



An Investigation of the Effect of Social Interaction on Children with Congenital Deafblindness in the Home and School Environments

1. Research Question:

What factors influence social interaction with children who are congenitally deaf-blind in the home and school environments in Malawi?

2. Background

The children with deafblindness have difficulties for accessing information, interacting, communicating and socializing with other people which create danger and discrimination in the home, school and society



3. Theoretical framework

Human beings are social animals; they express their feelings, emotions, thoughts and concerns. Linell (1998) stated that the concept of dialogicality deals with human cognition and communication, dialogism deals with human and social sciences and dialogue is a way in which people relate, interact, with each other.



Learning independent skills

4. Method

Observation, interviews, videos analysis and focus group discussions were used as a means of collecting data



5. Results

Chisombezi deafblind communicate with the children at the school in different ways. Social interaction is done through bodily action, emotional expressions laughing and crying. The deafblind people should be given chance to display their feelings and they should also be given chance to explore things which can help them to develop their communication skills.



Activities that promote social interaction

6. Conclusion/discussion

The instruments which are developed in Europe are also useful in Malawi.

Dialogue and dialogicality, dyadic and triadic interaction had shed more light on the study conducted in Malawi



Children with deafblind have similar patterns of interaction just the same as any other child. The larger society has to be ready to assist them to understand their world better.



References

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