



**An Inclusive Communication Guide for Engaging with Deafblind
People**

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Deafblind Scotland is located in a specialist Learning and Development Centre specifically designed to support the inclusion of Deafblind people.

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Inclusive Communication Guide

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Foreword

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Why this guide is needed

As signatories to the United Nations Convention on the Rights of Persons with Disabilities the Scottish Government have given a commitment to ensuring that the full rights of people with disabilities will be recognised.

People who are deafblind are amongst the most marginalised and invisible within society leading to profound isolation and a wide range of unequal life chances. The lack of awareness of the diverse needs of Deafblind people within the services that provide the support necessary to grow, develop and lead a fulfilled life has been described as ‘both a cause and consequence of this lack of visibility’. Dorrie Moore, a past member of Deafblind Scotland was quoted as saying,

“Being Deafblind is like living in a cupboard, the only time the light comes on, is when someone does Deafblind manual on my hand, then they go away and the door closes.”

Deafblind Scotland’s vision is for ‘*a society in which deafblind people have the support and recognition necessary to be able to exercise their rights and fully participate in their communities as equal citizens*’.

This guide aims to address this issue of awareness and provide policy makers, service planners and providers with an insight into what it means to be deafblind alongside answering key questions and dispelling any myths that may hinder engagement. The guide also provides straightforward practical steps that can be taken to improve access to information and to open up participation opportunities that will enable

deafblind people to take up their place as equal citizens within civic and public life. This guide has been written in partnership with Deafblind Scotland members and has been informed throughout by the real daily challenges and lived experiences of Deafblind people.

Part One: Introducing deafblindness

What is deafblindness?

Deafblindness is the combined loss of both vision and hearing. For some people this may be a complete sensory loss whilst for others there may be some residual sight or hearing that can be used. Deafblindness has been defined in a number of ways but in understanding the impact on people's lives it is important that it is not thought of in terms of two single sensory losses as this uniquely disabling condition is greater than the sum of its parts. When an individual experiences a single sensory loss or are born Deaf they often cope by making the best use of their other senses however, with a dual sensory loss this coping strategy becomes less effective. Currently within Scotland there is no consensus on a clinical definition of deafblindness. In the absence of this a commonly adopted, helpful definition is that deafblindness is a 'distinct disability arising from a dual sensory loss of a severity that makes it hard for the impaired senses to compensate for each other'.

Deafblindness affects each person differently with some people having some residual sight or hearing that they are able to use and others being completely D/deaf and/or visually impaired.

The impact of deafblindness on everyday life

The combination of sensory losses can result in significant difficulties in areas of everyday life, including:-

- accessing information and learning;

- mobility and navigating the physical environment; and
- communicating and building and maintaining relationships (social connectedness).

Deafblindness can happen at different stages of life and the age of onset of a person's visual impairment and hearing loss can have a profound impact on the consequences of deafblindness. This is particularly the case in relation to communication and language development. It therefore can be important to distinguish between:-

- Congenital deafblindness – where a child is born Deaf with a visual impairment or where a child acquires hearing loss and a visual impairment at an early stage in life before the development of language. Occurring at a pre-lingual stage this form of deafblindness requires the child to develop language whilst deafblind.
- Acquired deafblindness - where vision and/or hearing loss is acquired during the course of life following language development, where language maintenance or adaption is the focus. An individual may already have one sensory loss and acquire a second during their life or both senses may deteriorate across life.

Levels of acquired deafblindness have been increasing as they are more prevalent among older age groups (around 30% of over 80 year olds experienced deafblindness to a degree where their communication, mobility and access to information is significantly affected), but where deafblindness develops in childhood this can have additional implications for families, educational outcomes and life opportunities.

How Common is Deafblindness?

As there is no agreed clinical criteria or thresholds for assessing when someone may be considered to be deafblind, the numbers of people affected are often underestimated and many people who experience severe difficulty with communication, information and mobility due to a dual sensory loss are not identified. Historically figures as low as 5,000 people in Scotland have been cited. However, wider international researchⁱ would indicate that at least 0.2% of a population will be Deafblind and a developed nation such as Scotland should expect to see between 0.3% (based on Ireland) and 0.8% (USA) of the population with Deafblindness to a degree that seriously impacts on their communication and social connectedness, ability to access information and orientation and mobility. In Scotland that would equate to between 16,000 and 43,000. An estimate that is more recently used is 34,000 and based on international research this seems a realistic prevalence rate. It is also of course a disability that will grow if the population continues to age.

More research and consensus on definitions and thresholds for diagnosis is needed which would enable a greater accuracy of incidence and prevalence rates. A central point of note is that deafblindness is often described as a low incidence disability, however when compared to other more 'common' conditions such as Parkinson's Diseaseⁱⁱ, even at the lower estimates it is at least as 'common'.

Living with deafblindness

There is no one group or identity of deafblindness, with different levels of vision and hearing loss, different use of language modality, different kinds and severity of additional disabilities and different medical causes making up some of the variables that make each individual's experience of living with deafblindness unique. Furthermore, the impact on an individual and their family is influenced by these many different factors in addition to: when sensory losses first began to develop; level of available and effective support; and other individual factors such as socio-economic circumstances. The support needs of someone who has been deafblind since birth will be very different to someone who develops a sensory loss later in life. For example: a person who is Deaf from birth, may have learned British sign language as their first language but when deafness occurs later in life a person may struggle to adjust to learn new communication skills.

Persons living with deafblindness frequently require support with:

- **Communication and Social Connectedness** - There are a variety of techniques and methods that facilitate inclusive communication. There is no standard way of communicating with someone who is deafblind, communication support needs will vary based on whether a person has prelingual or post-lingual deafblindness, which sensory loss developed first, and the level of residual hearing or sight. Many deafblind people become socially isolated due to factors such as a lack of access to support to navigate through the world, lack of inclusive communication approaches that would enable them to engage with others socially but also the stigma, discrimination

and exclusion that can be daily experiences of people living with a disability. However, this can be more complex for someone who is deafblind as communication is a key factor in connecting socially and emotionally with others. Where full and meaningful communication is not enabled then a social distance can occur that leads to profound levels of isolation. For many the resulting loneliness will be pervasive and can bring with it self-stigma and a further tendency to withdraw. This cycle of exclusion, withdrawal and isolation not only impacts on people's life chances but also on their health, mental health and well-being.

- **Mobility** - The ability to get around freely is essential to achieving equal participation and full citizenship. Some people living with deafblindness may have a guide dog, others may use a guide cane or a red and white cane indicating that the person has deafblindness, and for many people a Guide Communicator who can paint the whole environment picture for a deafblind person can be the key to engaging with surroundings in a meaningful as well as safe way.
- **Access to information** - Some people living with deafblindness have the support of a Guide Communicator who can be the eyes and ears of the person and help them to increase their engagement with and connect to their environment. This not only includes support with understanding their physical surroundings, but also communication support to access and process information whether in written form such as with books, posters, and digital equipment or in face to face interactions with others.

The Role of a Guide Communicator

Guide Communicators are specialist support workers who work to facilitate equity of access to information, inclusive communication, safe mobility and to open up opportunities for deafblind people to engage and connect with their community and society as a whole. They have to be flexible and responsive to the diverse support needs of the range of people who live with deafblindness. These services can significantly improve a person's ability to access opportunities that support growth and development and the realisation of a meaningful life such as education, employment, healthcare, and culture and recreational activities as well as democracy. A Guide Communicator will relay information without prior processing and will aim to paint a full picture of each and every situation and environment that a deafblind person finds themselves in. By being the eyes and ears of someone living with a dual sensory loss, they can be central in supporting that individual to have all the information that they need to be able to interact with the world in the manner of their choice. A Guide Communicator focuses on the full range of communication needs of each individual to enable them to have a quality connection with the outside world. This requires that this specialist workforce can adapt to a wide range of language modalities including Clear Speech, Lipspeaking, Sign Supported English, BSL, Tactile BSL and Deafblind Manual.

The support as described above can be a critical lifeline for someone living alone or with little social networks but can also have a positive effect on entire families – partners, parents, children, and extended family members through supporting a deafblind person to retain their role and status within the family.

Communication with deafblind people

The key to ensuring the equal participation and inclusion of deafblind people is understanding the diversity of communication support needs which if not accommodated will create barriers to engaging and interacting with people. There are a variety of techniques and methods of communication support, and there is no one single standard way of communicating with someone who is deafblind. Therefore, the communication support provided needs to be able to adapt to the individual and the specific setting.

Inclusive communication support needs will vary based on whether a person has prelingual or post-lingual deafblindness, which loss developed first, and the level of any residual hearing or sight. For example, a person who is Deaf from birth and later develops a visual impairment may still be able to communicate using British sign language if there is some residual vision or they may learn to adapt to use visual frame signing or Tactile BSL. Likewise a person with a severe visual impairment since childhood and who learned braille, will still be able to use braille if they develop hearing loss later in life.

The type of support offered may also vary depending on the setting. For example, what may be appropriate for one person in a one to one meeting could be very different to enabling inclusive communication when attending a conference or event where there may be lots of background noise and competing voices.

Many people who have acquired sensory loss across life will have found creative approaches to remaining connected with those around them and

often use a blend of methods of communication which may involve using a second person to help with communication, such as an interpreter or Guide Communicator.

Face to face communication

Some common ways of communicating face to face include:-

British Sign Language (BSL): The most common form of sign language in Scotland. It has its own grammatical structure and syntax, it is an officially recognised language in Scotland. When communicating with others without proficiency in these skills an interpreter can be employed to translate information through visual signs.

Tactile British Sign Language: 'Hands-on signing' to another who understands BSL or by using an interpreter to translate one to one using hands on touch and movement.

Visual Frame Signing: A form of BSL adjusted for people with much-reduced peripheral vision, and signed directly in front of the face.

Sign Supported English: SSE uses signs (the same as BSL) mainly to support spoken English, it is not its own language as it uses the same grammatical structure as English. It is particularly used in education when learning English grammar alongside signing, or by people who mainly mix with hearing people.

Deafblind Manual (Deafblind Alphabet): A tactile form of finger spelling where each word is spelled out on the persons palm using a specific manual alphabet derived from the BSL alphabet (Appendix 2 Reference for Deafblind Manual).

Block: Another form of manual communication in which English capital letters are drawn onto the palm of the deafblind person's hand.

Clear Speech: An effective and commonly used method of communication for people who have some degree of residual hearing involving ensuring that words are pronounced clearly and with adjustments to the surrounding environment if needed.

Lip-reading: Lip speakers repeat what is said in a way that can be lip-read easily.

Hearing Loop: a unique sound system used by people with hearing aids. The hearing loop provides a magnetic, wireless signal that is picked up by the hearing aid and/or cochlear implants.

Further information about types of communication support available at <http://www.deafblinduk.org.uk/typesofcommunication.html>

Printed communication: Letters and other written communication such as information leaflets and emails are a common way of providing information or communicating with people. Residual vision may make this possible if the size and font used is accessible. We recommend Arial 18 should be the minimum standard for writing to people with a sight impairment.

Braille: Braille is a tactile reading and writing system using raised dots so that a person can read with their fingertips.

Moon: An alternative to Braille, Moon is an embossed written system, using raised curves, angles, and lines rather than dots. This can be easier to learn for people who have not previously learned to use Braille as many of the symbols are similar shapes to written letters.

Assistive technologies: Modern computers, tablets, and mobile phones open up the world of communication for everyone including deafblind people. Some devices have built in accessibility tools for people with sensory losses. For example, people with residual hearing can benefit from audio description services, or Video Relay Services can help people with a hearing loss communicate in real time with a BSL interpreter via live video links.

Part Two: Engagement and Participation

Making Introductions

Engaging effectively for the first time with someone who is deafblind is of course the same in many ways as reaching out to any member of the public, however, there are some additional considerations to take into account:

- As you approach try to convey your presence, letting the deafblind person know you are there
- Indicate where you are with a gentle tap, preferably on their hand
- Identify yourself, who you are, your name, your position using clear speech if the person has residual hearing
- Spell your name using Deafblind manual on their left palm if the person is a deafblind manual user (see appendix 2)
- Make eye contact with the person you are talking to whether they have residual sight or not (not the Guide Communicator or Sign Language Interpreter)
- If the person hasn't understood your attempt to communicate - Repeat. Rephrase.
- Try another communication method if required, ask the person what will help. Other approaches may include, moving to an area with less background noise, writing things down in clear large print or using a mobile phone application.

When talking speak as clearly as possible, slowing down your speech if you normally speak quickly. Avoid talking over another person, it can

become very hard to follow a conversation if there is more than one voice and be aware of background noise.

Organising a meeting

When organising a meeting involving people who are deafblind it is important to consider what you can reasonably do before, during and after a meeting to help the person prepare, engage and process discussions. This will depend on what type of meeting you are organising, a brief one to one meeting will have different considerations to a larger or longer meeting, or event.

When planning your meeting you will need to consider

- How you will invite deafblind participants
- Inclusive communication approaches and support needs
- Location and physical environment

Communication with Participants

Whether you are planning an event or a face to face meeting good communication, in advance of, during, and after the meeting or event is key to ensuring successful participation.

Before the event

Where possible, find out each person's preferred method of contact e.g. letter (check the format they require), email, friend or family member, telephone conversation via contactScotland and what time of day is best, e.g. on the phone out of office hours. When discussing communication

support needs, people will know what works for them ask for detailed, specific information about their communication support needs both in terms of making contact and what will be required at a meeting or event.

Letter

Many people will still prefer to be contacted by letter. Ensure that letters are accessible, Deafblind Scotland defines **print sizes** as follow:

- Large Print (LP) 18
- Extra Large Print (XLP) 22
- XXL 36
- XXXLP 42
- XXXXLP 60

Some people may prefer a specific font style or colour or for letters to be sent in alternative formats such as braille or moon. Plain English should be used in all communications.

Best Practice for Plain English:-

- Avoid jargon and technical language, explaining complicated terms that must be included.
- Use shorter words and sentences, only communicate one point in each sentence (sentences should be around 15 – 20 words).
- Consider the points you want to make and present them in a common-sense manner.
- Plain English is not oversimplifying or change the meaning of your writing, it does help to convey your message in a concise accessible manner.
- Detailed information on Plain English can be found on the Plain English Campaign website <http://www.plainenglish.co.uk/how-to-write-in-plain-english.html>

Email

Email is also an option for many people. For most people it is best to use plain black text on a white background, a minimum 18-point Arial font. Some people may have assistive technology that can translate text to speech. Video or audio messages can be attached or embedded into emails if BSL or clear speech is preferable. It should be noted that applications that translate text to speech often can't read text from pictures such as pdf. So if a picture is being sent even if this has some form of description embedded such as with maps it will need to be described in text format underneath of above.

Smart phones and tablets

Many people will use smart phones and tablets to support communication. This may include text, audio and video messaging services and such services can also be useful in providing meeting reminders.

Video Relay Service

contactScotland are funded to facilitate BSL communication between any service provider and the D/deaf community. The service does not replace an interpreting service, but can provide a video relay appointment service to facilitate communication remotely to book and cancel meetings and appointments with public, private and voluntary bodies. The service is App based and the person must have the App to access the service. More information available at <https://contactscotland-bsl.org/>

Organisations and Local Groups

People may attend local sensory impairment or Deaf groups or be members of a range of organisations who can help with notifying people about local events, this can be a very good way of advertising and recruiting people to participate in focus groups or attend consultation events.

Additional considerations

Consider any reasonable adjustments that may help the process. Some examples may be:-

- providing double length appointments for face to face meetings
- appropriate space if using BSL interpreters, or tactile interpreters and seating arrangements that ensure that the tactile interpreter is able to sit alongside the deafblind person or a BSL Interpreter is able to sit opposite. Adjustable lighting is also important, not only in terms of a well lit room but in ensuring that interpreters are not sitting in front of the glare of a window or computer screen.
- Consider breaks if meetings are likely to be longer than 30 minutes
- If meetings are longer, larger or more complex more than one language professional may be required. When booking a language professional such as an interpreter or an electronic notetaker it is important to describe the length, size and scope of any meeting to enable them to provide the right level of support.

When inviting people to a meeting ask them about their communication support needs beforehand. The individual will know best what works for them.

Inclusive Communication Support Needs

You have a duty and responsibility to provide inclusive communication support for people attending meetings and events. Communication support requirements will vary depending on whether you are meeting one individual or a larger group of people, a focus group, or even a larger event where there may be multiple considerations. With a group of deafblind people there may be a number of different preferred or required communication methods.

When inviting people always ask about their communication support needs, this will help ensure you provide the appropriate and preferred support for people attending this can include:-

- Electronic note takers
- BSL interpreters
- Deafblind Manual Interpreters
- Guide Communicators to support people to and from and during meetings
- Tactile BSL Interpreters
- Face-to-face spoken interpreters (lip readers, clear speech)
- or any other communication support methods that may be appropriate and people are happy to use.

Communication support during the event

Check in with people to ensure that any communication support or adjustments are working for them. If not, ask what could be done differently. At larger events have an easily identifiable person to raise issues with can help overcome difficulties on the day. Technology can fail so it is best to pre-test loop systems and maintain these regularly. Equally

there can be issues arising related to interpreters such as seating arrangements where people may not be able to properly see interpreters. Deafblind people who have residual vision may be able to use an interpreter but only if they are within their visual frame. Ensuring that there are seats in the front row of an event set aside for deafblind attendees can minimise difficulties.

Asking for feedback

Always ask for feedback and give people options of how they can provide feedback in accessible formats. Listen to any feedback particularly about what worked well, and any suggestions about what could improve communication support.

Location and physical environment

Under the Equality Act 2010 you have a duty to ensure that the meeting venue, room or location is accessible to people with disabilities. There are many ways the meeting space and location can impact on how effectively people can access and participate in your planned meeting or event. For deafblind people this might include how easy it is to move freely around the building, adjustable lighting, a loop system, accessible toilets to name a few. Good forward planning will help to ensure your venue is as accessible as possible. Accessibility is not just about being able to get into, or navigate around a building, it is important to consider how people will travel to the venue. Some considerations include:

Directions to the venue: How easy is the venue to find? Is it well signposted? Can you make it easier by providing clear directions for

different modes of transport, maps and pictures of the venue / key points of the journey?

Public transport: Is the venue easily accessible by public transport? Does the meeting time suit public transport timetables? Public transport may stop or offer a reduced service in the evenings. Is the public transport accessible for people who use wheelchairs?

Taxi Service: If people require a taxi do you have an account with a local company, if so, are you able to book taxi's in advance?

Parking: Is parking available near the front entrance? Are there disabled parking spaces? Can you reserve parking spaces for people attending meetings?

Approaching the building: Is the path to the building entrance well maintained with flat, even surfaces suitable for someone with limited vision or fully visually impaired and using a cane or being guided? If there is an accessible entrance is this in a different location to the main entrance?

Venue Facilities

As well as being able to find or navigate around a building, you have a duty to consider how appropriate and accessible facilities are to meet the needs of people with disabilities, including people who are deafblind. Requirements will be dependent on purpose and people attending. A few questions to ask are:

- **Is an accessible toilet available?** Not every deafblind person will require an accessible toilet, however it will be good practice to arrange events in venues that can meet a broad spectrum of needs.
- **Due the fire alarm have a Visual (flashing) feature?** Features such as this can alert D/deaf or hard of hearing people of a fire. If not, consider what you need to do in case of a fire alarm.
- **Is there a loop system?** Is this available within in the meeting room or venue for hearing aid users? If so, is it working, and will someone be available to show you how it works? Avoid meeting rooms or venues that have unnecessary noise distractions as background noise and interference can make it harder to hear clearly. Room acoustics can also make a difference, so large rooms with high ceilings that echo are best to be avoided although this may not always be possible.
- **Is the lighting appropriate?** Good lighting can make a big difference for people. In large meeting rooms bright light sources shining directly towards people can make it difficult to see. Avoid glare, particularly on screens and displays. In face to face meeting avoid sitting in front of a bright window, the background light can make you difficult to see, and may affect a person's ability to lip read or see facial expressions. Blinds are useful on windows to reduce glare.
- **Does the room layout support inclusive communication?** The layout of a room is very important to ensure that people who are deafblind can participate safely and effectively. Ensure that the room is safe to move around and that there are no trip hazards. Placement of chairs will be important if using an interpreter. For example, with a BSL interpreter, placing chairs in a position where both the speaker, and the interpreter are in the same field of vision

will be easier for the participant, with a hands-on interpreter it will be important for the interpreter and participant to be sat next to each other.

- **Are accommodations being made for Guide Dogs?** Some people who are deafblind use the support of a Guide Dog and it is important to take into account the needs of the dog as well as the deafblind person. Be aware that accommodation of Guide dogs is not a privilege but a right under the Equality Act 2010. It is important to ensure comfort breaks for the dog particularly during longer meetings and availability of water bowls. Meetings should be held in areas where there are nearby areas for dogs to be walked during breaks.

Good practice in meetings and events

Smooth and effective running of a meeting or event can make all the difference in effective participation. Ensure you have a confident chair facilitating the event and event support team who are deafblind aware. They should consider pace, language, access to written documents and audio-visual aids.

One speaker at a time: Try to ensure only one person is speaking at a time. This could be done by requesting people raise their hand if they want to speak. You could risk important information being missed if everyone talks over each other. This is important for a deafblind person who may be trying to follow discussions with residual hearing but also for interpreters who are relaying the information.

Speed of speech: Speak in your normal tone, at your normal pace. The interpreter will tell you if you need to pause or slow down. If you use a word that the interpreter is unfamiliar with, he or she may ask you to spell it.

Clear Speech: Face the Deafblind participant in a well-lit area, get the distance right and use a firm, clear voice. Try and use plain straight forward language. Don't use jargon. Avoid distractions like chewing gum or hands gesticulating.

Reading time: If handouts or a power point presentation is being used it is impossible for a deafblind participant to read the handout and watch the interpreter at the same time. Allow a few minutes reading time before you start explaining or discussing the document.

Explanations: Try to avoid acronyms, abbreviations, idioms and initials as this can be hard to interpret if the meaning is not clear, so explain them as you use them. You don't want the deaf person to miss out on any important information.

Appendix 1

Guide Communicators

Deafblind Scotland can provide accredited Guide Communicators to support people attending meetings and events. Currently the service is available free for people living in Lanarkshire, Greater Glasgow or Lothian Health Board area and is funded by the NHS

To book a Guide Communicator contact: 0141 7776111

Interpreters

BSL Interpreters can translate quickly and accurately between spoken English and British Sign Language (BSL). They will work in a variety of situations (medical, legal, meetings, workplace, conferences etc.) to ensure that all parties communicate effectively with each other.

To find a BSL Interpreter contact:

<http://www.sasli.org.uk/directory/>

Electronic Note Takers:

Electronic notetakers may provide a useful service for someone who has residual sight. Electronic Notetakers take notes on a laptop. This service can be used in large meetings or events to relay the information onto a large screen or as a one to one support through using two devices – one for the notetaker and one for the deafblind person. The operator types a summary of what's being said into the computer and the text appears on the Deafblind person's screen. This allows the deafblind person to interact with the operator and add their own notes.

To book an Electronic Notetaker here are some organisations to contact:

www.signlanguageinteractions.com

http://www.deafaction.org/our_services/electronic-notetakers/

Online Interpreting Services

Online services enables BSL users to communicate through a mobile device such as a smartphone or tablet or desktop computer, signing via

the camera to the online BSL/English interpreter, who in turn calls (phones) the public, private or third sector organisation and relays the call between the two.

Video Relay Service

contactScotland are funded to facilitate BSL communication between public, private and voluntary sector bodies and the D/deaf community. They do not provide interpreting services, but can provide a video relay appointment service to facilitate communication remotely to book and cancel appointments. The service is App based and the person must have the App to access the service

Contact:

Sign Language Interactions

112 Cornwall Street South

Kinning Park

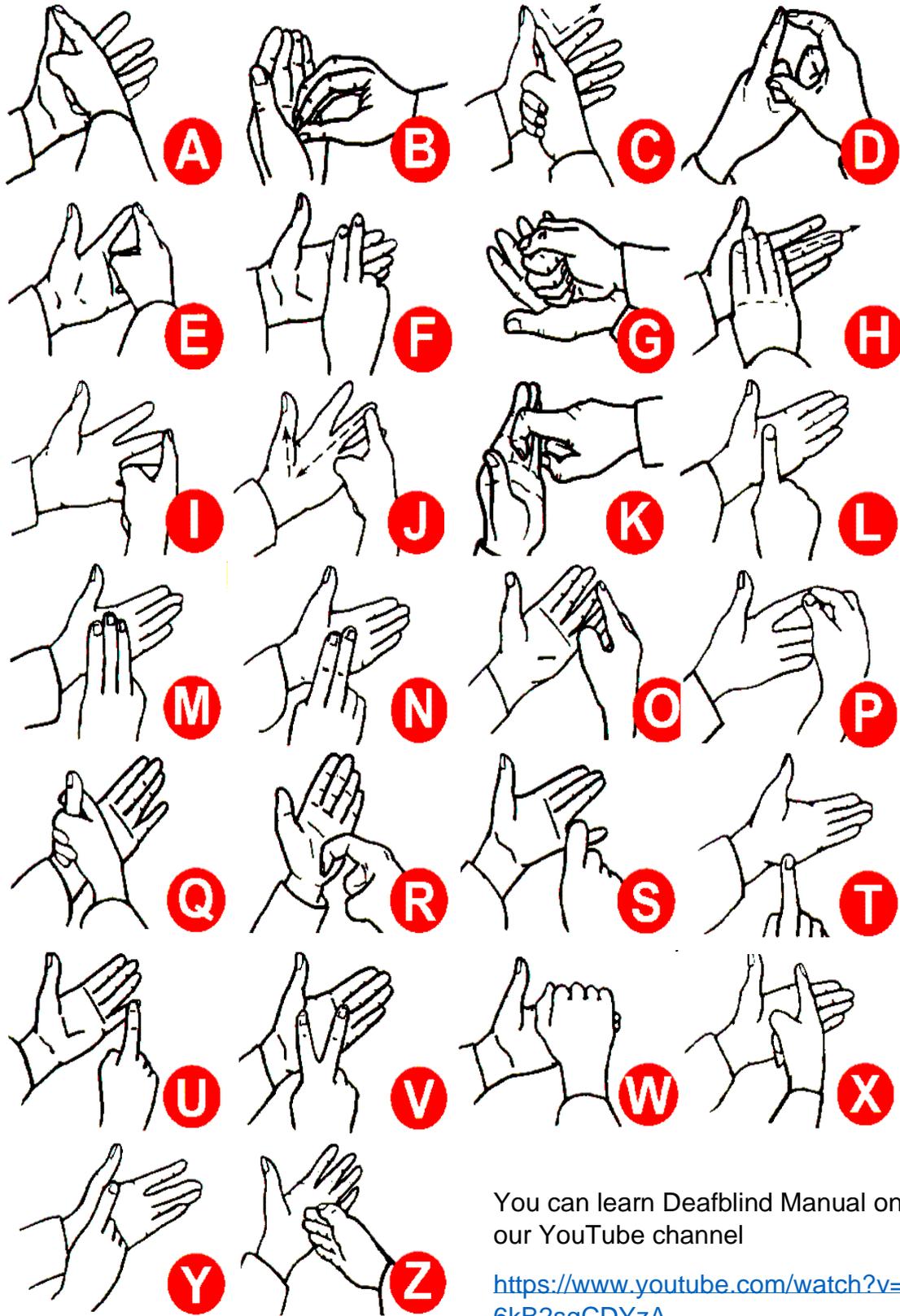
Glasgow G41 1AA

T: 0333 344 7712

E: admin@signlanguageinteractions.com

M/SMS: 07970 848868

Appendix 2



You can learn Deafblind Manual on our YouTube channel

<https://www.youtube.com/watch?v=6kB2sqCDYzA>

Further information:

ⁱ World Federation of the Deafblind, *At risk of exclusion from CRPD and SDGs implementation: Inequality and Persons with Deafblindness*, 2018 [Online]. Available at:

https://senseinternational.org.uk/sites/default/files/WFDB_complete_Final.pdf

ⁱⁱ Parkinson's UK, *The incidence and prevalence of Parkinson's in the UK Results from the Clinical Practice Research Datalink Summary report*, 2018 [Online]. Available at:

<https://www.parkinsons.org.uk/sites/default/files/2018-01/CS2960%20Incidence%20and%20prevalence%20report%20branding%20summary%20report.pdf>

ⁱⁱⁱ Dammeyer J, *Deafblindness and dual sensory loss research: Current status and future directions*, *World J Otorhinolaryngol*. May 28, 2015; 5(2): 37-40