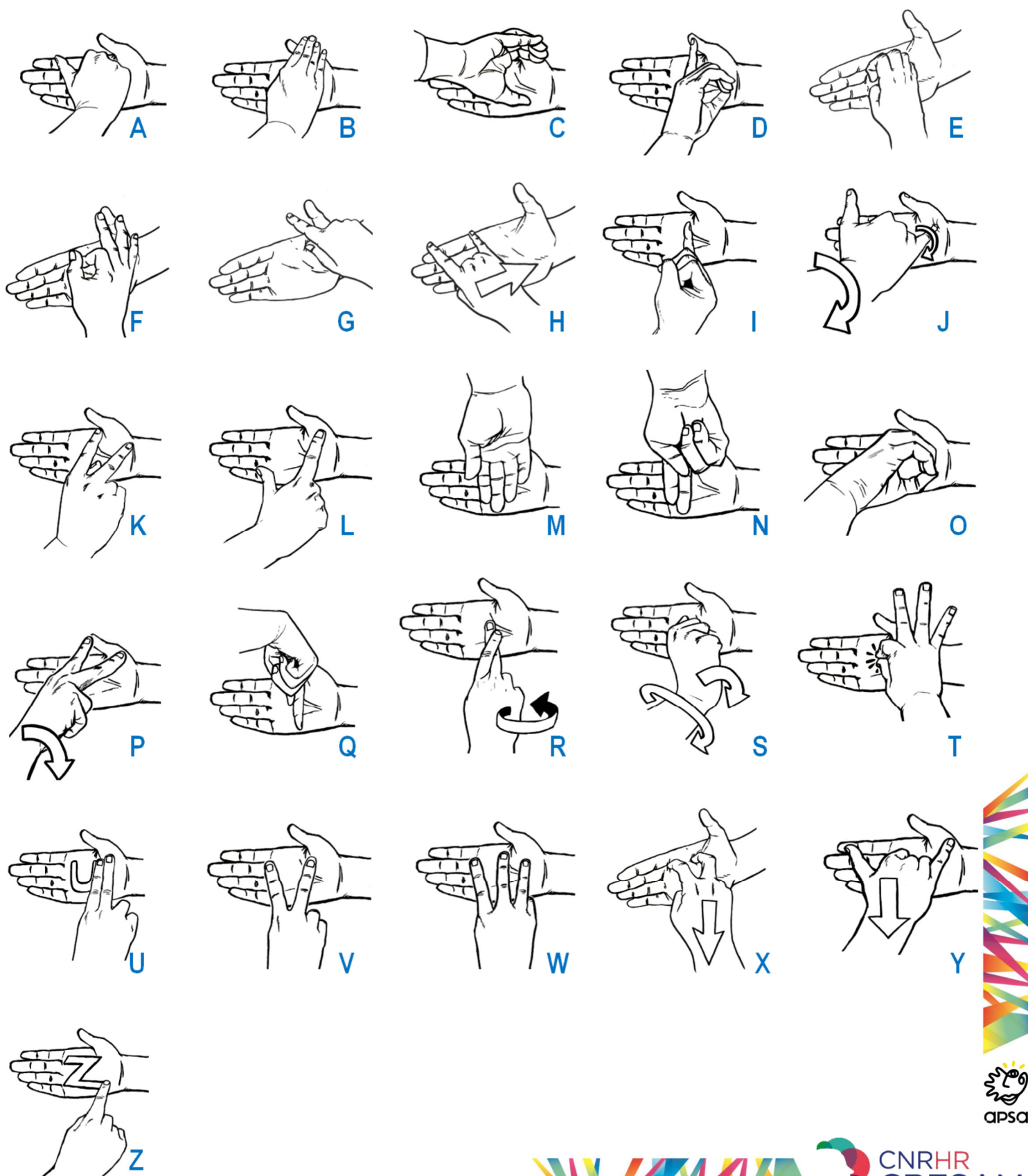
PRINT ON PALM & FICTIVE WRITING

PRINCIPLES AND FUNCTIONING

Print on palm

The palm of the person with dual sensory loss is used as a medium on which we trace capital letters with our index finger.

Fictive writing

The term used in French is "écriture fictive". In fictive writing, you take the person's hand and make them write capital letters (the Block alpha-bet) on a flat surface, with a pencil or their index finger.

IN PRACTICE

The letters are traced one by one, in the same place, on the person's palm or on a flat surface.

The person needs to be given time to reconstitute the word mentally once the successively traced letters are conveyed to them.

Next word

Sign an error: "erase"
and start the word from the beginning

When you want to communicate with a person with dual sensory loss and wish to use fictive writing, it is important to pay attention to this person's feedback. Make sure that they have understood. If you wish to confirm that they have understood, you can tap lightly on the person's forearm.

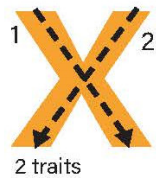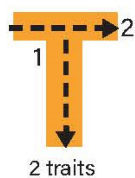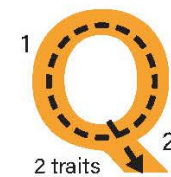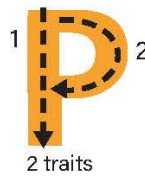You can offer them support in the form of a cushion, for example.

DID YOU KNOW ?

- Some people prefer cursive writing

- This method has the advantage of being extremely accessible because any person capable of reading can use it.

- Accustomed individuals can guess the words even before they're fully spelt.

PRINT ON PALM &
FICTIVE WRITING

Letter	Traits
A	2 traits
B	2 traits
C	1 trait
D	2 traits
E	4 traits
F	3 traits
G	1 trait
H	3 traits
I	1 trait 1 point
J	1 trait 1 point
K	2 traits
L	1 trait
M	1 trait
N	1 trait
O	1 trait
P	2 traits
Q	2 traits
R	2 traits
S	1 trait
T	2 traits
U	1 trait
V	1 trait
W	1 trait
X	2 traits
Y	2 traits
Z	1 trait
1	1 trait
2	1 trait
3	1 trait
4	2 traits
5	2 traits
6	1 trait
7	2 traits
8	1 trait
9	1 trait
0	1 trait
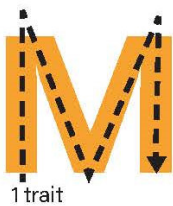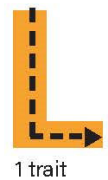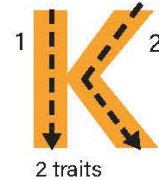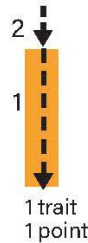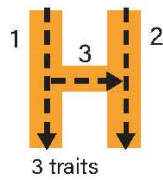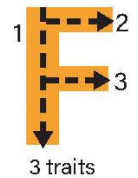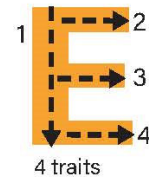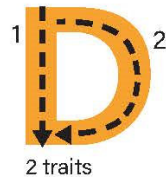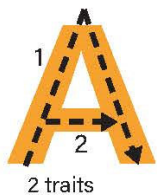
THE LORM METHOD

The Lorm method was developed by Hieronymous Lorm (1821-1902), a German journa-list, essayist and playwright. Having become deafblind during his teenage years, he deve-loped this alphabet to communicate with his family.

PRINCIPLES AND FUNCTIONING

This is a standard code of the letters of the alphabet represented on the deafblind indivi-dual's hand.

IN PRACTICE

To teach this mode of communication, the individual with dual sensory loss is given a specific kind of glove on which the letters of the alphabet and the corresponding movements are printed.

This glove facilitates learning by helping to memorise the placement of the letters and the movements.
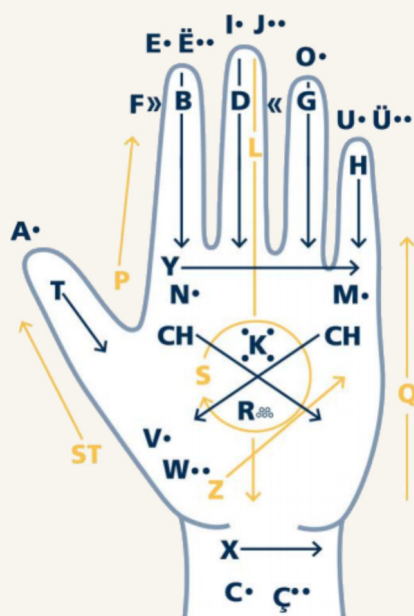
Symbol	Meaning
•	Touch once
••	Touch twice
:K:	Touch 4 fingers simultaneously
↑ ↓	Press the index finger in the same direction as the arrow
⟲⟲⟲ R	Drum your fingers
✗CH	Draw the cross with the finger
→ F ←	Clasp the index and middle fingers

Move to the next word

Sign an error: "erase" and start over

Furthermore, apart from the learning process, a person with dual sensory loss can use this glove to communicate with another person, even if the latter does not know the Lorm method.

In this case, the deafblind person wears the glove and the partner follows the drawings of the glove to make themselves understood.

DID YOU KNOW ?

- The Lorm method has been adapted to several languages. Today, it is mainly used in Germany, the Netherlands, the Czech Republic and Austria.

- It is rather slow to use (but is thought to be quicker than Print on palm or tactile dacty-lology)

- The advantage of the Lorm method: the person with dual sensory impairment does not have to the move their hand to receive. It can therefore be used by paralysed indivi-duals.

- You can learn the Lorm method with the help of a mobile application "Apprends le Lorm".

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THE LORM METHOD

The glove, the method and the instructions were designed by UCBA and GERSAM
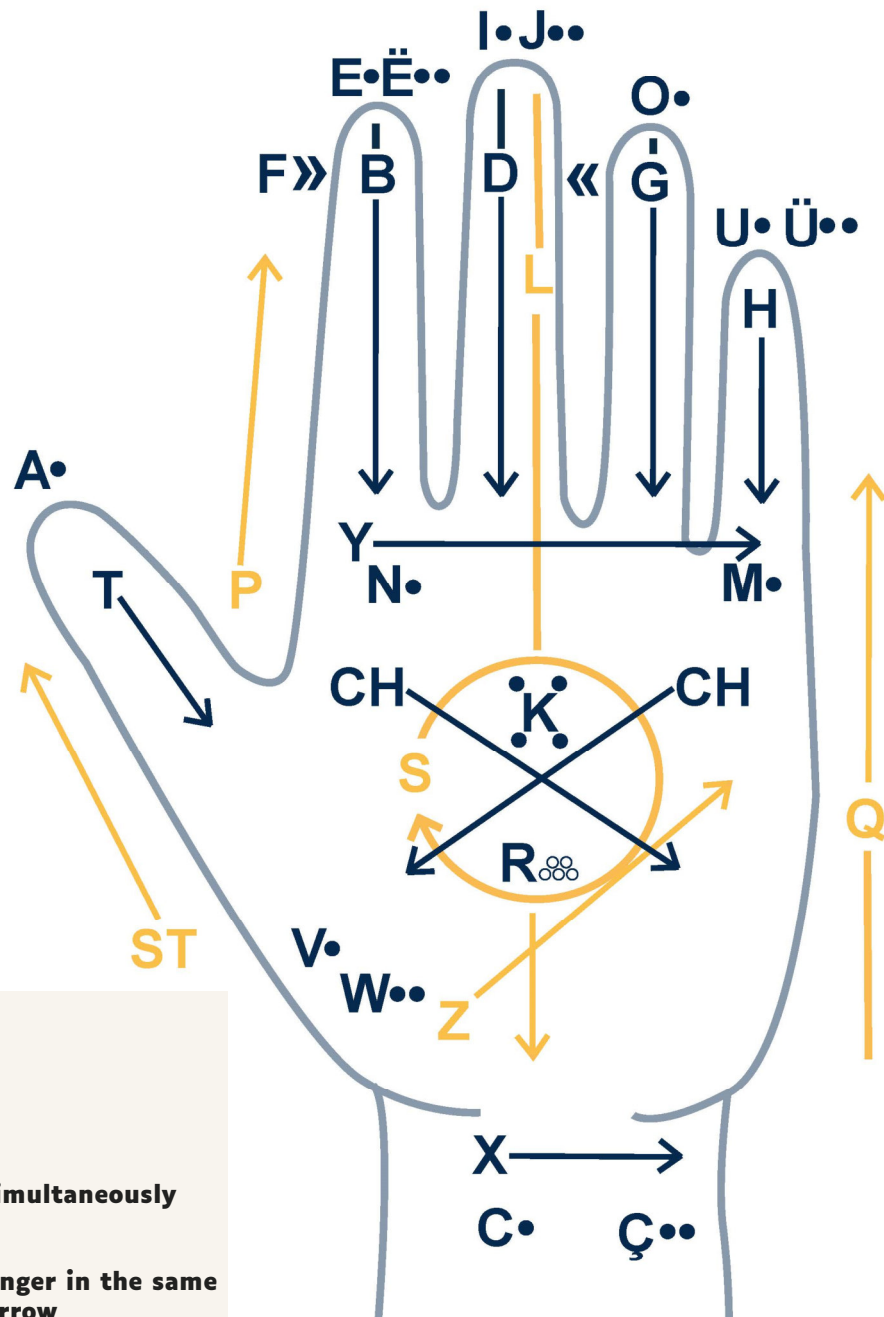
- **•** Touch once
- **••** Touch twice
- **:K:** Touch 4 fingers simultaneously
- ↑ ↓ **Press the index finger in the same direction as the arrow**
- **R** Drum your fingers
- **CH** Draw the cross with the finger
- **→ F ←** Clasp the index and middle fingers

HAPTIC COMMUNICATION

« Hapto » comes from the Greek verb haptein which means to touch, to bring together or to establish a relationship.

Haptic communication is a communication system that is based on touch, a sense that is available to people with dual sensory impairments.

Haptic Social Communication (HSC) was created by Russ Palmer and Riitta Lahtinen, a couple from Helsinki, one of whom was an interpreter and the other, a person with dual sensory impairment.

Today, HSC is used mainly in the Nordic countries, the United States and Australia.

PRINCIPLES AND FUNCTIONING

Social haptic communication tactile is not a language, it is a tactile code that combines with the language used to complete the given message.

It does not replace the person's communication modality: sign language, tactile sign language, oral, fictive writing, etc. It complements it.

It is a fairly intuitive modality and relatively easy to set up.

Its purpose is to transmit social messages quickly without interrupting the existing dialogue or the activity in progress. It can also be used to accurately describe an environment, an atmosphere, a new space, a movement, an emotion, a work of art...

Here are two examples to illustrate this practice :

• When a person with dual sensory impairments speaks in public, he/she does not always know how the audience reacts since he/she cannot hear or see them. He/she cannot tell if there are members of the audience raising their hands, if they are interested or bored, if they're in agreement, if they are sad or angry...

With HSC, a person will be at his/ her side and will indicate this information tactilely on the back. The tactile information does not replace the interpretation, it complements it by describing the interactions of the moment. It is thus understood that HSC allows the dual sensory deficient person to be more involved in the social interaction and more actively involved in the communication.

 • A dual sensory impaired person enters a place that is unknown to him/her. HSC can make for an effective tactile description of the spatial organisation of the venue, because, unlike a verbal description which presents the elements in play successively, it can simultaneously fix several elements in a setting and make them interact.

Thus, the person will have a better perception of his/her environment, he/she will have more reference points and will be able to be more actively involved in his/her movements.

IN PRACTICE

HSC gives tactile information to the dual sensory impaired person using tactile (haptic) codes according to rules that organise the code (haptics) involving reception areas, pressure and rhythm.

One of the most important rules deals with the reception areas, to preserve the comfort and privacy of each person :

• "Neutral" landing zones: back, shoulders, arms. HSC can also be used on the thigh, the knee, the back of the hands. However, it is necessary to know the person you are talking to well and to ask him/her what is appropriate.

• Areas not to be touched: stomach, face, inner thigh, hips.

Three examples of haptic communication :

• Description of an emotion:

A person's speech is interpreted in tactile sign language or orally. At the same time, someone other than the interpreter (positioned behind or beside the receiver) adds information on the back or on the hand to indicate that the person speaking is sad. By varying the frequency, pressure and length of the haptics, he/she can also convey the intensity of this feeling.
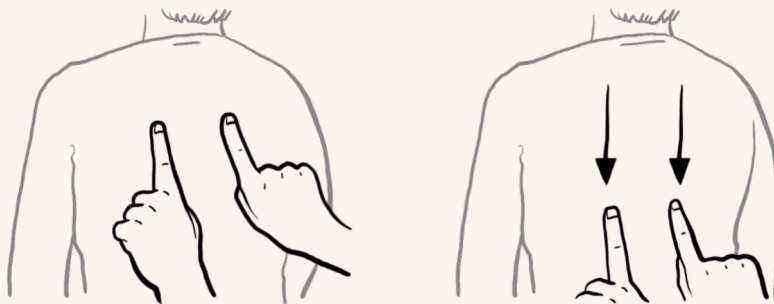
• Description of a space:

When entering a room, one wishes to describe the room to the dual sensory impaired person and to indicate where the openings, furniture and people are.
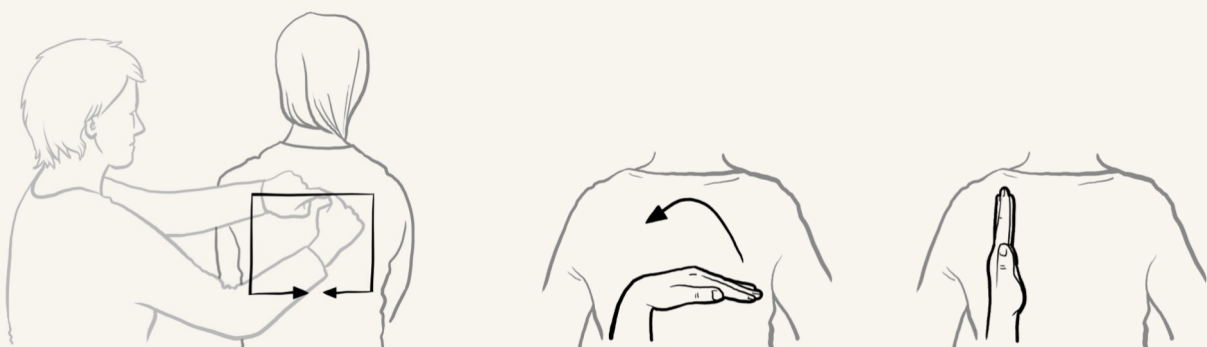
This type of preliminary description will then allow the person with the disability to have access to information such as "a person has just entered", "people are going to the cupboard", "so and so is getting up", etc.

• Giving direction during movement:

This use of haptic communication can be useful during a mobillity session.

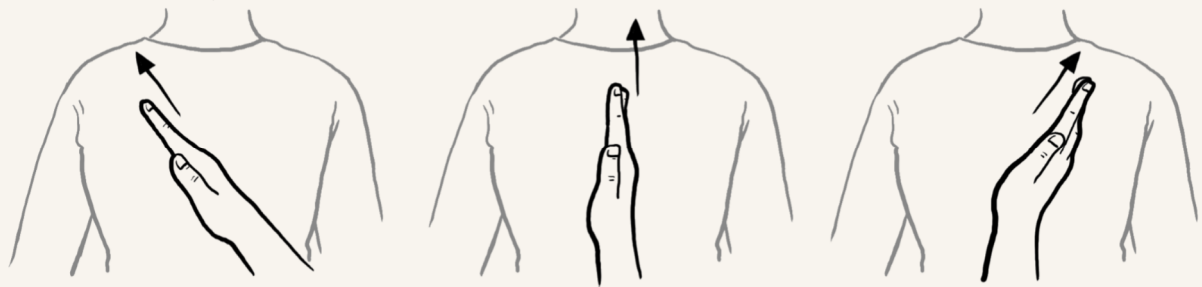# DID YOU KNOW ?

• Dual sensory impaired people can benefit in some cases from a double accompaniment: an sign language interpreter and another person for haptic communication.

• Just as everyone has a "signed name", you can also have a "haptic name". So you can signal your presence to the double sensory impaired person by making your haptic sign on their shoulder. Note that the haptic sign is not necessarily identical to your "signed name".

• A cross on the back gives a warning signal to the dual sensory impaired person.

• The Haptic Signals app lists 139 haptic signals (available on Android). A PDF version is available at : www.fddb.dk

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BRAILLE &
HAND BRAILLE

Braille is a system of writing in embossed form based on the combination of 6 dots. These 6 dots can be used to write anything: words, numbers, punctuation, musical scores, mathematical equations…

$$1 \longleftarrow \bigcirc \quad \bigcirc \longrightarrow 4$$
$$2 \longleftarrow \bigcirc \quad \bigcirc \longrightarrow 5$$
$$3 \longleftarrow \bigcirc \quad \bigcirc \longrightarrow 6$$

PRINCIPLES AND FUNCTIONING

Braille is a code. It can be understood and learnt as a system in very little time. However, reading Braille manually or even bi-manually is complex and requires a lot of time and work.

The acquisition of manual reading requires a certain pedagogy, specific exercises and daily training in order to develop the person's tactile sensitivity.

Uncontracted Braille is a form of writing in which all the letters are written. It differs from contracted Braille, which uses a special coding system to shorten the words.

For example :

Text	Uncontracted braille	Contracted Braille
Absolutely	⠁⠃⠎⠕⠇⠥⠞⠑⠇⠽	⠁⠃⠎
Kindness	⠅⠊⠝⠙⠝⠑⠎⠎	⠅⠙

IN PRACTICE

Braille can also be practised without the use of a sheet of paper or a tool. In this case, it is a matter of communicating in Braille on the hands of another person, by reproducing on his or her fingers the same movements as if one were typing on a Perkins machine.

This form of manual braille is aimed more at visually impaired braille users who develop a hearing impairment.

This practice, which is now marginal, requires each speaker to have a very good command of Braille.

Different examples of practising manual braille :

Hands on hands

Face to face

On the phalanges

Examples of specialised equipment for reading and/or writing in Braille :
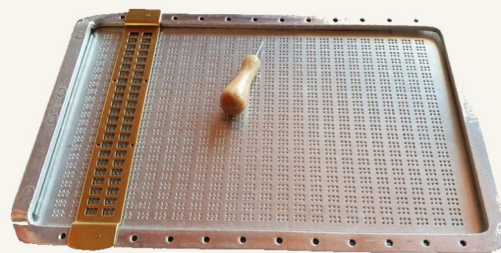
A Perkins machine

A computer with a Braille display

A Braille notetaker

A Braille writing tablet with a puncher

DID YOU KNOW ?

● A good Braillist reads 100 words per minute; a visual reader can read up to 350 words per minute.

● The volume of Braille books increases 30-50 fold when transcribed into Braille. The Harry Potter saga runs 56 volumes of 30 cm each.

● It is sometimes difficult for a visually impaired person to engage in learning Braille when they still have any visual potential, even if it were only reduced potential.

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UNCODED COMMUNICATION

People with congenital deafblindness[1] develop a form of communication specific to their own experience of the world: a non-coded, individual communication, sometimes difficult to perceive and understand. In order to adjust to the person, it is necessary to consider them in a global perspective (their sensory level, their knowledge of the world, their interests, their experiences, their resources…).

THE COMMUNICATION PARTNER

PRINCIPLES AND FUNCTIONING

The development of communication is the responsibility of the partner because it is the partner who will enable, support and maintain the communication. To do this, it is essential to use the different functional sensory modalities preferred by the person with the disability: the movement of the arms, hands, body, facial expressions, sounds, mime, gestures, etc.

The partner's challenge is incremental: first, to observe, recognise and understand the communication intentions of the person, so that they feel recognised. This encourages them to express themselves. Then, to negotiate with the person the meaning of the gestures they naturally produce in order to develop a common repertoire together, to share their thoughts and experiences with those around them. This new negotiated gesture becomes a reference gesture for the person and their partners.

IN PRACTICE

The 6 essential skills[2] to be a good primary communication partner:

1. Attention:
Detecting where the person's interest lies during a shared experience. Following up that interest. If it raises the possibility of an exchange, use it again to revisit the experience.

---

[1] Translator's note : In French, the term "surdicécité primaire" refers to people who are born with a double sensory impairment or who acquire it in the first months of life ie. people with congenital deaf blindness, and who have no or limited access to a language system.

[2] *Narrative-based Conversations with Children who are Congenitally Deafblind.* Aline H. Hanning- Zwanenburg, Inger B. Rødbroe, Anne V. Nafstad, Jacques Souriau/FAM-MAS Days 2015, speech by Jacques Souriau.

The interest and attention of the person constantly guide the partner with regard to the form and content of the interaction. It is in the "here and now" that the signs of interest are recognisable.

2. The theme of the experience and the conversation:

The closer the theme of the conversation is to the person's interest in content and form (multimodal, bodily), the more intense the person's emotion, motivation and participation will be.

3. Scaffolding:

This is the support provided by the partner when the learning requires skills that the dual sensory impaired person has not yet developed. To support and reiterate a conversation, the partner must reconstruct a context as close as possible to the one in which the event occurred, using mimes, body movements, body positions, objects, body, tactile, visual and auditory expressions.
Once the task is mastered and the skill acquired, the partner gradually removes the scaffolding so that the person can continue independently.

4. Sharing of roles:

The partner sometimes has particular objectives and expectations when addressing the person. The partner should not fill the sometimes long response and reaction time by taking over too quickly. This can discourage the person from participating. It is important to share roles in the interaction.

Strategies for balancing the roles in the interaction:
- Allow time for a pause after the partner's turn to speak, to allow the person to integrate what has happened and understand that it is their turn to speak if they wish.
- Change the hand position, pass your hands under the person's hands to indicate the change of turn.
- Allow time for feedback (refusal, validation of meaning, understanding, incomprehension, acquiescence, etc.). Be vigilant to ensure that the message is properly received and understood.

5. Narrativity:

The narrative style has a very strong power of motivation and activation of thought and communication. The narrative allows us to relive a past experience and gives it a specific emotional form (initial situation / build-up / conclusion). People who are born with a dual sensory impairment do not have access to stories in the conventional way. With them, the story will take a mainly kinaesthetic and tactile form. The narrative approach consists of sharing an experience with the person, telling it in another context:
1) Experiencing the event together (playing together with the sand on the beach): mimics, repetitions, sensations, movements...
2) Replay the same experience together, in another time and place. Repeat the same sequences of actions and the same sensations and movements as during the experience itself, to relive the past event.

Communication with people with congenital deafblindness is often oriented towards practical purposes such as the transmission of information and requests.
The narrative approach, on the other hand, helps to develop skills for conversation and interaction with partners.

6. <u>Improvisation within a routine: creating suspense, introducing novelty:</u>

When a routine is well known by the person with deafblindness, he/she feels safe, and the partner can improvise a small unexpected scenario. This scenario will evoke an emotion and require problem solving, thus involving the person. This competence of the partner allows for rich learning situations, creating memorable and meaningful experiences. This requires a relationship of trust and security, mutual knowledge and a routine of communication between the two partners.

COMMUNICATION TOOLS

PRINCIPLES AND FUNCTIONING
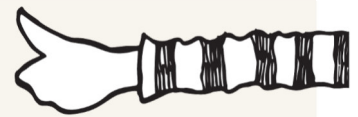
The main function of communication tools is to inform the person about their day, to structure time and space, to help them make their world more predictable so that they can anticipate events. Their other function is to develop dialogues, to support the person's expression and understanding, and to help them share their ideas, thoughts, desires, emotions… In these situations, they are "augmentative" tools that make it possible to initiate and support an exchange.

It is necessary to establish a relationship of trust and security with the person beforehand.

The communication tools take on different forms and are adjusted to the person's development, level of communication, knowledge, experience, skills and sensory preferences. This progression is based on the person's initiatives. The partner responds to, follows and, where possible, goes beyond.

The aim of these tools is to accompany people towards the acquisition of language communication.

Communication is present even for those who do not have access to language. These communication tools are a means of supporting it.

Rituals and routines:

Routines and daily activities are a good way for people with congenital deafblindness to take control of events and to build first concepts. Knowing what will happen creates a fundamental sense of security. The establishment of predictable sequences facilitates the occurence of actions and reactions in both partners.

IN PRACTICE

Routines help the child to anticipate, to know what is going to happen and therefore to feel secure. Gradually they will be able to take initiative themselves. During these shared experiences, the child will be able to conceptualise the way his/her partner reacts (awareness of the other) and the concepts linked to the activities.

Communication tools are gradually introduced into the routines while respecting the level of understanding and sensory modalities of the person.

Example: The shower routine

· **Real object**
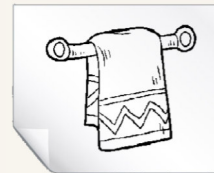The person's towel
+ a movement signifying "shower"

· **Photo**
Photo of a bath towel
+ LSF gesture for "shower"

· **Drawing**
The drawing of a bath towel
+ the LSF gesture for "shower"

· **Visual and/or tactile pictogram**
The visual and/or tactile pictogram of a towel + the LSF gesture for "shower"

All representations should be linked to a real activity for the person.
Communication tools are used in a dialogue context.

DID YOU KNOW ?

● For people with congenital deafblindness, communication forms are sometimes fleeting, difficult to perceive and understand. Sometimes they are even expressed outside the framework of ordinary conversation. Video allows for objective observation and analysis. Videos allow the partner to adjust his/her posture in the interaction and to make some assumptions about the communication intentions of the people.

● People with congenital deafblindness do not always use concrete objects or media to communicate. They may use all the sensory and bodily modalities at their disposal, such as movement, smell, vision, touch, hearing… The association of these different modalities with an object makes it easier to evoke an experience with it.

● The specificities of each person make it impossible to apply the same tool to everyone. Working in partnership with parents and the support team, transversality, regularity and sharing of observations help to better identify significant objects or gestures.

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GUIDE TO TACTILE COMMUNICATION

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  - Tactile dactylology
- Print on palm and fictive writing
  - The Lorm method
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  - Non-coded communication

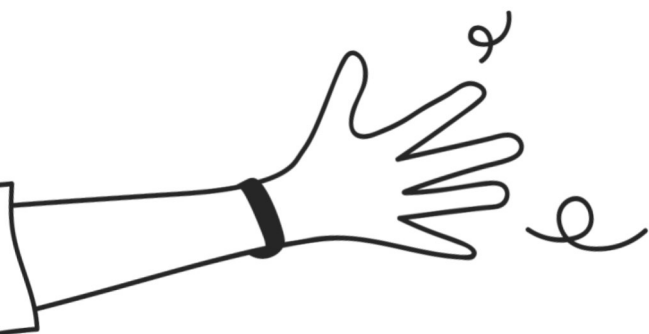**More about these tactile methods?**

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