

## Deaf/Blind Testimonies by Emely Wang

Jugo, a 24 year-old man ~~who was~~ born completely blind and mostly deaf, had been living in isolation with his 26 year-old brother Pedro, also born deaf and blind. Eight years ago, they had both attended a school for the blind in Paraguay. ~~After three years' of attending the school attendance,~~ the teachers pronounced them unteachable. ~~T they were sent back to returned home their homes and where they~~ spent the last three years in isolation. ~~Their only communication with their families~~ was ~~for~~ bathroom needs ~~and or in~~ anger. ~~When we told the school that there was something that we'd like to try that had been something~~ developed with the deaf-blind in mind, they brought Jugo and Pedro back, ~~hoping in hopes that~~ this "new thing" might work ~~with for~~ them.

I sat down with Jugo on the first day, ~~handing and handed~~ him a plastic card ~~that had with~~ a SUN (Symbolic Universal Notation) symbol printed in 3D. ~~Instead of taking the card and playing with the card it~~ as I had expected ~~him to do~~, he merely let ~~the card it~~ sit in his hands. ~~I finally put the card it~~ on the table ~~and, took his fingers and~~ traced the symbol on the card ~~with his fingers~~. ~~When I let go of his hands,~~ he limply returned his hands to his side. ~~For the next hour, I continued to manipulate his fingers, to demonstrat inge~~ the numbers ~~one 1, two 2, and three 3.~~ ~~However But,~~ every time I released his hands, he would return them ~~limply~~ to his side. ~~I was starting began~~ to understand why the school felt ~~that~~ he was unteachable. ~~Without response from the student When a student doesn't respond, learning assessments are nearly it is almost impossible to assess learning.~~

The next day, a deaf facilitator ~~who had been~~ trained in SUN began to teach him Jugo. ~~While they worked, I tried to do attempted~~ the same ~~thing~~ with Pedro, ~~whose. Pedro's~~ response was not much different. ~~I was started eding~~ to wonder, "~~Is Will~~ SUN not ~~going to~~ work with the deaf-blind?" ~~Suddenly, I heard a cry of excitement from at~~ Jugo's table. ~~The local leader, who had been observing the interaction between~~ Jugo and his deaf facilitator, suddenly saw Jugo responding to the ~~orientation lesson on orientation.~~ ~~After being taught how to determine the top of the card, Jugo began turn eding~~ every single card he was handed right side up. After a few minutes of practicing the new skill, Jugo's facilitator began teaching him the numbers ~~one 1, two 2, and three 3.~~ ~~This time, Jugo's the~~ facilitator used a simpler hand gesture to indicate the numbers. ~~Finally, Jugo was making made~~ the connection between the ~~card~~ symbol ~~on the card~~ with the hand gesture, and demonstrat eding the comprehension ~~of the connection~~ by tapping the correct fingers when different cards were handed to him.

Finally, ~~his the~~ facilitator moved on ~~to teach the concept, handing.~~ ~~He handed~~ Jugo the scrambled number cards. ~~Instantly, Jugo grabbed them from his facilitator's hands~~ and began putting them in order from ~~the smallest number to the to~~ largest number. ~~Afterwards, he flashed a bright grin and snatched the candy reward from his facilitator's hands.~~

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From there, all of the consecutive words ~~that were taught~~ were quickly mastered; ~~and~~ Jugo ~~was able to~~could demonstrate ~~his~~ understanding by signing the word correctly.— He ~~understood that~~knew he was learning a way of communication, ~~and~~ ~~he~~ shook with excitement.

After we left, the local leader continued to teach the school's staff so ~~that~~ they ~~can~~ could continue to work with Jugo and Pedro.— They haved made plans to re-enroll both brothers and continue teaching literacy ~~using~~ with the 3D SUN symbols.