

**Three-Part Training on:**

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



**Part 3**

4:00 – 5:30 PM

Tuesday, November 2, 2010

[www.wsdsonline.org/deafblind](http://www.wsdsonline.org/deafblind)

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**Review:**

- Definition of Deaf-Blindness
- Other Phrases describing this population
- Diversity of this population through description and video
- Challenges for these students in general education and special education classes
- Adapting the Effective education program components for children with dual sensory impairments

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**Question:**

Type in one or two things that has affected how or what you are doing with your student/s as a result of the last two sessions...

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## Outcomes for Today

Participants will identify:

- Where, when and how effective strategies should be used

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## Effective Strategies

What are effective strategies for children with combined visual impairment and hearing loss?

Many are the same as for other children but... the **HOW** is the difference.

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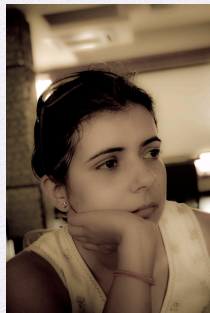
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## Think about building a house



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**Keeping your eyes on the plan  
(blueprint)**



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**Things happen...**



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So back to the foundation...

**Communication**



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### Without relationship...

- NO concept development
- NO communication
- NO literacy



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### Without Communication...

- Isolation
- Behavior issues
- Learned helplessness
- Diminished quality of life



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Effective Strategy 1

### Connecting with someone...

- Developing a relationship
- Interaction
- Initiating contact

What does it take to make a connection with someone?

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**Effective Strategy 1**

## What it takes...

Child	Adult or peer
The child being alert enough to take in stimulation and information	Knowing the child's likes and dislikes
The child becoming aware that someone is there and attending to them	Having a common topic for connecting
The child being able to anticipate what will come next	Being aware of child's temperament
	Being willing to wait for a response
	Being aware of the environment: its distractions and if child feels safe

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**Effective Strategy 1**

## Developing a relationship

Why is connection, or developing a relationship, the basis for developing a Communication System?

- A) The child needs to trust the person in order to be open to learning new concepts and skills
- B) The child needs to know your name to trust you
- C) The child needs the person to do for him, what he can't do himself
- D) None of the above




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## First a word about...

**storing**




**and retrieving**

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**A picture to represent how we store what we learn**



Our brain's filing cabinets are composed of visual and auditory information that we label and connect to what we already know. We add information to it as we get new information.

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**A picture to represent how we store what we learn**



So, the concept of water has files that include water that might be in different places (ex. Water in pond, bathtub, sink) different things you do in water (ex. Play, pour, wash)

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Effective Strategy 1 continued...

**So, now you have a relationship... what about learning? After all this is school...**

You take that "like" of the child (the common topic)  
You have been playing in water with the child following her lead...



**PLAYING IN WATER**

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### Next...

You start pouring water using a cup or pitcher... on your hand being close to her so she can investigate what you are doing



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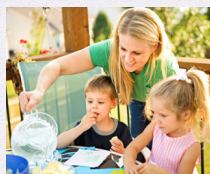
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### Then...

The adult may pour the child water and be close enough the child can "watch" it visually or tactilely.



The child may even start pouring the water herself... and that may take time... allow the child to pour her way... You model it your way...

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### Then...

The adult may put silverware in the water and swish it around while the child is playing or pouring... again close enough so the child can notice...



Child "notices" and may start to play with the silverware

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### Then...

Adult uses a sponge to wipe silverware in water and so forth...



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### So...

What are all the concepts and vocabulary this child may learn from these sequential steps to helping the child remember this information?



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Effective Strategy 2

### Active Participation

What does the student do on his own without a question or cue from you?



(Please type it in the window below the chat box and hit send.)

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## Active Participation

### Why?



Passive Learning only takes you so far...

### Active Learning is the goal!






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## Active Participation

**Clues this student doesn't ACTIVELY participate:**

**People say...**

- "She doesn't do anything by herself!"
- "She just waits for someone to do for her"
- "Until I cue him, he doesn't follow my directions"
- "She likes everything"



**When asked how the child gets your attention, the person responds...**

"He doesn't need to, someone is always there."




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## An activity Bob likes

**Bob likes to chew gum**

**The steps of the activity or routine:**

- Bob moves toward the kitchen cupboard where he knows the gum is
- He turns the doorknob but can't get the door open
- The adult goes to the door and opens it for him
- She hands him a piece of gum with wrapper taken off
- Bob smiles
- Bob chews the gum
- Bob walk toward the couch and lay down and chews the gum for about 8-10 minutes

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**Bob is active in this activity when...**

He walks to cupboard

When he puts gum in his mouth and chews

When he walks to couch and lays down

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Effective Strategy 3

**Routines**

Name a routine you have set with your student that is not a daily living activity like brushing teeth, toileting, eating...

(Please type it in the window below the chat box and hit send.)



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**Routines**

Required elements for something to be a routine:

- Clear signal to student that activity is starting.
- Steps occur in same sequence
- Each step done the same way each time (same materials, same person, same place).
- Assistance is given in the same way, always seeing where assistance can be lessened

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## Routines

Required elements for something to be a routine:

- The pacing of instruction is maintained until the activity is finished  
*(No side conversations, no going to get something you forgot, or spontaneously adding new or different steps that won't happen the next time the activity is done).*
- Clear signal to student that activity is finished.

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Effective Strategy 4

## Hand-under-Hand



Note the person who appears to be standing is the instructor.

In this slide, is hand-under-hand strategy being used?

Hit the green check for “yes” or the red “x” for no.

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## Hand-under-Hand

### Why?

- Learning to Trust...
- Brain knows what to pay attention to...
- Active participation & Learning...
- Confirmation...



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**Hand-under-Hand**



**HOW?**

There are many ways...

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Effective Strategy 5

**Pace**

**What is the pace of the student's day, activity, and transition?**

"The student is expected to follow same schedule as other students."

"She needs to keep up with others since we are including her."

We go at his pace but since I have to cue or prompt him most of the time, I don't know what his pace is."

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Effective Strategy 5

**Pace**

**Tips for waiting...**

First ask yourself the question, "What am I waiting for? And is she capable of the action?"

Be aware of anything environmentally that the student may have attended to...

Have your hand/arm very close to child on desk or wheelchair arm in the same place always, so he knows where he can connect with you to give you the answer

Once you have asked a question, slowly count to 10 to slow yourself down

Use a stop watch in the beginning to see how long the wait needs to be

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## Communication

This all applies to Communication, and remember...

Communication is  
The foundation,  
not something you  
add at the end



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## Future Events:

**Infant & Early Childhood Ed Conference - Tacoma, WA**

May 4-6, 2011  
[www.ieccwa.org](http://www.ieccwa.org)

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## Future Events:

**Combined Summer Institute - Yakima, WA**

July 12-14, 2011  
[www.ncesd.org/csi](http://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

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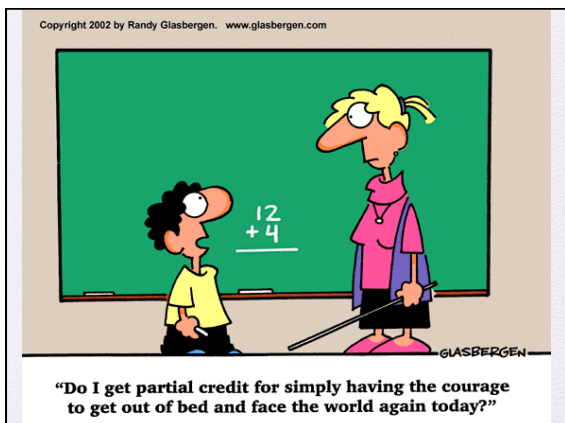
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Make sure you are registered for our next Three-part series...

**Tuesdays: 4:00 – 5:30 PM**  
November 16, 2010  
November 30, 2010  
December 7, 2010



**Communication Matrix:**  
*How it is Used to Assess and Support Children with Multiple Disabilities who are Non-Verbal*

[www.wsdsonline.org/deafblind](http://www.wsdsonline.org/deafblind)

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