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Meaningful modalities

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Stellingen

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Meaningful Modalities

Stimulating the use of tactile-bodily interaction and communication in everyday situations with persons who are congenitally deafblind and their communication partners

door

Hermelinde Huiskens

1. The dependence on alternative communicative acts illustrates the '*communicative modality mismatch*' which is demonstrated, for example, in the interactive and communicative behaviors of partners that are non-attuned to the behaviors of persons who are congenitally deafblind (this dissertation).
2. Minimizing the negative effects of the communicative modality mismatch forms an essential prerequisite for interactive and communicative development, starting with training communication partners to adequately use the tactile-bodily communicative modality (this dissertation).
3. The key to encouraging the effective use of tactile strategies with children who are blind and have additional disabilities lies in the initial selection of strategies and in their consistent and accurate use throughout the child's experiences (Chen & Downing, 2006).
4. Selecting tactile strategies that fit an individual child who is visually impaired and has additional disabilities requires thought and observation (Chen & Downing, 2006).
5. Efforts to support emergent literacy and the development of literacy skills in children are among the most worthwhile of investments, helping to lay the foundation for a child's ongoing growth and development (Chen & Downing, 2006).

6. All congenitally deafblind people are potential communication partners (Hart, 2006).
7. Een narratieve gebeurtenis met elkaar delen is meer dan alleen 'een verhaal vertellen'. Het is een verhaal co-creëren waarin beide partners actief hun rol spelen en waar alles betekenisvol is voor beiden (Souriau, Rødbroe, & Janssen, 2008).
8. Het succesvol co-construeren van een verhaal over een gebeurtenis is afhankelijk van de bekwaamheid van de partner om de partituur te gebruiken die door de persoon met doofblindheid werd ontwikkeld tijdens de gebeurtenis zelf. De partner moet de verschillende onderdelen van de gebeurtenis benadrukken en/of afzwakken, in verhouding tot de manier waarop de persoon met doofblindheid de situatie heeft beleefd (Souriau, Rødbroe, & Janssen, 2008).
9. Het fundamentele vertrekpunt voor het communiceren met personen met doofblindheid is de bekwaamheid en de wil om een dialogische relatie met hen aan te gaan (Souriau, Rødbroe, & Janssen, 2008).