

**Title:** Teacher / Teacher Assistants' Experiences In MT-Advised Music Activities  
For Students With Deaf-Blindness

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**Abstract**

Teachers may find difficulties in educating students with deaf-blindness because the usual communication media such as visual and hearing tools are presumably not applicable to them. They may need to explore other ways to make contact with these students. A research was conducted in a special school in Hong Kong, aimed at examining the experiences of musical communication between teacher / teacher assistants and students with deaf-blindness; and exploring the role of music in teaching the students. With advices from the student researcher, five teacher / teacher assistants conducted individualized music activities for five students with deaf-blindness. Teacher / teacher assistants' experiences of communicating with the students were collected from a focus group, supplemented by their diaries, music activity record sheets and questionnaires. They expressed that they could understand the students better and could establish a closer relationship with the students through the music activities. They perceived that the students had more enjoyment, interaction and initiative during the music sessions than in other settings. They regarded music as a good communication media with students with deaf-blindness and had intentions to employ music in teaching.

This study showed that music could be an effective communication media of teacher / teacher assistants and students with deaf-blindness and it might be helpful in teaching. However, further study is required to measure the effectiveness and to explore the possibility of integrating music with education objectives.