SOCIAL PEDAGOGY. SOCIAL WORK

СОЦІАЛЬНА ПЕДАГОГІКА. СОЦІАЛЬНА РОБОТА

THE ROLE OF MEDIATORS-EDUCATORS AS ACTIVATORS OF LANGUAGE SUPPORT FOR PEOPLE WITH DEAFNESS

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It starts from the need for an approach relating to linguistic mediators as a support for people with special educational needs, specifically for people with deafness. To introduce and explain the main concepts of mediation, linked and declined to deafness conditions, considering the difficulties of deaf subjects, their possible accompaniment in a "Life project" logic and perspective and the use of these devices in educational paths and work to support.

We try to understand how the people we interact with and categorize as "different", face life, face it and adapt to situations according to their needs, according to their needs, taking into account their deficit, in the specific case, deafness, and taking into consideration the difficulties, the efforts of a daily, social and institutional institution, can be faced and not become a perpetual complication. The interest of the figure of linguistic mediators, who work with deaf subjects, in order to set up and develop inclusive perspectives that give quality to the paths and that allow to overcome the idea that there are destinies marked by the fact of being born disabled or being reached from disability.

Key words: *disability, deafness, mediation, life plan, education, people with special educational needs.*

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РОЛЬ ВИХОВАТЕЛІВ-МЕДІАТОРІВ В ПІДТРИМЦІ МОВНОЇ АКТИВНОСТІ ЛЮДЕЙ З ГЛУХОТОЮ

Д. Аргіропоулос

Процес підптимки починається з необхідності застосування спеціальних підходів, що стосуються мовних медіаторів, які здійснюють підтримку людей з особливими освітніми потребами, зокрема, людей з глухотою. Стаття має на меті ввести та пояснити основні поняття посередництва, пов'язані з глухотою та характеризують умови глухоти, враховуючи труднощі суб'єктів, їх можливе супроводження логікою та перспективою "життєвого проекту" та використанням цих інструментів у навчальних шляхах та роботі вихов补ателя підтримки.

Ми намагаємось зрозуміти, як люди, з якими ми взаємодіємо, і класифікуємо їх як "різних", стикаються з життям, з іншими людьми та адаптуються до ситуацій відповідно щодо власних потреб, враховуючи існуючий дефіцит, у конкретному випадку, глухоту, та беручи до уваги труднощі, зусилля щоденної соціальної та інституційної піддтримки, існує можливість взаємодії без постійних ускладнень. Інтерес до постаті лінгвістичних медіаторів, які працюють з глухими людьми, для того, щоб створити та розвинути інклюзивні перспективи, які надають якість шляхам, дозволяє подолати думку про існування приреченості, по факту народження непрацездатним через інвалідність.

Ключові слова: інвалідність, глухота, посередництво, медіація, життєвий план, освіта, люди з особливими освітніми потребами.

Introduction of the issue. By mediation we mean, specifically, the action exercised by a person (or even by an institution, an association, a community, a nation) to favor agreements between others or to make them overcome the differences that divide them [5]. To make this happen, one wonders how to behave. Unfortunately, there are many situations in which, when asked: "What can I do?", it seems that there is nothing to do, but we are, perhaps, conditioned by the idea that what can be done is only in the sign of direct intervention, but the problem is right there: there are situations in which we can count on direct intervention, but the majority of situations we encounter in our human reality do not have the opportunity to put ourselves in a way, to activate with direct intervention, but only to indirect logics. We must not get into the trap of thinking that if "I can't do something directly about that situation, I'm in impotence". n We have to do other things, longer, more complex, more systemic paths, that is, we have to make those choices that allow you to activate or connect to the dynamics that also come to the intervention [2: 14-17].

Current state of the issue. What we mean by brokers: mediator is everything that arises between educator and educating, between teacher and pupil to help the latter to represent reality to himself; it is known that the real mediator between reality and representation of reality is the mediator or teacher himself, but the latter also use means, tools, methods, and precisely mediators called by Olson as active, iconic, analog and symbolic [1: 7].

To represent the figure of mediators we can use the metaphor of those who want to cross a stream that separates two sides and do not want to get wet: therefore, they put their feet on the stones that emerge: maybe throw a stone to build a foothold where it is missing. These supports are the mediators, those who provide support and who connect to each other. A mediator is like a simple stone on

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which to place your foot to go to the other shore. The important thing is to build connections and move forward. If a mediator did not invite to the next, it would no longer be such. Here is a concise and schematic list of what are the characteristics of the mediators: a mediator must have the possibility to open and refer to the plurality of mediators, both to replace and to accompany and evolve the mediator used in a certain period of life; a mediator must build a point of convergence of different looks, being an object external to the subject and visible to others with a partly shared and partly non-shared meaning. It must be able to allow diversity and unity to coexist; a mediator can represent the subject without compromising it: he can test an insecure ground, explore a relational environment, without any failures depressing or injuring the subject; a mediator must be malleable, in order to reflect the impression that the subject places on it without it being definitive but always perfectible. It can allow you to exercise the subjective imprint, experimenting with the creative but also destructive aspects, being at the same time an actor and a spectator; a mediator must be able to conduct and guide a subject's self-experimentation, without the subject feeling judged in such a way as to compromise other experiences.

These characteristics are not of importance: they interact with each other at different times and with different intensities. Most of the time, the proper functioning of a mediator can be experienced, and only in retrospect can there be, not always necessary, a reflection that clarifies the characteristics of this scheme, whose usefulness is to be interpreted according to the logic of the instructions for the 'use. Rather, it is a scheme that should be metabolized, and therefore made in an entirely original way [2: 8-9]. In the particular case of deafness, reference is made to linguistic mediators. Language mediators are those professional figures who can facilitate communication and understanding and facilitate the achievement of the final goal between two subjects who cannot communicate in a language understandable to both, therefore between hearing and hearing impaired [11].

What is deafness. Before tackling the specific concept of deafness it is appropriate to clarify what disability is. Canevaro means disability as the reduction or loss of functional capacity resulting from the impairment. By impairment is meant any loss or abnormality affecting a structure, a psychological, physiological or anatomical function [2: 121]. Disability is defined in the United Nations Convention on the Rights of Persons with Disabilities as the result of the interaction between the characteristics of people and the attitudinal and environmental barriers they encounter [2: 58].

Deafness is the more or less serious reduction of hearing. The term "deaf" is vague, or rather, it is so generic that it does not allow to distinguish the many degrees of deafness, [3: 15] degrees that have a qualitative, and even "existential" importance. There are people who are "hard of ear" (or "deaf") who can partially hear how much it is said, with the help of a hearing aid and a certain amount of goodwill and patience on the part of their interlocutors. Today these subjects use modern prostheses. Then there are the "serious deaf", many of whom are as a consequence of an ear disease or an accident suffered in the first years of life; but for them, as for the hard of the ear, hearing the words of others is still possible, especially with the hearing aids available today or in the development phase, extremely perfected, computerized, "personalized" devices. Finally, there are the "profound deaf people" to whom no future

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technological discovery will ever allow to hear the words of others. Deep deaf people cannot converse in the usual way: they must read their lips or use sign language, or do both. Not only does the degree of deafness matter, it also and above all the age or the stage in which it occurs. The causes of deafness can be divided into two main areas: [4: 30-31] – congenital deafness, that is, which arose before birth; – acquired deafness, which arose at the time of birth (neonatal) or later (postnatal) [3: 15-17]. The so-called pre-linguistic or pre-lingual deaf, constitute a qualitatively different category from all the others. For these people, who have never heard in their lives, who have no auditory memories, nor images or auditory associations, there can never be even the illusion of sound. They live in a world of total and uninterrupted absence of sound, a world of silence, their dramatic condition cannot be compared to anyone else. The prelinguistic deaf, in fact, risks being seriously delayed, if not undermined forever, in the acquisition of language, if one does not intervene from the very first years or months of life. And being impaired in language for a human being is one of the most desperate calamities because it is only through language that we come into full possession of our humanity, that we communicate freely with our fellow men, that we acquire and exchange information [4: 34-37].

Aim of research is to review and investigate the avalible data on the work and communication of mediators – educators with people with deafness, and their role as activators of language support.

Results and discussion. What are the difficulties of those people facing deafness issues? No hearing person can imagine the sensation that can be felt in interacting with an absolutely soundless universe, in which the slightest nuances can emphasize and fully make the reality observed [3: 7]. It is good to immediately underline the difference that exists between deficit and handicap, which are "two sides of the same reality. The first refers to the physical aspect, the second to the social aspect" (Mottez B., in Montanini M, et al., 1979). The deficit somehow measures the decrease in a benefit, which in our case is hearing, while the handicap represents the set of impediments and limits that the deaf person encounters in participating in social activities, from school to work to at leisure. The severity of the handicap is independent of that of the deficit, in the sense that a person with profound deafness may have fewer limits than a deaf person with mild deafness [3: 19].

The acceptance of the deficit is real when a person is aware that he can find himself in difficult situations because he does not feel, but has the maturity to face the problem in the right way to solve it even by simply saying to his interlocutor: I am deaf, please can to repeat? Denying the differences, thinking that speaking well solves every problem, considering deafness as something to be adjusted, having a development model similar to the hearing one: all this only amplifies the handicap. There will always be a moment in the life of a deaf person, even the one who knows how to speak very well, in which the communicative context creates difficulties for her, brutally brings her back to the deficit, forces her to remember that she doesn't hear. That will be the moment of truth: if the person has built a deaf identity within himself, he will calmly accept those limits [3: 51]. The real test of social integration are friendships and loves. If it is easy for children to play together because the communication context is simple, as one grows, one realizes that hearing friends show annoyance and impatience with respect to repeated requests for explanations, which are sometimes posed even in inappropriate moments. Deafness divides from other people [3: 20]. The

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more you try to conform to the hearing model, the more you feel the effort and effort to cancel out a diversity that still remains because the communication barriers can be broken down but the deficit cannot be canceled [3: 39].

Active citizenship encounters obstacles, obscurity in the interpretation of the rules of society, rights affirmed on paper but little realized in everyday life, prejudices not only of individuals but widely present in our history, difficulties in connecting their project, and therefore living a perspective, and the realities that arise daily from the vision that we would like to glimpse even in everyday life. It is not an easy path. It is not for those who have all its functional qualities, and even more for those who have difficulties, the fragility connected to certain limitations, that is, they are people with disabilities [2: 77]. Regarding specifically the field of language education, it can be said that the deaf subject, compared to the hearing, proceeds at a slower pace and remains longer in the error phase, precisely because for him the language is the result of a learning and not a spontaneous acquisition. In the lexical context, in fact, the deaf child presents deferred learning and then, as he or she grows, a less good phonological competence from a qualitative point of view; it may also happen that some errors persist in adulthood, typical of young children, such as in the final vowel of words.

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In the lexical aspect, we often notice a poverty of words combined with a rigidity in understanding the words that take on different meanings according to the context. In pragmatic skills the deaf child has enormous difficulties because these skills are acquired precisely through sound repetitiveness, which he cannot use. Looking in particular at the morphosyntactic aspects, in numerous studies it has been highlighted that deaf people encounter difficulties, more or less serious in these parts of the speech: use of articles, use of clitic pronouns, use of prepositions, use of concordances, use of passive, use of indirect speech, use of some subordinates, such as the related ones. With respect to these errors, the speech therapist and the teacher realize that, while it is relatively simple to make deaf people learn the linguistic mechanisms, which somehow respond to clear and regular coding, the learning of those elements is much more complex. it is not by chance that they are called free morphology, in which it is practically impossible to make explicit a general rule if not through language training [3: 61-62].

Accompany the person with deafness in the life plan. Each disabled person must be guaranteed a personalized training-didactic path in compliance with individual needs. The individualization of the educational educational path involves the use of a set of methodologies, tools and strategies that allow the achievement of the same educational objectives for all, through paths that develop differently in respect of each person's characteristics. It is important to direct the objectives of the Individualized Educational Plan (IEP) to the "Life Project", thus defining objectives directly linked to the skills required by daily life (life skills). The aim is, in fact, to create a path accessible to all and to develop skills for prosociality, in an atmosphere of well-being characterized by collaboration, encouragement, trust and mutual respect and, at the same time, an increase and reinforcement of cognitive skills and different skills disciplinary starting from the development of autonomies [12]. When we think about learning we always bring a schematic contrast between the linear paths that create a possibility of eliminating the subjects who in the linearity of the path would never find the possibility of achieving a goal and instead the most favorable situation that is in the network procedure: found an obstacle, to deviate with clearly in mind the direction to reach the goal but taking a different path and still reaching the goa [2: 80]. This organization of learning is conducive to resilience and the growth of active citizenship. The organization of learning will become a good organization of life projects that must help a person with a disability to realize the value of their effort and their adaptation, without having the pretense that it is only others who have to adapt [2: 85-86]. Having a resilience capacity means having a chance to regain altitude; the expression that is used in French "rebondir" means "to bounce", that is, not to fall to the ground and stay there, but to recover altitude. But resilience is also the ability to find strength in itself to be able to get around obstacles; sometimes this is the way to go; sometimes it is resisting to go beyond the obstacle.

We know that in many situations a certain idea of professional ethics condemns excessively strong involvement, but involvement is necessary in accompaniment. The competence of warm involvement is not simple: it must be studied and proposed not as complicity. Otherwise, tensions are created within the group with a severity towards the hot involvement that makes the design and construction of resilience more difficult [2: 86]. People who come to the rescue, organizations, are first of all welcomed as the element that allows you to

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resume a dialogue that is no longer possible between us (intra) and needs to be done with others (inter). Those who arrive to cooperate must have that competence which allows them to have the inter moment that reopens the space to be reborn and resume, the intra dimension. This is the helping competence and this is the role of linguistic mediators who work with subjects with deafness. It is therefore not a simple skill because it needs to use a progressive way of restoring mastery of the argument, organization, economy of thought to the person to whom it goes to the rescue. The way to develop an individual life has elements of understanding of what is a community situation, and cooperation takes place taking into account both the symbols and the community aspect. What happened to him can have many similarities with the impossibility, impossibility can mean having tasks so elementary, so modest that he has no "desire", no "stimulation", no incentive to measure himself with something that makes him move forward, that allow him to resume the path of continuous learning. For an adult, and not only, this path consists in demonstrating skills, or in reformulating one's skills in different contexts. This is what can happen when there are situations in which a deficit attracts all the attention of others and prevents one from seeing beyond the deficit, from realizing that there are skills that can be developed alongside the deficit [2: 43-45].

Addressing the problem: how to proceed? Which supports to use? The life of each individual is populated by utensils, so daily that they are almost invisible. For personal or home care, for communication or information, for mobility or leisure, we use products, including those with a high technological content, which facilitate everyday life. These are subsidies or aids in the broad sense. Seen in its use, a product or tool becomes a subsidy to the extent that it is functional to a specific purpose and responds to a specific need. In education, the various materials (tools and not), the tools and equipment to support and facilitate autonomy, communication and the learning process are teaching aids. According to this meaning, subsidies are not necessarily products intended for people with special needs; if anything, it can be said that some people need modest or substantial modifications to these aids in order to be able to use them in carrying out certain actions, or they need a greater quantity of service technologies for carrying out daily activities. On the other hand, it must be recognized that there is a wide category of aids that are specifically designed for people with disabilities. In general, technical aids and aids have the same function: to facilitate the adaptation of the person to the environment in which he lives, facilitate his activities and improve his quality of life. This conceptualization would be partial if the concept of accessibility was not referred to here, that is, the modification of the environment in the direction of the greatest possible usability by the people who live there. It is important to recognize that the reduction of disability should be sought not only in the adoption of aids that allow a greater range and quality of personal activities, but also through the best possible adaptation of living environments to people's health conditions. The set of aids and technologies for accessibility constitute the "aid technologies". Prostheses and orthoses represent the most used category of aids for physical and sensory disabilities. Aids for the deaf may be, for example, telephones and aids for telephoning and sound transmission systems [1: 238-240]. The desire to help deaf people to hear, amplifying auditory residues, is as old as man; one of the first attempts at hearing aids that we know for sure dates back to the 1800s, when Jean Marc Itard, a doctor at the State

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Institute of Deaf Mutes in Paris, created a prosthesis consisting of a double acoustic horn, joined for the largest part. These empirical attempts to help hear materialize about fifty years ago in the construction of the first true prostheses: in recent years technology has significantly improved both aesthetics and functioning. Linear amplification prostheses, which increase the intensity of the sound in a way 6. Addressing the problem: how to proceed? Which supports to use?

constant, were followed by prostheses with non-linear amplification with automatic volume control, and finally by digital ones, which can be adjusted more precisely, can reduce noise, but above all offer greater fidelity in sound reproduction, representing a authentic revolution. In addition, the directional microphone allows you to decrease the nuisances due to too intense sounds, because it increases the spatial selectivity of listening. Still in the area of technologies, so to speak, strictly rehabilitative, there are computer programs that allow you to see some characteristics of your voice, such as intensity, sound, frequency. The user can in fact control the emission of his voice on the screen, training himself to improve it. The most publicized novelty of the last few years is the cochlear implant "... we could say that the cochlear implant takes on the functions that a damaged snail can no longer perform, by directly transmitting the message in the form of electrical impulses to the retrocochlear neuronal structures. In a broader conception we could therefore speak of an artificial snail" (Zagis, A. 1997). What must be clearly emphasized is that the cochlear implant operation is only the starting point, because, unlike what is commonly believed, the intervention does not give the possibility to hear in the same way as hearing hearing and implies necessarily a speech therapy that can last up to two years [3: 54-55].

When communicating with a deaf person using only the vocal language, it is good to follow some behaviors to facilitate the conversation because, even if the person wears prostheses, he does not always manage to perceive speech perfectly.

- To allow the deaf person to have a good lip reading, the optimal distance in conversation should never exceed 1.5 meters.

- The light source must illuminate the face of the speaker and not that of the deaf person: the face must be turned towards the light.

- The speaker must keep his head steady and his face must be at the level of the deaf person's eyes.

- We need to articulate words well, but without exaggerating. There is no need to distort the pronunciation, as the lip reading is based on the correct pronunciation.

- You can speak in a normal tone of voice, without shouting. The speed of the speech must be moderate: neither too quickly, nor too slowly.

- It is preferable to use short and simple but complete sentences. It is not necessary to speak in a childish way, but it is good to highlight the main word of the sentence and use facial expressions in relation to the theme of the speech.

- When pronouncing unusual names, places or terms, lip reading is very difficult. If the deaf person is unable, despite their efforts, to receive the message, instead of getting impatient, you can write the word in block letters or use, if you know it, typing (manual alphabet) [3: 56-57].

- It happens more and more often to see on television, at conferences, at the university, an interpreter who, by moving his hands, translates the words into Sign Language or gives the voice to a deaf signing person [3: 23].

Sign Language is in fact another aid that travels on the visual-gestural channel, intact in deaf people, and allows them equal opportunities to

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access communication [6]. For many years now, scientific research, both in Italy and abroad, has identified technologies as a particularly suitable tool for breaking down communication barriers, because it offers the deaf the great advantage of being able to use sight, an intact channel, to access information. Computer games, educational programs, word processing, the Internet, subtitles on videotape and DVD, GSM mobile phones represent various facets of the IT approach that allows you to view words in learning contexts such as school or speech therapy, but also for relaxation and play. thus activating different approaches [3: 65].

Educational and work paths. The educational path is based on a project which foresees the development of various didactic activities in a learning context [7]. There is a logic that supports knowledge called in a broad "practical" sense. This knowledge - albeit lower in terms of truth content than the theoretical sphere - shows in any case its defined structure that can somehow be "formalized". This formalization combines practical knowledge in the strict (ethical-political) sense with the wider practice of poietic knowledge (aesthetics, poetics and rhetoric) [8]. The ethics, aesthetics and politics, which underpin the educational relationship, are therefore taken into consideration for the training of the methods used for the education of the subjects. In Italy and western countries, in relation to the education of the deaf subject in the vocal language, three areas can be broadly distinguished: oral methods; bimodal method; bilingual education.

Oralist methods. Within this term, there are several methods that have the common characteristic of not using sign language, with the belief that the gesture kills the word. The other common element is the strong involvement of the mother in therapy, with the risk of often confusing the

maternal role with the speech therapy one, with negative psychological consequences. Bimodal or mixed method. It has the characteristic of using a double mode: the acoustic-verbal one because it is spoken, and the visual-gestural one because it is marked, but only one language, Italian. That is, the word is accompanied by the sign, maintaining in the sentence the order of the words of the Italian. For example, when the corresponding sign does not exist for proper names, dactylology or the alphabet of the deaf is used. We always work on three levels: phono-acoustic stimulation, lip reading and cognitive stimulation.

Bilingual education. It is more than a method, because the subject is exposed simultaneously to the vocal and sign language. Spoken and written Italian is learned with speech therapy, while LIS is acquired spontaneously and naturally because it travels on the visual-gestural modality, and therefore on an intact channel [3: 35-37]. The next step, after choosing the method, is entering the school. A teacher who has a deaf pupil in the classroom should review and set up their teaching differently, then discovering that what is useful to this student is also very useful to others, especially when the background is low and when we talk about foreign students. Unfortunately, our school still travels with the frontal lesson, while it would be advisable to try in every way to view the topics with diagrams on the blackboard, support for images, videos with subtitles, computer programs. The Italian teacher, then, should be able to count on a few hours of language laboratory aimed only at the deaf, in order to be able to deepen the use of the linguistic structures on which these students encounter difficulties, but also to work – with the same methodology used in Italian courses for foreigners – on those skills of the oral language that mostly escape the deaf, precisely because, for them, Italian is L2 compared to the

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Italian Sign Language which, instead, is L1. The checks should also be in writing, structured so that the delivery of the exercise is simple and clear. In other words, the teacher must have the certainty that, when the deaf pupil is wrong, he does it because he has not studied and not because he has not understood Italian or even worse in the case of an oral question, he has not read well lips [3: 47-50]. The more the school is able to offer diversified answers to the deaf student, so that he or she can choose the most suitable didactic strategies and communication methods, the more it becomes an adequate school to bring out its potential [3: 77-78]. When the school process is completed, the deaf young man has to choose between continuing his studies at university or entering into work. For many years now, scientific research, both in Italy and abroad, has identified technologies as a particularly suitable tool for breaking down communication barriers, because it offers the deaf the great advantage of being able to use sight, an intact channel, to access information. Computer games, educational programs, word processing, the Internet, subtitles on videotape and DVD, GSM mobile phones represent various facets of the IT approach that allows you to view words in learning contexts such as school or speech therapy, but also for relaxation and play. thus activating different approaches.

Educational and work paths. The diploma obtained allows, in most cases, direct access to the world of work because the attendance of professional or technical institutes for surveyors and accountants prevails. While for many hearing impaired the university has become a sort of parking lot waiting for a job that doesn't arrive, the deaf boy who chooses to enroll in a faculty does so because he is truly convinced to continue his studies, aware of the difficulties that await him. The university therefore becomes the extreme challenge to break down communication barriers, to be able to access the highest degrees of culture [3: 40]. The numbers speak clearly, without the possibility of doubts or uncertainties: deaf people face enormous difficulties in accessing the highest levels of education. In fact, it appeared clearly, thanks also to the profound ability of analysis of some students that alongside objective communication difficulties in relations with teachers and classmates, there are also a series of individual problems connected with a bad assessment of reality and the desire to act as alone, not to underline one's own diversity. A crucial point of the integration is also represented by the cultural preparation with which the student faces the university path, which in the case of the deaf concerns primarily their linguistic competence [3: 99-102]. As for the world of work, on the one hand there is the fear of tomorrow, linked to the uncertainty of self-employment, on the other the communication barriers that objectively reduce the area of professions, not for personal incapacity but for the inherent difficulties in works that bring you into contact with the public. The key points of vocational training remain the same as in the school: communication and specialized teaching. Experience has shown that the difficulties can be completely overcome if the trainer is able to communicate clearly and above all completely, even using signs or an LIS interpreter and knows how to set up his lesson with a method that is as visualized as possible. Beyond the workplace and the possibility of carrying out a rewarding activity, the other important aspect is the approach to the working environment, intended as a relationship with colleagues [3: 106-107]. An environment that should be positive and welcoming, inclusive, in order not to create relational difficulties which then flow into the work itself and

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which could damage the integrity of the person with disabilities.

Conclusions and research perspectives. Methods and intervention practices. To introduce what will be called "special methods" it is useful to clarify and compare the special and ordinary terms.

By special we mean what is intended for the exclusive use of certain categories of people, uncommon, of a particular gender, the opposite of ordinary and by ordinary [9] we mean what does not come out of the order, that is, the norm or normality, and therefore usual, usual, common, regular [10]. This short essay is aimed at operators who, for various reasons, work with people who cannot reach verbal and symbolic communication, normal and shared [1: 215]. The condition of the deaf can shed light in many and various areas, especially in that of language. The linguistic challenges they face are extraordinary. Many of deaf people acquire not only the ability to express themselves casually, but also a completely different language. We need to see these subjects as a people with their own language, sensitivity and culture [4: 13-15].

The importance of commas. Surveys conducted in various countries have found that many people with severe and profound deafness show difficulties in acquiring the historical-oral language. From the research carried out, it is clear that, despite the intensity of the rehabilitative and educational interventions, the majority of deaf subjects cannot develop linguistic competence. The existence of deep prelingual deaf people who have developed linguistic competence, however, shows that deafness is not in itself an impediment to the acquisition of the historical-oral language. Logogenia is a method that aims to make deaf people acquire linguistic competence in Italian – or in any other historical-oral language – starting from a specifically selected and elaborated

linguistic input taking into consideration the specific condition determined by deafness [1: 208-209]. The general objective of the method is to allow deaf subjects to reach a linguistic competence in Italian (or in any other historical-oral language) comparable to that of a hearing person, so that they can read and understand independently and completely any written text, freeing the deaf person from the need to continually depend on interpreters or intermediaries of any kind. In the perspective of Logogenia, linguistic competence is understood as the ability to perceive and transmit syntactic meanings, and can only be determined by a complete development of the biological faculty of language, regardless of the ability, developed by many deaf people, to use elements of language to communicate. The Logogenia method intervenes exclusively on the understanding and production of the written language, integrating existing interventions, in order to allow the deaf person to achieve more complete autonomy. The laboratory aims to allow students to acquire the basic knowledge necessary, not to solve, but to identify a specific linguistic problem.

Non-verbal communication. What happens if the neurophysiological and psychological conditions do not allow adequate language development? It is determined that part of the communication rules that the able-bodied adult considers as standard communication rules are not applicable, or are partially applicable. Non-verbal communication represents the first communicative modality that man manifests shortly after his birth: starting from the crying of the child, the first indistinct communicative gesture that only the mother can interpret, the gestures of indicating are structured in succession. the use of concrete and symbolic objects, the acquisition and reproduction of images, to then get to the experience of writing, going through

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the doodle. Non-verbal communication has structured some techniques in itself, which are briefly presented as tools for communicating with those who cannot do it like others [1: 215-216]. A non-verbal communication technique is Gestural Communication. There are several gestural communication systems that use gestures to express words or concepts. Some are simple systems, made of "personal" gestures, usually performed spontaneously. Others are codified systems of gestures, that is, languages conventionally structured, with their own grammar and syntax, the main of which is the Italian Sign Language (LIS). Sign Language LIS is a language in all respects, a non-verbal communication system that uses the visual channel: for this reason it is mainly used by deaf people with good visual residues. It allows you to express words, actions, concepts, through precise signs given by the movements of the hands, fingers and facial expression. Furthermore, as regards the contents, it can represent unlimited meanings, emotions, feelings through facial mimicry and the modulation of the signs, in their inflections and nuances. The LIS Sign Language is therefore a real language with its own system of complex rules, grammatical and syntactic structures. Another non-verbal communication technique is Dactylology. This system is composed of a series of movements made by the fingers of the hands: the main feature of this method is the ability to express each letter of the alphabet using only the movements and positions of the fingers of the hand. Typing is normally used in conjunction with other systems (visual or tactile), such as Sign Language [1: 221-222].

Easy communication. Facilitated Communication is a particular type of non-verbal augmentative alternative communication which, through specific contact and the use of the competence of indicating, can favor written communication and, therefore,

interaction, and, even better, integration with reality by a subject with disturbances in executive functions and language. Like all mediators in special education, facilitated communication is not an end to be achieved, but a means to be learned to use through which the disabled person can express himself unequivocally, improving the quality of life. The ultimate goal of the pedagogical project that must be pursued through a very precise and structured path of steps and stages to be achieved, is to make the person facilitated autonomous both at the level of communication and at the level of thought. The diffusion of facilitated communication and the clarification of the essential lines that characterize it and ensure its correct implementation is due to Rosemary Crossley, an Australian pedagogist. Crossley began to structure a communication based on the indication, by the subjects, of objects corresponding to what he nominated, following the request for indication of the corresponding written words. The term "facilitation" means nothing more than a contact, a physical support, which, applied to the part of the body responsible for carrying out a certain action, has the purpose of activating the movement. The empathic relationship between facilitated person and facilitator must be considered a necessary condition for the application of facilitated communication. Contact, in facilitated communication, is not a simple overlapping of parts, but the concrete, visible result of a harmony between facilitator and facilitator, which has its origin in a relationship between the two people characterized by trust and listening, generating a feeling welcomed and understood by the other. Fundamental, therefore, in this sense is the sharing of the project between the facilitated subject, facilitator and living environment, as knowing the objectives to be pursued and the sense of the proposal of some

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activities, sometimes trivial, especially at the beginning and every time which decreases the degree of facilitation, empower the person for the work you want to do with them, motivating them to commit themselves, to collaborate with us [1: 226-228].

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