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The role of play in the development stimulation of deaf-blind children of kindergarten age

Abstract

Present-day research in the field of special education concentrates on these aspects of supporting the development, education, and rehabilitation of the disabled which – for years – were underestimated or unnoticed. One of the aspects is the therapy of persons with multiple disabilities, including the deaf-blind. In the main part of the article we focus the reader's attention on the opportunities of using subject plays in professional work with children who have simultaneous hearing and eye-sight impairment. We present various definitions of the term "play", classify subject plays, and show the phases of introducing subject plays in the process of education and rehabilitation of a deaf-blind child. We also pay attention to the functions of subject plays in the context of the development of communication, cognitive activity, and creative activity of children with simultaneous hearing and eye-sight impairment as well as to the role of subject plays in the sphere of enriching the children's knowledge of different objects, natural history, and social roles.

Key words: *deaf-blindness, a deaf-blind child, a child with a simultaneous hearing and eye-sight impairment, play, subject play, education, rehabilitation, supporting the development.*