Three-Part Training on:

Students with Combined Vision and Hearing Loss: Planning for Their Success

Part 2

4:00 – 5:30 PM

Tuesday, October 26, 2010

www.wsdsonline.org/deafblind

Review:

Definition of Deaf-Blindness

Other Phrases describing this population:
Combined Visual Impairment and Hearing Loss
Combined Vision and Hearing loss
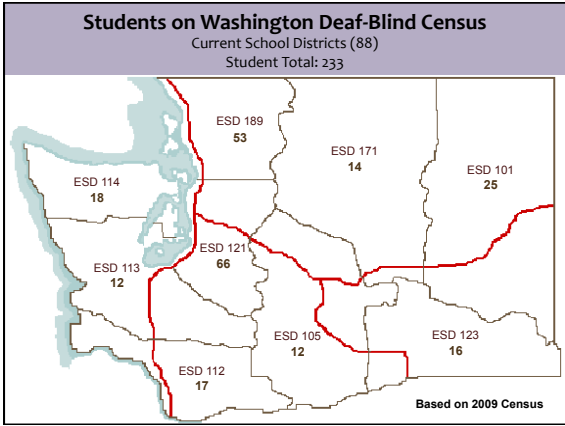Dual Sensory Impairments
Deaf-blindness
DeafBlindness

Diversity of this population through description and video

Why minimal or mild is not!

Identify needs of this diverse group of children and youth

Outcomes for Today:

- Identify how implementation of components for any child/youth with combined vision and hearing loss is different from other children.

- How to reduce sensory overload for children/ youth with dual sensory disabilities

- Identify components that are not yet a part of the student's program or need to be further strengthened

Students on Washington Deaf-Blind Census
Current School Districts (88)
Student Total: 233

ESD 189
53

ESD 171
14

ESD 101
25

ESD 114
18

ESD 121
66

ESD 113
12

ESD 105
12

ESD 123
16

ESD 112
17

Based on 2009 Census

Let's look at successful educational programs for all students!

Components of a Successful Education Program for Students

Student Success & Progress

Learning Activities, Adjustment & Development

Monitoring Student Progress

Team Implementation of Learning

Support for Student

Scheduling

Planning

Assessment

Collaboration

Collaboration

Collaboration

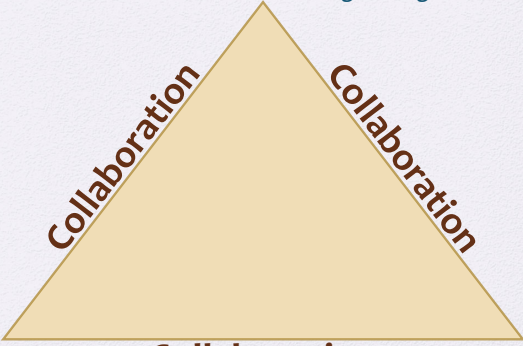Is it any different for a student with combined vision and hearing loss?

No, but **HOW** it is done, is different

And...

The number of people who must collaborate is increased!

Collaboration is what holds a program for students with combined vision and hearing loss together

Collaboration

Collaboration

Collaboration

How many people do you think it took to get purposeful movement with Chris?

a) 1 – Paraeducator

b) 1 – Physical Therapist

c) 2 – Paraeducator, Physical Therapist

d) 4 – Paraeducator, Physical Therapist, Teacher of the Visually Impaired (TVI), DB Specialist

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How many people do you think it took to get purposeful movement with Chris?

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Without collaboration, the student suffers and the support crumbles
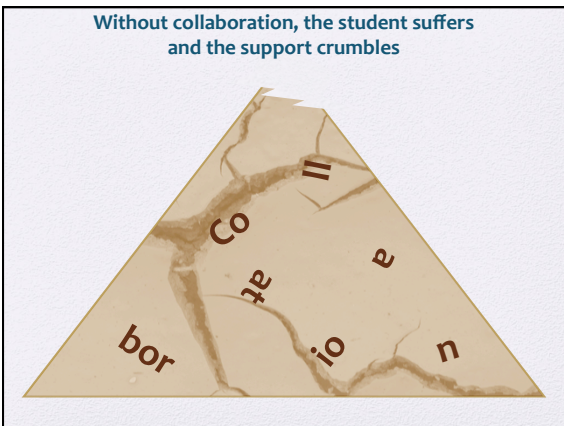
Assessment

How I **gather** assessment information and how I **use** it will look quite different…

Assessment

Standard assessment tools must **often** be discarded and new tools that incorporate families and observation are crucial

Assessment

- FAMILY INVOLVEMENT with assessment

- Clinical/medical assessments

- Functional assessments

- OBSERVATION

- Environmental assessment including NATURAL ENVIRONMENTS

Assessment

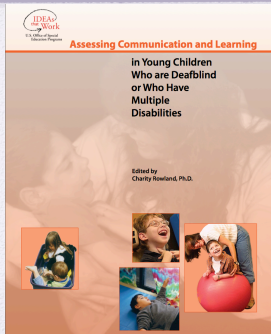"What is this student's cognitive level?"

When you are looking for the student's cognitive level, what do you want to know and why?

Assessment

Assessing Communication and Learning in Young Children Who are Deafblind or Have Multiple Disabilities

Charity Rowland, Editor

http://www.ohsu.edu/oidd/d2l/com_pro/db_assess_ab.cfm
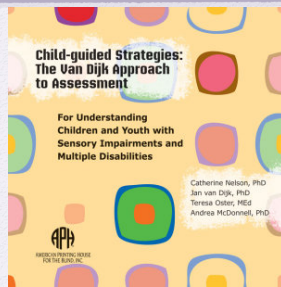

Assessment

Child-guided Strategies: The Van Dijk Approach to Assessment
For Understanding Children and Youth with Sensory Impairments and Multiple Disabilities

American Printing House for the Blind

http://shop.aph.org/webapp/wcs/stores/servlet/Product_Child-guided%20Strategies:%20The%20van%20Dijk%20Approach%20to%20Assessment_7-31001-00P_10001_11051

Assessment

Recorded webinar on tools for assessment

Assessing Communication and Learning Skills in Young Children Who Are Deaf-Blind

http://www.nationaldb.org/NCDBProducts.php?prodID=77

Planning

- Planning for one year is short sighted for most students with a combined vision and hearing loss and are linguistically and academically behind same age peers by more than two years.

- Consider what the student, family, and educational team want to be accomplished in three years....

- Now, take that info and back it out to a year's worth of success...

Person Centered Plan

It is a team planning process including the student and family. It assists:

- a team in developing appropriate educational goals for an individual student utilizing her strengths, talents, and dreams.

- with determining what supports are needed for the student in the educational setting and community.

Person Centered Plan

Purpose of a Person Centered Plan:

- To get to know the student and what he/she wants in life now and later

- To understand the dreams of family members

- To establish a record of current events for future reflection

- To serve as a basis for meaningful educational and life planning

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Person Centered Plan

Some benefits of a Person Centered Plan:

- Provides a comfortable atmosphere for the student and family

- Let's the person and family speak FIRST

- Gives educational and other service providers a better understanding of person/family dreams and fears

- Offers a visual and immediate picture of the person's situation

- Provides helpful information to identify and prioritize needs

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Person Centered Plan

Person centered planning brings together a community network of acceptance stemming from the respect for the dignity and completeness of the child.

When done and followed through on…

Planning

If this student is **academic and in classes with his same age peers...**

Consider environmental and learning adaptations that the student must have:

Planning

- Additional time
- Visual adaptations
- Auditory adaptations
- Additional staff support (i.e., interpreter)
- Shortened assignments
- Consideration of fatigue
- Pre- teaching of concepts (i.e., science)

Planning

If this student has **multiple disabilities in addition to combined vision and hearing loss** and requires even more individualized learning...

Consider environmental and learning adaptations that the student must have:

Planning

- Visual adaptations
- Auditory adaptations
- Additional staff support (i.e., high trained paraprofessional)
- Fatigue factor
- Major concept development

Planning

What natural routines this priority fits in?

What natural environment does this priority occur in?

What preferred activity, action, or item could be used?

Don't reinvent the wheel!

When are the times that this priority can be reinforced or imbedded into other activities and/or environments?

Scheduling

Identify which parts of the schedule are non-negotiable:

School start and end time? Lunch? Other?

What to consider when completing the rest of the child's schedule

Scheduling & Team Implementation

Daily Student Schedule

Time	Location	Activity/ Routine	Concept/s	Skill/s	Person w/ student

Why are each of these columns necessary?

Support

Determine which few people will be with the child-

Remember the larger the number of people in the beginning, the longer everything will take and the more frustration for team and CHILD:

- Child's state of alertness for learning
- Child's receptive and expressive communication
- Child's progress that is observable

Support

What equipment does the student need for implementing everything his family and your team planned?

- An assistive listening device
- A vision device
- Other assistive devices or technology

You Have:

- The child with a person he trusts,
- In an environment that supports him,
- Doing an action, activity or using an item you know he prefers,
- Working on a concept or skill that is a priority….

What about communication? Did you also plan that? If you did, that is also in place… Now all you have to do, is **DO IT**…

Will there be glitches… of course!

How do I know what to chart progress on?

GREAT QUESTION and too seldom considered…

This is when you know when to move on or something is **not working**…

Example of data collection:

Date	Steps	Initiates?	Independent = I Or With Assistance = WA	Hand-Under-Hand?	Notes
	Get symbol	Y N	I WA	Y N	
	Give to staff	Y N	I WA	Y N	
	Wheel to cabinet	Y N	I WA	Y N	
	Open door	Y N	I WA	Y N	
	Get AFOs	Y N	I WA	Y N	
	Wheel to counter	Y N	I WA	Y N	
	Set on counter	Y N	I WA	Y N	
	Initiate contact w/staff to begin	Y N	I WA	Y N	

Monitoring Progress

Use video as a way of validating child change (ongoing) for families and staff

Adjustments

What do I need to change or tweak for the student to progress?

Components of a Successful Education Program for Students with Combined Visual Impairment and Hearing Loss

Student Success & Progress

Trained and experienced staff

Future Events:

Infant & Early Childhood Ed Conference - Tacoma, WA

May 4-6, 2011
www.ieccwa.org

Future Events:

Combined Summer Institute - Yakima, WA

July 12-14, 2011
www.ncesd.org/csi

Strands: Multiple Disabilities including Deaf-Blindness, Deaf & Hard of Hearing, Sign Language Interpreters, Blind & Visually Impaired, Autism

Case studies on specific students who will be at CSI with their family and team will serve as the basis for the sessions: It will include a young child, upper elementary or middle school student and a high school/transition age student with multiple disabilities

Deafblindness: Educational Service Guidelines

Perkins School for the Blind

Editors:

Marianne Riggio and Barbara McLetchie

2008

Deafblindness:
Educational Service Guidelines

https://secure2.convio.net/psb/site/Ecommerce/223326677?
VIEW_PRODUCT=true&product_id=3101&store_id=1101

Part 3 of Three-part Training:

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Students with Combined Vision and Hearing Loss: Planning for Their Success

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