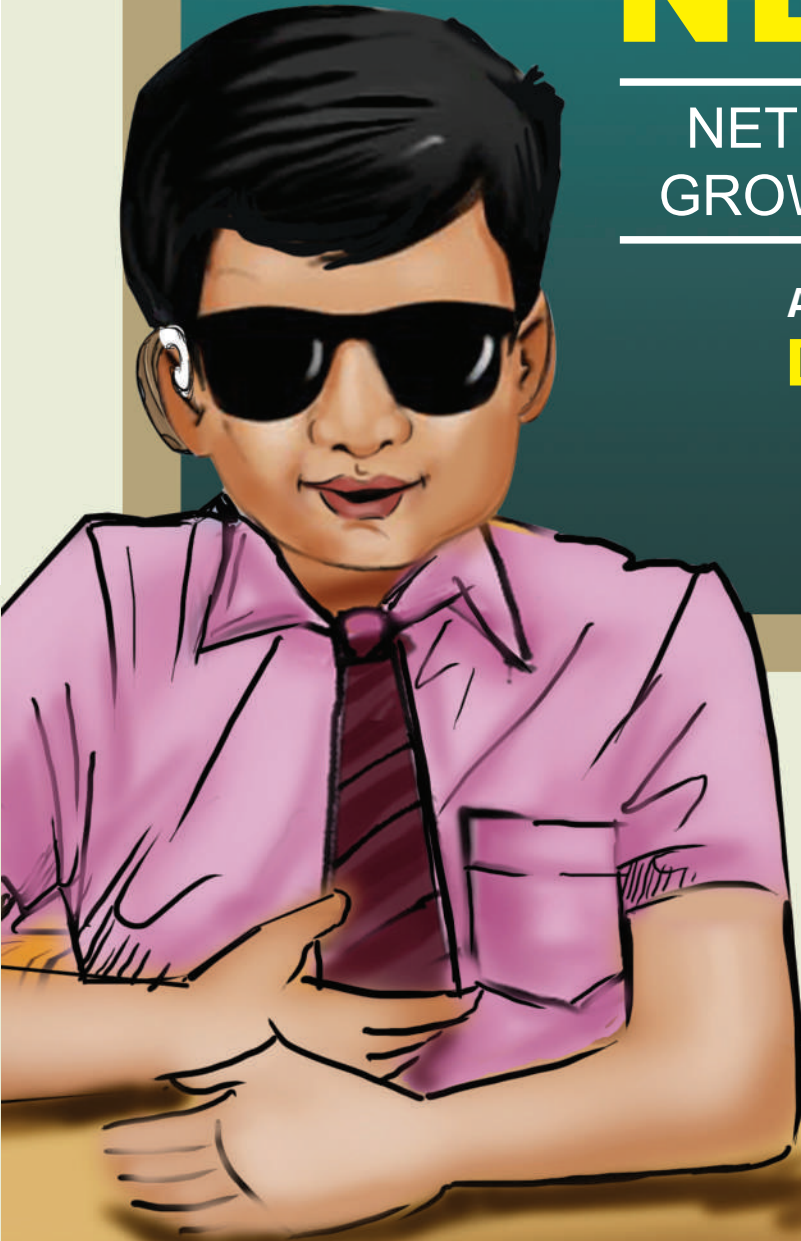


STORY OF NETHRAN

NETHRAN LIVES, LEARNS,
GROWS AND PLAY WITH ALL

AWARENESS MATERIAL ON
DEAFBLINDNESS



Azim Premji
Philanthropic
Initiatives



Mrs. Umayal Palaniappan
& Family



THE SPASTICS SOCIETY
OF TAMILNADU
(SPASTN)



Comic book concept on Deafblindness conceptualized by

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We dedicate this awareness material presented as Comic book narrative to sensitize teachers of regular school program to provide some quick takeaways to facilitate inclusion of children with Deafblindness in Regular school education.

The Spastics Society Of TamilNadu (SPASTN), Regional Learning Centre for Deafblindness would like to place our sincere thanks to **Sense International India** for providing support, feedback and guidance in material development.

Funded by



&

**Mrs. Umayal Palaniappan
& Family**



**THE SPASTICS SOCIETY OF TAMILNADU
(SPASTN)**

Regional Learning Centre for Deafblindness (RLC) South

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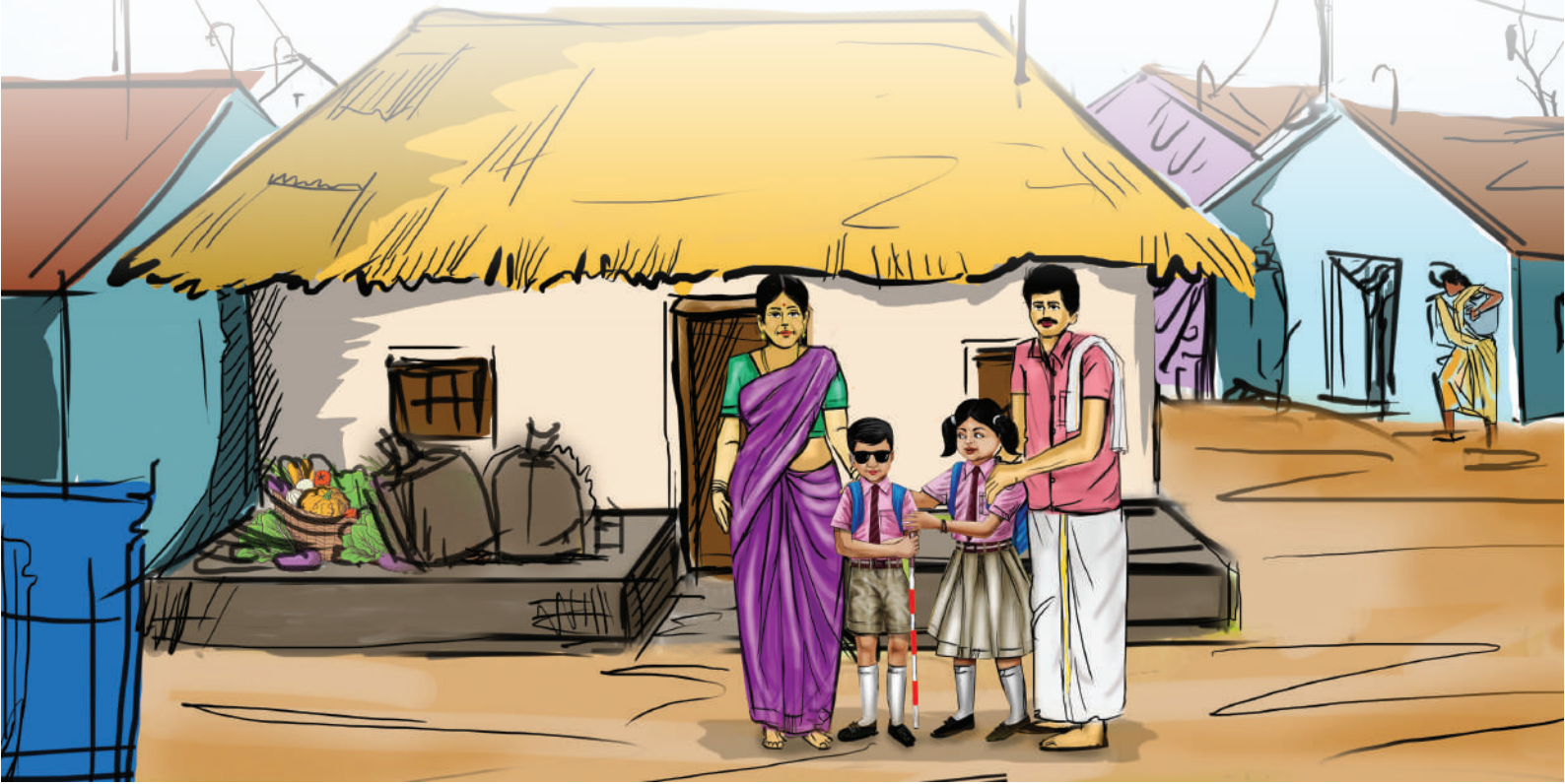
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Kumar is a vegetable vendor and his wife works as a home helper. They have two children, Pooja and Nethran. Pooja is the elder daughter of 11 years of age and Nethran is the son aged about 9 years. Nethran was diagnosed by a Special School as a child with Deafblindness. Kumar wanted both his children to study well. Both the children study in Sarva Siksha Abhiyan school (SSA). Join us to know more about the amazing story of Nethran and his determination to pursue education in spite of his limited vision and hearing.









Hi Pooja and Santra.. Where is Nethran.? Has he come to school today..? I did not see him in the school today!



Good Morning!! Aarthi M'am..!
Yes!! Mam he has come.
He never misses school.
. Maybe he is in the classroom

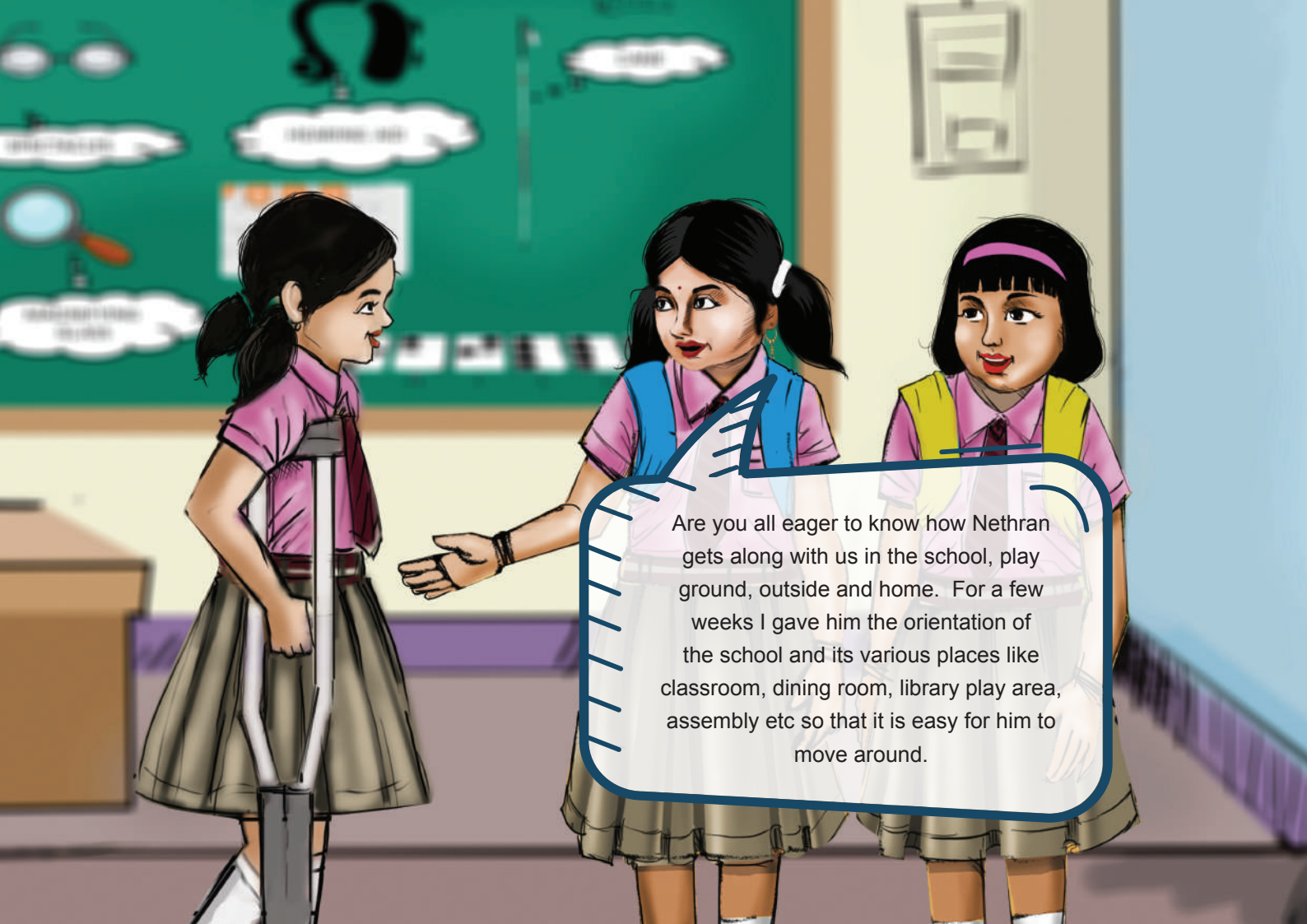


Hi Pooja! I just noticed Nethran reaching his classroom from library without any help as he had good orientation of the school premises/ activities area and hence moves independently. .It's really nice to see that..!



How does he recognize and identify things around him?.... That is a million dollar questions I am keen to know



An illustration of a schoolgirl with dark hair in pigtails, wearing a pink shirt and a blue vest. She is smiling and looking towards the viewer. A speech bubble from her contains the following text:

Assistive devices are like the spectacles our friends wear. Assistive devices help the persons with disability to do their work easily. I have drawn some on the board which are mainly used by people who are visually impaired/hearing impaired / deafblind.









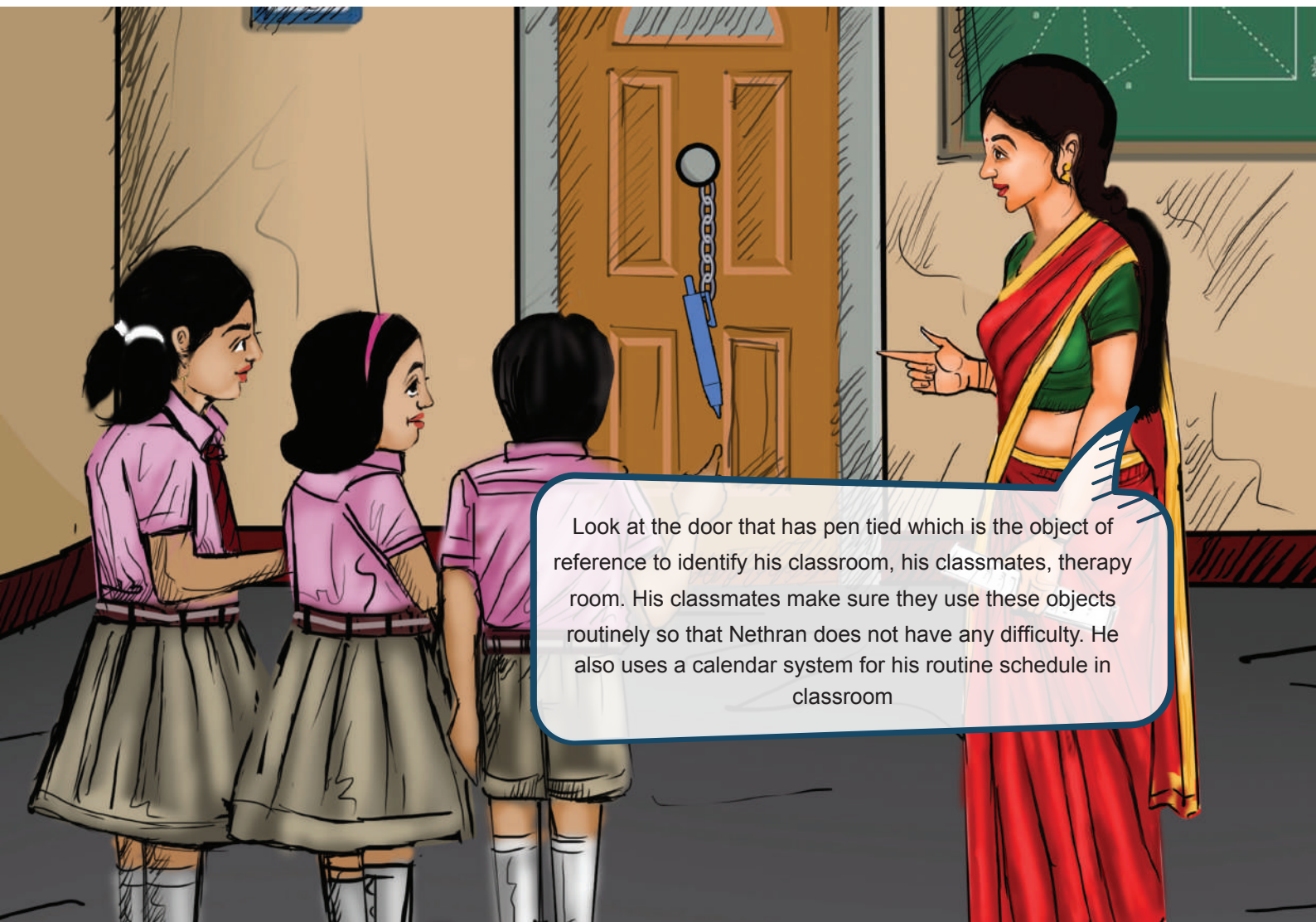
Santra! It is my bangles as a reference to identify me.
Nethran works well with tactile reference to identify his
classmate's chairs too!! Amazing isn't it!! I always make
my other students observe Nethran to know him better!!
You do too!!





Santra!! On observation what are the other tactile object cues used by Nethran...To learn this let us go outside

Sure Pooja!!



Look at the door that has pen tied which is the object of reference to identify his classroom, his classmates, therapy room. His classmates make sure they use these objects routinely so that Nethran does not have any difficulty. He also uses a calendar system for his routine schedule in classroom





Mmmm...mine
would be the ring
which I use in the
ring finger...!



Objects of reference are part of symbol system that helps
Deafblind children identify where they are or know what
is going to happen. A spoon to know snack/lunch time,
crayon for painting, ball to indicate outdoors



Yes, it's so true Pooja, as I have seen Nethran less anxious and less dependent on us!!



What is calendar system that teacher Aarthi mentioned. We can talk as we walk to Nethran's classroom..!





The first is "ANTICIPATION CALENDARS" that are used to teach concepts surrounding activities taking place in the immediate future or immediate past and typically uses baskets or boxes. For example use a spoon to indicate "TIME to EAT".

- When one or two routines/activities gets associated with locations, sounds, scents and actions. It helps build their memory of associations. For example object and activity, scent with person, etc. The child anticipates onset of routines based on object cues.
- Anticipation calendars acts appropriately with one or two objects when the familiar routine is worked on such as clucking the tongue or lips when spoon touches lips. The child anticipates onset of routines based on object cues.
- Child understands when routine is finished once it is placed in the finish box with guided action denoting finish.

This is the first step of building representations.



ANTICIPATION CALENDAR







EXPANDED CALENDAR

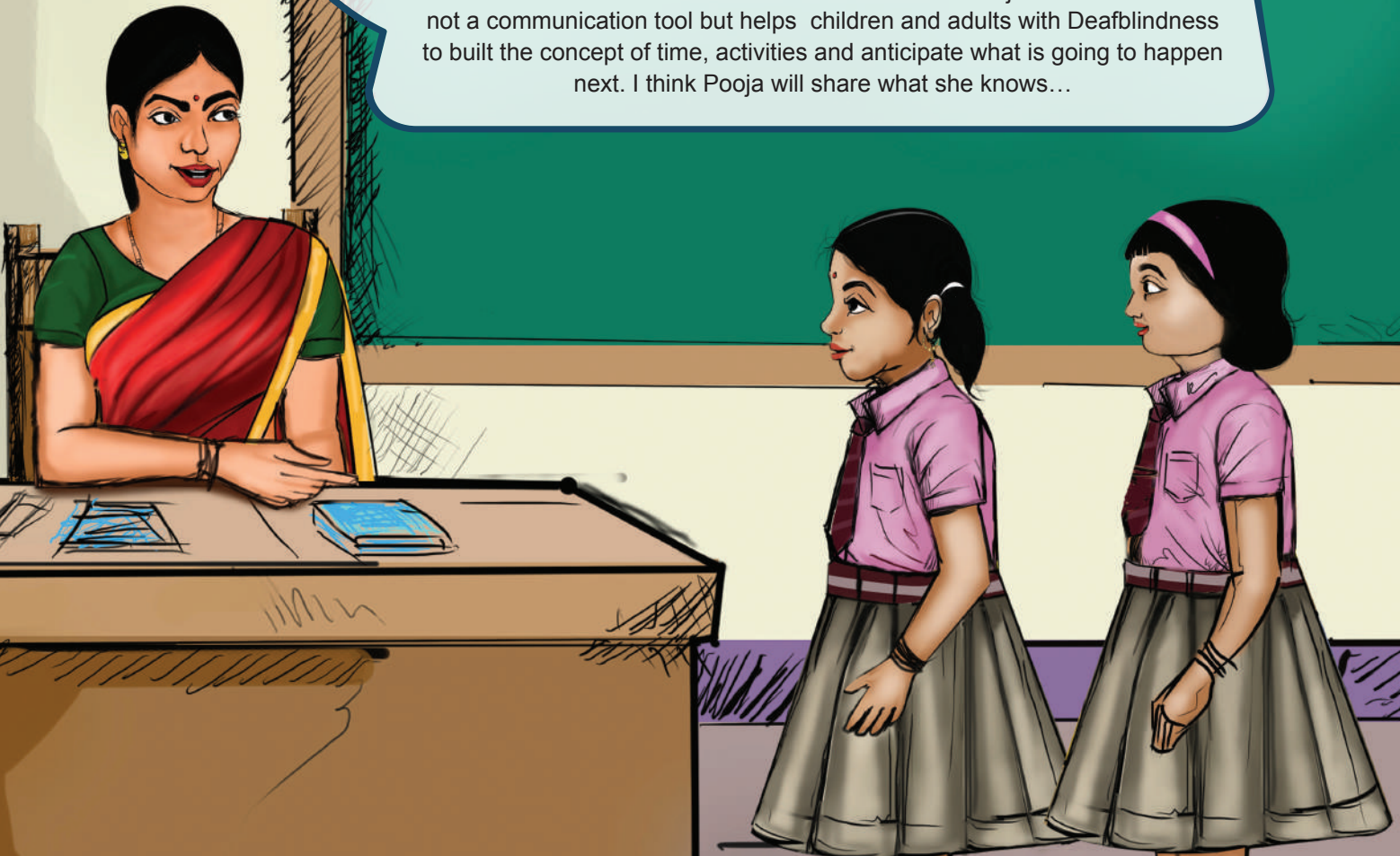
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
■	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	■	■	■

I will be starting on "EXPANDED CALENDAR" soon when Nethran is ready as it can help me to hold conversations with him on a daily basis where we can talk about what will happen as the week unfolds. The expanded calendar can go Week, Month or even a year. I will be able to tell him about the weather and how he has to dress accordingly or about festivals that went by or will be celebrated



Okay... now I understood how Deafblind children schedule and plan their activities on the daily basis and for the future

Santra!! Imagination is more important than knowledge. Am I right children. Then tell me how Deafblind children communicate. Objects of reference is not a communication tool but helps children and adults with Deafblindness to built the concept of time, activities and anticipate what is going to happen next. I think Pooja will share what she knows...



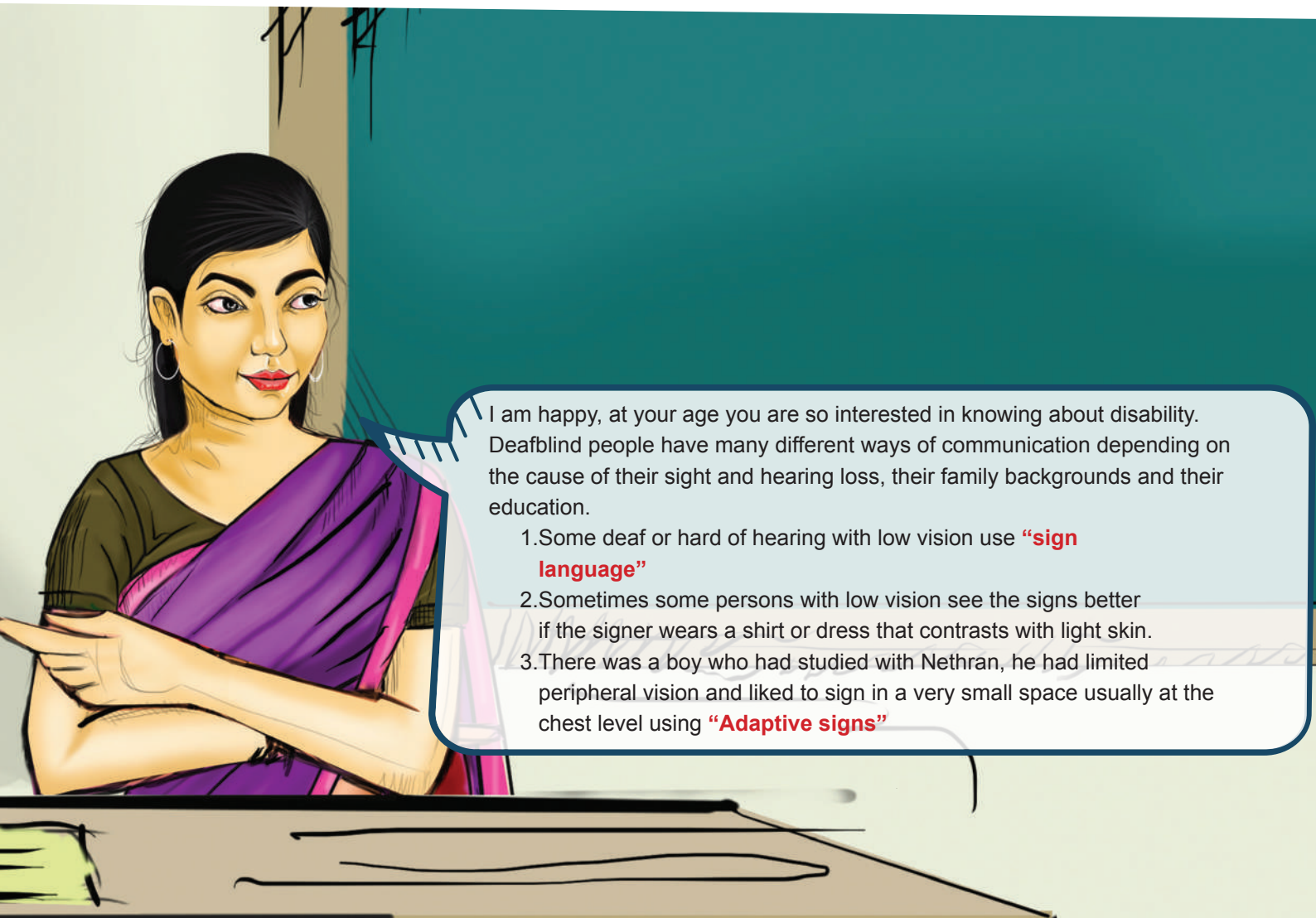
One day I want to be a teacher for children who are Deafblind







Namasthe
M'am!!



I am happy, at your age you are so interested in knowing about disability. Deafblind people have many different ways of communication depending on the cause of their sight and hearing loss, their family backgrounds and their education.

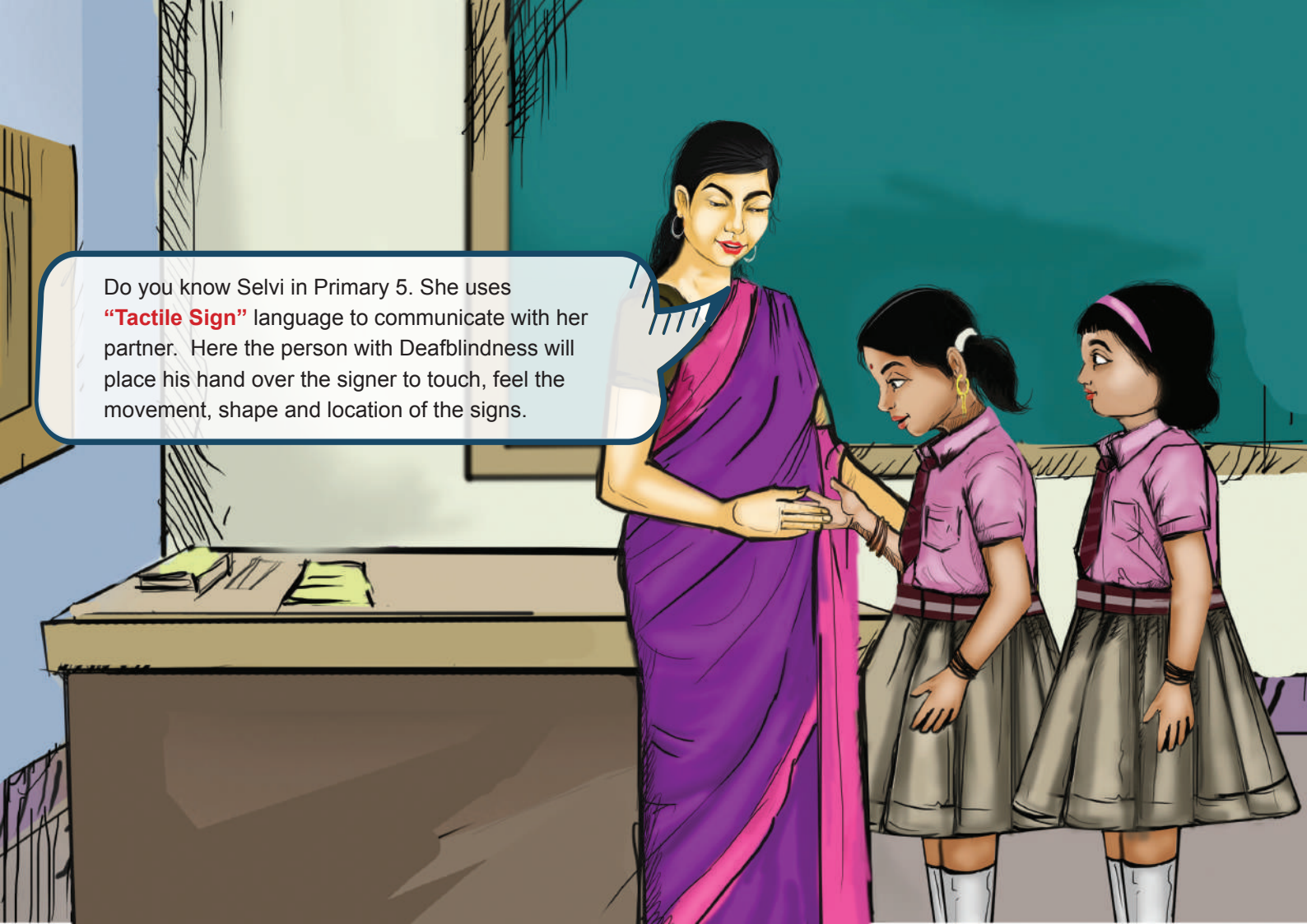
1. Some deaf or hard of hearing with low vision use **“sign language”**
2. Sometimes some persons with low vision see the signs better if the signer wears a shirt or dress that contrasts with light skin.
3. There was a boy who had studied with Nethran, he had limited peripheral vision and liked to sign in a very small space usually at the chest level using **“Adaptive signs”**



I had in my class one boy who was vision impaired but later around his adolescence he gradually lost his hearing. He did not learn how to sign so preferred **"Finger spelling"**. Some students place his hands on my finger spelling hand or on my palm to know what I am communicating.



Some deaf-blind people that with little or no usable vision would place the hand on the person's chin of the speaker and other fingers on the cheek of the person to "feel" the vibrations of the person's voice and movement of their lips. We call this method **"Tadoma"**



Do you know Selvi in Primary 5. She uses **“Tactile Sign”** language to communicate with her partner. Here the person with Deafblindness will place his hand over the signer to touch, feel the movement, shape and location of the signs.



M'am! Please tell me how will Nethran read and write?



Looks like you have all the qualities of a passionate teacher. Some students with usable vision with a magnifier can read if we provide reading materials in very large print. But students with vision impairment can read and write using “Braille” a tactile reading and writing alternative writing format. I usually start with Braille in the early years of the childhood, if the child can use both hands and fingers by themselves.

The **Braille** consists of “Six Dots” raised dots that can be used to read and write with a ‘stylus’. We also have a Braille typewriter called Brailier as shown below.



BRaille ALPHABET

English Version

ALPHABET:

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z	CH	SH	TH	

PUNCTUATION:

?	!	.	-
,	;	:	/
”	“	()	

NUMBERS:

--	--	--	--	--	--	--	--	--	--

--	--	--	--

Capital
Follows

Number
Follows

Decimal
Point



thank's mam!
it was so kind of you
to explain me all
these.....



SSA SCHOOL

Thank you Teachers! Many children like my brother Nethran and other children with special needs like Deafblindness are in regular education and also in special schools. CROSSING the DIVIDE between SPECIAL & REGULAR education is possible due to my teachers in the school. YO!! We can live, learn, play, GROW together!!

INFOBYTE

- Deafblindness is a unique disability that combines varying degrees of both hearing and visual impairment
- It is estimated that there are more than 100,500 persons with deafblindness/Multi-Sensory impairment (MSI) live in the southern region of India out of which, only 9,600 are getting some kind of education and rehabilitation services. A large numbers of deafblind people are currently remaining beyond our reach and are still in need of our services. Appropriate screening and early identification would enable deafblind children to receive appropriate care and reduce impact of dual sensory loss.
- The Spastics Society of TamilNadu (SPASTN), Chennai is the Regional Learning Centre on Deafblindness and is expanding services for Deafblind people in South India across TamilNadu, Telangana, Kerala, Karnataka, Andhra Pradesh, and Puducherry. The services of reaching out to persons with deafblindness is done through the project "From isolation to inclusion for persons with deafblindness" supported by Sense International (India) and funded by Azim Premji Philanthropic Initiatives (APPI).
- Sense International India, also known as Sense India was established in 1997 as the first national NGO in India to support the development of comprehensive services and training for deafblind people.
- Sense India has been actively engaged with persons with deafblindness and their families to promote their comprehensive development and helping them to be an active and contributing member of the society. They are working with more than 77000 deafblind children and adults through their 58 partners in 23 states, directly and indirectly all over India.
- Rights of Persons With Disabilities Act, 2016 (R.P.W.D) is a milestone in struggle for equal opportunities for disabled people in India. Rights of Persons With Disabilities Act, 2016 (R.P.W.D.) was enacted under the Article 253 of the Constitution of India read with item No. 13 of the Union List in which Multiple disabilities including deafblindness has been included as one of the types of disabilities.
- Sense International India **Deafblind Toll Free Number: 18002337913**



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