

**BODY, COMMUNICATION AND VISUAL IMPAIRMENT****Gaetano Altavilla<sup>1</sup>, Francesco Furino<sup>1</sup> and Gaetano Raiola<sup>2</sup>**<sup>1</sup> University of Foggia, Italy<sup>2</sup> University of Basilicata, Italy*Review paper***Abstract**

*The body has always been used as a mean of communication, artistic expression or motor, although usually we are educated to understand the communicative processes as information exchanges. This way of knowing, interpreting and communicating with the outside world is altered when the person has a visual impairment, triggering a series of adjustments in education and social life. In school, these combinations of languages allow the student to take an active role in the improvement of its expressive capabilities and understanding of the different forms of expression. People with visual impairment, using the function "vicarious", they can use the channels and perceptual systems is not corrupted: hearing, touch and manipulation, smell and motor skills. The blind child will learn thanks to the manipulation of reality through clues, discriminating the simple details. An important contribution it can provide the technology and computer science using computers and software. The technology is widely used in educational contexts primarily for communication.*

**Key words:** *body language, learning, educational intervention, assistive technology*

**Introduction**

The body has always been used as a mean of communication, artistic expression and physical activity and sports, especially volleyball (Raiola 2012), although usually we are educated to understand the communicative processes as information exchanges. Various communication disciplines have studied how, in reality, the body language is responsible for the transmission of a large number of mostly unconscious meanings that travel parallel to the communication logic so completely unaware. In school document, it needs to deep this field as well as in physical education subjects (Raiola 2011), because of the importance of the changing from integration for disabled people in inclusion for Special Education Needs (BES). Being made up of mind and body with all the problems inherent in the body are mediated by the mind, and the ongoing dialogue between the inner and outer reality is through the body and the body's communication. This way of knowing, interpreting and communicating with the outside world is altered when the person has a visual impairment, triggering a series of adjustments in education and social life.

**Discussion**

With studies of Palo Alto (California) has consolidated the idea that all behaviors have a communicative value, since the individual participates in a global system of interaction. From this it follows that there is a close relationship between communication, body and behavior of people. The first axiom of communication tells us that "You cannot not communicate", in fact, we always communicate, laughing, crying, silence, speaking through our posture, the tone, volume, rhythm of the voice and also all our unintentional acts are communicative (Watzlawick, et al. 1978).

And nonverbal behavior that provides more precise information when it is not used the word and, on the other hand, are mostly non-verbal modalities through which realizes the expression of an emotion. The body contact is the oldest form of social communication. Children learn and develop on the basis of social, actively constructing meanings cognitive activity through interaction with the physical (Di Tore, Raiola 2012) social and emotional. The union of body language with verbal, musical and iconic favor the completeness of communication, expression of feelings and are the basis of dance, drama, mime. The languages are intertwined by increasing the effectiveness of communication. In school, these combinations of languages allow the student to take an active role in the improvement of its expressive capabilities and understanding of the different forms of expression.

Similarly facilitates the relationship, and therefore the inclusion, in all the subjects at risk of exclusion from learning and social participation. Inclusion is an ongoing process, which acts on the first context and then on the subject, cannot be conquered once and for all; is a mutual adaptation between a dominant majority and a minority other than at the start (Altavilla et al. 2013). This, in addition to requiring a permanent availability to educational innovation, also requires a school that is suitable for one and all. On the other hand, understood as a method and an educational strategy has positive effects both on the development of the personality of the individual, both on the class considered as an organized system of relationships. Note that you can write and read without sight, with another code, broadens the experiences of all pupils; they acquire the habit of critical thinking and divergent problem solving, namely the question of whether an issue is considered unsolvable it really or is it just poorly worded.

The use of the whole body as an instrument of observation of reality, instead of only one view, the discovery of the environment, the study of the natural sciences, are examples of how the integration and then the inclusion by going educational and teaching becomes working method that involves the entire educational school system.

### Educational intervention

In school practice, the major problems of integration and inclusion of you have, especially with those with visual impairment. The task of educators is to satisfy their compensatory processes through educational tools and technology, harnessing the potentials sometimes unspoken in the usual teaching. Much of the information we receive about 80 % of the information available to us during the daily activity, comes from the visual system; who does not see must learn to use the data extra-vision, making them "visible" to consciousness, integrating and contextualizing. These people with visual impairment, using the function "vicarious", will be able to use the channels and perceptual systems is not corrupted: hearing, touch and manipulation, smell and motor skills. The blind child will learn through the manipulation of reality through clues, discriminating the simple details. The geometric concepts of shape, size, proportion, etc. will be used to explore and understand a reality not always perceived; in which the use of scale models will be useful for understanding and hence the conceptualization of reality. The burden of visual impairment is reduced in the presence of an educational intervention, rehabilitation and teaching that concerns not only the subject but also its physical and human environment (inclusion). This explains the great disparity of results observed in the field of education, social and work among the visually impaired, related more to the response of the human environment (family, school, area), that the extent of the damage. There is a positive relationship between autonomy and bidirectional movements and praxis on the one hand and self-esteem, social and academic success on the other. The task of an inclusive school is to create learning opportunities to facilitate participation, taking into account the peculiarities in the learning process

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related to the disability itself. In this regard, an important contribution it can provide the technology and especially computers. Today's technology is applied in the educational process of the blind primarily for communication, writing and proof reading, consultation of archives, access to e-services, the reading of printed texts. In general, you can find different types of commercial products and services, each focused on the following aspects of life: personal environment, working life, education and civic life. Products and aids directed to the person, for the practical improvement of daily life, increasing its degree of independence and self-sufficiency. Products and services for the integration of disabled people in schools and universities. Products and services to the government for inclusion, ensuring greater usability of the service, reducing government expenditure, and finally, products and services for businesses for the integration of disabled people in the workplace.

### Conclusions

Today, the computer actually opens a window large and bright to blind, so it is only right to point out some dangers. First, we need to avoid the temptation to let the computer hard work of teaching, sometimes less rewarding with the blind because of his time acquiring information necessarily longer. The computer requires a great concentration to the blind man, an ability to store and especially to reconstruct a strong spatial imagination, a fairly refined craftsmanship. Remember that the blind person has to memorize the keyboard, almost never fails to predict the effect of his actions.

Finally, he needs to know before the operation of the software, at least approximately, because in general the presentation of the video does not have the same significance for him and immediacy of meaning. The introduction of the computer and then update the teacher requesting a quote, also to clarify values and limits. It is, however, important and challenging both for teachers and for students who are blind, adapt psychomotor activity because it offers many opportunities for growth for the above implications of knowledge, interpretation and understanding of the environmental context.

## TIJELO, KOMUNIKACIJA I VIZUALNI NEDOSTATCI

### Sažetak

*Tijelo je uvijek bilo sredstvo komunikacije, umjetnički izraz kretanja, iako smo često educirani da razumijemo komunikacijski proces kao razmjenu informacija. Ova vrsta znanja, interpretirana kao komunikacija s vanjskim svijetom se mijenja kad osoba ima vizualne nedostatke, što pokreće seriju prilagodbi u edukaciji i socijalnom životu. U školi, ove kombinacije jezika omogućavaju učeniku uzimanje aktivne uloge u unaprijeđenju izražajnih sposobnosti i razumijevanja različitih oblika izražavanja. Ljudi s vizualnim nedostacima, korištenjem funkcije "namjesnički", mogu koristiti kanale i neoštećene perceptivne sustave: slušni, taktilni i manipulativni, miris, kao i motoričke vještine. Slijepo dijete će učiti zahvaljujući manipulaciji realnosti kroz tragove, razlikujući jednostavne detalje. Važan doprinos može dati tehnologija i računarska znanost te software. Tehnologija se široko koristi u edukacijskom kontekstu primarno kroz komuniakciju.*

**Ključne riječi:** jezik tijela, učenje, edukacijske intervencije, pomoćna tehnologija

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