



## EDITOR'S PAGE

We are proud to present the sixth issue of the Journal of Deafblind Studies on Communication. Despite some difficulties in the editorial support, for which I apologize to all the authors, we succeed to bring this issue out. It contains five articles as well as interesting features and commentaries.

In this issue we have two interesting articles of Anstein Gregersen again, who published also in the fourth issue of our journal. Anstein Gregersen is the father of Kasper, who passed away a few years ago, and who inspired his father to write two articles for us the educators and communication partners of persons with deafblindness. The style of these two articles are according the rules of philosophical science and philosophical journals. So the lay-out of these two articles are different than the style of the articles you are used to in Social Behavioral Sciences. I just wanted to explain that in this editor's page. I am very honoured that the author submitted these articles to our journal because we can learn a lot of these contributions, which will become clear later when you have read them.

The first article in this issue is a systematic literature review about video-feedback interventions for improving interactions in individuals with congenital deafblindness. The literature was analyzed in terms of intervention landscape and procedure, research methodology and outcome. Results showed that a variety of video-feedback interventions are being used with all age groups of people with congenital deafblindness in varied settings and with varied communication partners. While the review revealed positive outcomes of the different interventions, which consisted in most cases of multiple types of coaching besides video-feedback, it was difficult to determine which factors exactly contributed to the positive outcomes.

The second and the third contribution are two in philosophical style written articles by the same author and those two articles are connected closely to each other. The first contribution paves the way for the second. In the first article the author takes the readers with him towards a perceptual perspective. The title is quite a wake-up call for us as educators: "Are we getting to all that matters? The need for perceptual guidance". Congenital deafblindness affects perception of the environment. Therefore it would be beneficial if a child with congenital deafblindness was perceptually directed by a seeing and hearing person. In this article it is argued that such a perceptual guidance is only acceptable if the leading partner in perception is agency

sensitive. Concepts of joint perception, culturally sensitive organizations of perceptual fields and a dynamic back and forth mode of leading and exploring are introduced and explained. Then in the second article the author presents “A Model of Perceptual Guidance”, aiming at giving a child with congenital deafblindness perceptual access to the social world. It explains that perceptual guidance had two facets. The first is a bodily dimension where child and partner interact so that they create a joined bodily orientation to the world. The second is that partner and child show each other ways of organizing their overlapping perceptual field with arms and hands. The resemblance with aesthetics is being made: exploring and judging and discussing are seen as an effort at creating community through showing each other how we experience the world.

The fourth article is a practice report about how two young adults can learn through meaningful outdoor activities. One person is congenital deafblind and the other young man is blind and has difficulties in verbal expressing himself. This article reflects on a long term and on-going project that used the Scandinavian “friluftliv” (nature living) concept and meaningful work in the outdoors as a medium for language development. The physical nature of the project was key to both participants developing tactile language.

The fifth contribution is from a Master student of the Master program Communication and Deafblindness at the University of Groningen, who started after her study as a Phd student in the field of deafblindness. In her article a research project is described in which the researcher wanted to investigate whether introducing newly qualified professionals to a specific theoretical model ( The Real Space Blend Model) would help improve their competences in interpretations of gestures and in the meanwhile reduce the gap between newly qualified professionals and expert professionals. A comparison between certain competences of the new professionals and the expert professionals was made. An interesting conclusion was that the training did improve the competences of the newly qualified, and that on the other hand the expert professionals experienced more difficulties to use this new model because they were used to work with another model. Different motivations lead to different outcomes.

In the Features and Commentaries part you find some very interesting reports: two conference reports, one about the 17<sup>th</sup> DbI World Conference in Australia and one about the DbI Young Researchers Conference in St-Petersburg Russia. Furthermore contributions are written about the alumni seminar and the graduation day of the Master on Communication and Deafblindness in September 2019 and about the preconference of the DbI Communication Network in Australia.

We are delighted that we succeed to publish this issue, thanks to the lay-out support of Anne Boek and Lisanne Cohen. We would like to thank all the authors for their interesting contributions and their patience, and we hope you enjoy reading!

**Marleen J. Janssen**  
**Editor in Chief**