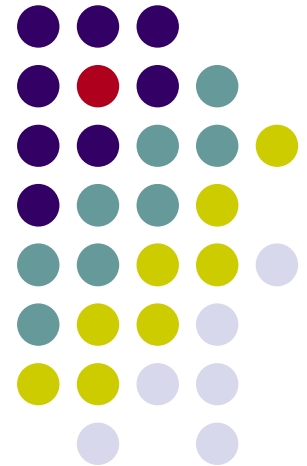
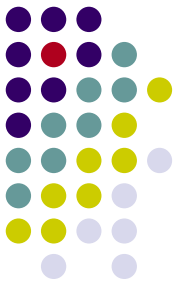


# *The Nordic Project*

**Birgitte Ravn Olesen, Roskilde University  
& Ole E. Mortensen, Information Center for  
Acquired Deafblindness**

Plenary presentation, ADBN seminar, 4 November 2007

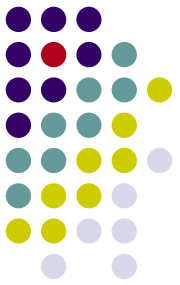




# *Organisation of project*

- *A systematic compilation over a 5-year period*
- *Denmark, Sweden, Norway, Iceland*
- *20 deafblind persons – 8 Usher type I, 12 type II*
- *Interviewed six times by deafblind counsellors and other professionals in the field*
- *Anchored at the Information Center for Acquired Deafblindness*
- *Nordic steering group (incl. associations for deafblind people)*

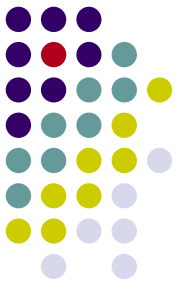




# ***O v e r a l l o b j e c t i v e***

*To gather insight of the consequences of a progressive hearing and vision impairment and generate new knowledge for use by professionals and others involved in counseling deafblind people, their relatives and care professionals*

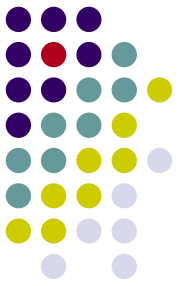




# *Individual perspective*

- everyday life
- family and friends
- leisure activities
- and expectations, considerations and reflections in relation to the Usher diagnosis

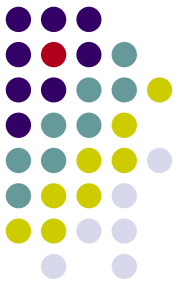




# *Societal perspective*

- local environment
- work and colleagues
- educational possibilities
- transportation and
- other elements which influence general possibilities of participating in social life.



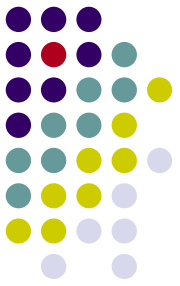


# *The project*

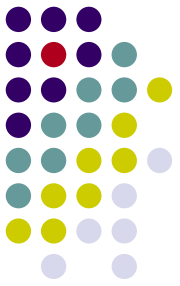
- A narrative about how different people with Usher diagnosis live their lives
- How they need to be met in different ways by all the people that they may become dependent upon in different ways as their impairment progresses



# Nordic project "Experiences from people with deafblindness"



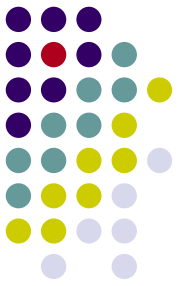
# *Topics*



- Theory and methods
- Receiving a diagnosis
- Getting support
- Being active
- Getting an education and work
- Narratives of everyday life



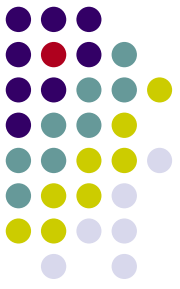
# ***Getting an education and work***



“For a person with such a serious disability as mine, in spite of principles of positive special treatment, it will be difficult to get work and so it is important to have competences which can weigh against people’s prejudices about the disabled.”

*(Signe, 19, moderate hearing and vision impairment)*





## *Signe's preparations*

- She met the study guidance department where she presented her requirements
- She walked around at the university many times before the beginning of the study
- She asked for and was given a portable computer
- She ensured the reservation of a place in the auditorium and the presence of an FM device



# *Compensation that Signe didn't want*



- Interpreter or companion in connection with study activities
- A special light next to her place in the auditorium
- Something else that she does not remember

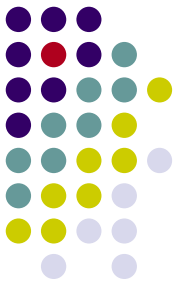


# *Signe gives up*



“I had to give up my beloved subject. It is sad in a way, but I can always re-apply.”

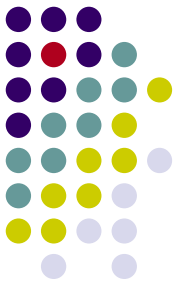




# ***How can the booklets be used?***

- Use "Worth considering" in the booklets
- Discuss the stories in the booklet  
"Narratives of everyday life"
- Experiment with the "Life story and Competence oriented" interview method

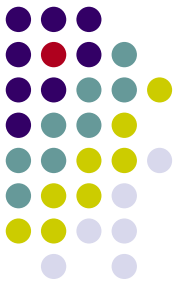




## ***One informant said:***

”I have thought a lot about what the project has meant to me. I have discovered new angles of myself. Occasionally we have had discussions and I have thought a lot about them afterwards (*long pause*). I have had some things confirmed when we talk together like this. I think it has been positive and instructive. You learn to see things differently.“





## *He continued*

“A social counsellor only works with problems, for example transport. We never talk about my everyday life, my routines and my network. I have never spoken about those problems either to a psychologist or to a social counsellor. They just look for a problem and then talk about it over and over again.”

