

Format Outdoor Activity

example mudflat hiking

Things to think about during the activity:

- Follow the person with deafblindness in all his movements and communication
- Name the expressions you are seeing
- Respond to those expressions
- Give the person with deafblindness the opportunity to respond
- Use the power of repetition (both during activities and in communication)

Short description

Bart (client) and Mees (caregiver) are going mudflat hiking at Lauwersoog. It is such a long way to drive that we are staying in a local cottage for two nights. As Bart does not have a visual idea of mudflat hiking, this must be preceded by preparatory activities at home, in order to prepare him as properly as possible.

Who are involved and what is their role?

Bart: participates in all the activities. Visually impaired, deaf, physically mobile, communicates using some gestures, objects of reference.

Mees: caregiver, joins in and organises the mudflat hiking event.

Mother of Bart: takes him on a trip to the seaside, knows an artist who helps with the artwork/objects of reference: 'the box tray'.

Other caregivers: also carry out participatory activities with Bart, at Mees' instruction. Perhaps yet another caregiver-clients couple will join in.

Sub-activities:

1	Mees tells Bart about the bigger picture: we are going mudflat hiking (with gestures, signs, and the box tray).
2	Bart is playing with sand in the sand box (first with Mees, then with the other caregivers).
3	Buy mudflat hiking shoes (for both Bart and Mees).

Bartiméus:

4	Bart and Mees will go on 3 walks on the sandy soil nearby wearing mudflat hiking shoes.
5	Going on a beach walk with mother (wearing mudflat hiking shoes - walking in shallow seawater). Eating oysters.
6	Mudflat hiking activity + spending the night. Locally gathering oysters, taking them to the cottage and eating them.
7	On their return home, they tell the caregiver on duty all about it.
8	Mees and Bart make a work of art as a memory.

How to communicate before, during and after the activity?

Body language

(tactile) gestures

Referential objects

Spoken language

(visual aids) Pictures/ picto's

Other communication

An important way of communicating is that of doing things together, experiencing them together. Bart does communicate, using some objects of reference and gestures, but mainly in the moment —something that we must utilise.

Mees tells Bart about the mudflat hike, using a combination of new and known gestures. He introduces a tray divided into compartments (the box tray), which will become the basis for the art work he and Bart will make together about their mudflat hike. This is also an object of reference (item for the box tray) related to the activity. Every time one of the activities is done, the related object of reference will be used in the communication.

Bartiméus:

Announcing the activity is usually done using pictograms. A new pictogram was made for this activity — see the illustration below — which is to be used for all activities related to mudflat hiking. The tray is kept in Bart's room. Other caregivers can also use the tray when talking to Bart. Each time, after the various activities, another object of reference is added to the tray. Also important is the fact that Bart can remove the objects of reference from the tray and take them to use when talking to his caregivers.

Please note that, at this point, no sand should be added to the tray. This is done after the mudflat hike, when it forms the base of the tray! All the objects of reference are then placed on top of the sand.

Do we need new words and/or forms of communication?

Body language

(tactile) gestures

Referential objects

Spoken language

(visual aids) Pictures/ picto's

Other communication

Box tray with compartments (made by artist)



Objects of reference:

- mudflat hiking shoe
- sand
- shells, crabs' legs, rope, etc. ('beach treasures')
- oyster shell
- oyster knife

Gestures:

- sea
- beach
- oyster
- us together
- yesterday
- Tomorrow

Bartiméus:

Picto : beach



How to relive shared memories?

When, how often – name dates

Which materials will you use?

Will you involve others in sharing memories and how

After returning home:

Talking with the caregiver on duty about what you have been doing together, using gestures as much as possible in a three-way conversation. Also use as many objects of reference as possible, such as an oyster you found, cracked and ate together during the hike. Giving Bart a large role in narrating the story is also important.

Mees also writes a brief report, to provide information and help other caregivers when they talk with Bart about his mudflat hiking trip. In addition, Mees calls Bart's mother to tell her about how the trip went.

Then:

The sand is distributed over the box tray and the various objects of reference are placed on the sand: the hiking shoe, oyster shells, oyster knife, the beach treasures and any other tangible souvenirs (e.g. things related to the cabin).

Together, once more recount the story, using all the objects of reference in the box tray and then say goodbye.

Afterwards:

Bart is able to return to the box tray at any time and feel the objects of reference. As caregiver, if you see him do so, you can join him and ask questions about his mudflat hiking trip. During Mees' first shift after the hike: tell the other caregiver on duty about the hike, together with Bart.

When Bart's mother comes to visit, Bart and the caregiver on duty tell his mother about the trip, using the box tray.

Bartiméus: