MOTHER: -- a -- maybe an orange and an apple. I'll actually show him an orange and let him touch it and feel it. We -- we will sign the colors, sign the fruits, um, and then we will read a book that has to do with food or oranges and apples.

Um, deaf -- deafblind kids like to feel everything. Um, even if it is a brail book, it gets them -- their attention to read or to -- to -- to know what we are doing, or get them -- get them focused on it.

Um, and -- and it is important for them to do that through school just like any other, um, typical kid or typical child.

BOOK:  [music playing] Bye-bye, bookworm.

MOTHER: Devon is -- to -- to feel anything is -- is -- is very important for him. And he -- I think we made a book one time where we outlined all of the, um, characters in it and he just felt around them to understand what, you know, what we were reading about. Because he can sign, um, very little words. But he -- I think we are up to 34 words. But 34 words is -- are -- all the words aren't in that book. So we will outline it so he can feel around the object. And then I will sign or read it to him.

BOOK: [music playing] Bye-bye, bookworm.

MOTHER: As you -- he likes books that have music. Um, he -- he will pay more attention to those.

Um, what else [indiscernible] talk about? Sorry.

Literacy is -- is an important part in deafblind children's life. A lot of them like the sensory part of the books. That's -- that's comfort to him. He was screaming before the book. Now he has the book with music and he is not screaming. If you gave him a -- just a book to look at, he would not be interested at all. It would -- he does not, you know, he -- it -- you can't just read him a book.

BOOK: [music playing] Bye-bye, bookworm.

MOTHER: He has to touch, feel, hear, see.

Big objects. We get -- oh, and we get a lot of big books, big board books, not little board books. We get big board books. So our books are a little different than most people. We -- like I said, we -- we, um, are artsy with our books.

[chuckles]

So --

SHIRLEY WILSON: [Chuckles off camera]

MOTHER: -- because literacy, it -- it is an important part for deafblind children also.

SHIRLEY WILSON: How do you see that impacting him in the future [indiscernible]?

MOTHER: Oh, you know, just because we have added the sensory part of it and signed the words so he can put them together, he is actually signing more.