

## Handouts

**Part 1 Handouts:**

- ◆ Special Education Definitions for Washington
- ◆ List of Conditions, Syndromes and Disorders Associated with Combined Vision and Hearing Loss
- ◆ Observations: Signs, Symptoms and Risk Factors that May Indicate **Visual Impairment** in Young Children
- ◆ Observations: Signs, Symptoms and Risk Factors that May Indicate **Hearing Loss** in Young Children
- ◆ Use of Sensory Channels form & example
- ◆ Likes and Dislikes forms & examples

**Part 2 Handouts:**

- ◆ Use of Sensory Channels form and example (from Part 1)
- ◆ Likes and Dislikes forms and examples (from Part 1)
- ◆ Communication Behaviors
- ◆ Basic Reasons for Communicating
- ◆ Ways of Communicating form & example

## Part 2

### Identifying and Supporting Young Children with Multiple Disabilities that May Include Hearing Loss and/or Vision Impairment

**Spring 2012  
2-Part Training**

Presenter: Kathee Scoggin

## Outcomes:

**Participants will:**


- ◆ Identify **active learning** strategies and adaptations that support the child within his or her family and school
- ◆ Identify **communication** strategies and adaptations that support the child within his or her family and school.

## Part 1 Review

- ◆ Cause of the child’s disability, if known. *Consider congenital, prenatal and postnatal conditions and prematurity.*
- ◆ Did you take the information about development of vision and hearing in young children and apply it to one of the children with whom you work? What information did you get?

*(Please type in the chat box)*

## Part 1 Review



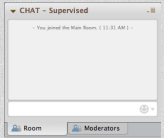
Finding the child’s **current** strongest sensory channel/s is important for:

- A. Service providers to determine what assessments are appropriate only
- B. Families and service providers to develop appropriate adaptations and strategies considering the child’s unique needs.
- C. Knowing what specialists should be added to the child’s learning team
- D. None of the above

## Part 1 Review

When reading children’s files, what are some red flags that might appear to indicate a risk for a hearing and vision loss?

Please type some of those indicators in the chat window.



## Active Learning Strategies and Adaptations

### The Six C's

These strategies assist children in becoming **active learners**.

## The Six C's



- Connection
- Channels of Learning (Sensory)
- Child's Lead and Pace
- Concept Development
- Consistent Routines
- Communication and Conversation Development (non-verbal, too)

The Six C's

## Connection

**IT ALL STARTS HERE...** Develop a relationship that is honest and predictable...

Find a pace of communicating and interacting that works for the child

Child participation in interest –based activity- likes

A trusting relationship must be present before the child can focus on learning

Responsiveness to the child vs. teaching skills

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## Connection

How does the child know you are there and want to connect?

How do you identify yourself to the child? Greet her? Leave her?

What is the pace of your connection with the child... your or his pace?

There must be quantity of connection, as well as quality.

How do you respect the child's temperament?

## Let's watch these two video clips...



Think about the aspects of connection discussed previously... Which seem to be present?

## Developing or Adapting a Physical Active Learning Environment

- Why?**
- ◆ Safety
  - ◆ Accessibility
  - ◆ Memory
  - ◆ Structure
  - ◆ Consistency
  - ◆ Communication
  - ◆ Independence

This is not about establishing a Toys R Us in every home or preschool room...




No "BAG LADIES" allowed!

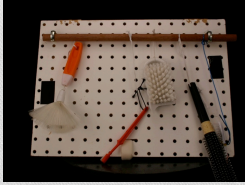





Velcro vest



Triangle board




Activity board



[www.wsdsonline.org/training/recorded\\_trainings/Recorded\\_Trainings-AL.html](http://www.wsdsonline.org/training/recorded_trainings/Recorded_Trainings-AL.html)

Pegboard tabletop



Near a window?



Texture board

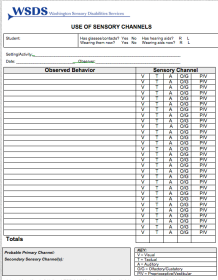


[www.ohiodeafblind.org/assets/files/images/products/holdon.pdf](http://www.ohiodeafblind.org/assets/files/images/products/holdon.pdf)

The Six C's


## Channels of Learning

(Use of Sensory Channels)



Handout

### Let's watch this video clip...



Use your handout from Part 1 Use of Sensory Channels Form as you are watching. You may only get two or three phrases in and that is okay. This is a practice opportunity.


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## Child's Lead... and Pace



You have to scrap **your** agenda in the beginning

### Let's watch this video clip...



Watch this video with two things in mind: What might be adult's purpose in using the Mylar pompom, and if the child's lead was followed, what might this video have looked like?

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## Concept Development

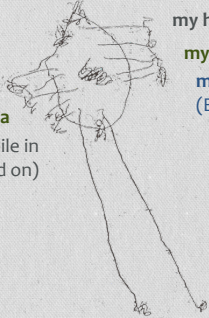
Take time to let the child learn concepts, not just skills.

Routine-based early intervention.

Building on activity settings and learning opportunities. Not making my "discipline" the focus.

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## Concept Development



my baba (bottle)      my mama

my dirt (a dirt pile in backyard she played on)

my horsey (rocking horse)


my dada

my baby URN (Erin- baby sister)

## Concept vs. Skill

What is a Concept?	What is a Skill?
Something conceived in the mind, a thought or notion;	The execution of learned physical tasks;
An abstract or generic idea generalized from particular experiences;	A learned power of doing something competently;
A mental representation, image, or idea of concrete objects as well as of intangible ideas, such as feelings	A developed aptitude or ability

## Let's watch this video clip...



What are the concepts this little girl might be learning?

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## Consistent Routines

We talk about this, but what does it really mean....

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## Consistent Routines

Required elements for something to be a routine:

- ◆ Clear signal to child 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




CONTINUED... The Six C's

## Consistent Routines

Required elements for something to be a routine:

- ◆ The pacing of learning 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 child that activity is finished.

## Let's watch this video clip...

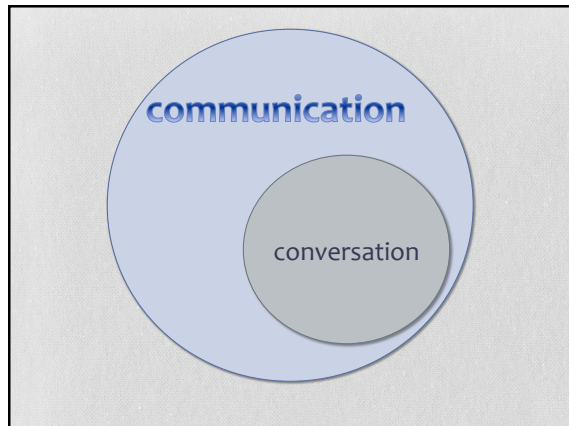


This is a family's routine set up at home. Find the elements we discussed.


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## Communication and Conversation Development (non-verbal, too)


Discover and enjoy the amazing ways we can communicate without words, never losing sight of the goal of language.



## Ways of Communicating



**Receptive**



**Expressive**

When are we reading the child's behaviors as communication... and when is the child finally actively communicating in a predictable way?

Let's watch these two video clips...



How do these qualify as communication?

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**Communication and Conversation Development**  
(non-verbal, too)

What must be "in place" for a **conversation** to happen?



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**Communication and Conversation Development**  
(non-verbal, too)

Sam Morgan says we live in an "... increasingly rapid and technologically focused world that does not make room for those who need **hands-on human relationships**... I focus much of my efforts on communication and interaction..."

Sam believes that, for children, the biggest changes come about when the people who interact with them **slow down, are deliberate, and are emotionally open** to a child and what the child is trying to express or do.

Sam Morgan, Deaf-Blind Specialist from NY. Spring 2011 NCDB Newsletter.

Let's watch these two video clips...



Look at ways children can actively learn that we don't think about.

If you used the information shared in this session consistently and meaningfully to the child, what child outcomes (child's actions) would we expect to see?

### Resources

Hagood, Linda. *Conversations without Language: Building Quality Interactions with Children Who are Deaf-Blind*. SEE/HEAR Article. TSBVI Outreach Dept. Nov. 2001.

Clarke, Kay L. *Hold Everything!* Published by The Ohio Center for Deafblind Education. 2004. [www.ohiodeafblind.org/assets/files/images/products/holdon.pdf](http://www.ohiodeafblind.org/assets/files/images/products/holdon.pdf)

Rowland, C. *Communication Matrix: A Communication Skill Assessment*. Design to Learn Products. Portland, OR. 2004. [www.communicationmatrix.org](http://www.communicationmatrix.org)

Stratton, J.M. & Wright, S. *On the Way to Literacy: Early Experiences for Visually Impaired Children*. American Printing House for the Blind. Louisville, KY. 2007.

Washington State Early Learning and Development Guidelines. 2012. Washington State Department of Early Learning [www.del.wa.gov/development/benchmarks/default.aspx](http://www.del.wa.gov/development/benchmarks/default.aspx)

Website: *Literacy for Children with Combined Vision and Hearing Loss*. [www.literacy.nationaldb.org](http://www.literacy.nationaldb.org)

WA DB Project Facebook Page:

WSDS Website: [www.facebook.com/dbprojectwa](http://www.facebook.com/dbprojectwa) Kathee's email: [kscogginwds@gmail.com](mailto:kscogginwds@gmail.com)  
[www.wsdsonline.org](http://www.wsdsonline.org)



### Video Topics:

Each Video Topic has 4 tabs which includes:  
an Intro, videos, FAQs, and More Information.

- Experience Book
- Hand Under Hand
- Likes/Dislikes
- Peer Programs
- Resonance Board
- Routines
- Space for Active Learning
- Usher Syndrome

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

### Recorded Trainings

There are five training series now available  
on our website for Students with Multiple  
Disabilities Including Deaf-Blindness:

- Two-Part: Person Centered Planning
- One-Part: Is It "Problem Behavior?"
- Four-Part: Active Learning
- Three-Part: Communication Matrix
- Three-Part: Planning for Their Success

[http://www.wsdsonline.org/training/recorded\\_trainings/  
Recorded\\_Trainings.html](http://www.wsdsonline.org/training/recorded_trainings/Recorded_Trainings.html)

### Washington Sensory Disabilities Services (WSDS)

WSDS is here to help families and service providers  
by supporting the developmental and learning  
needs of children aged birth to 21 who are:

- ◆ Deaf or hard of hearing
- ◆ Blind or visually impaired
- ◆ Deaf-blind or combined vision and hearing loss

For more information, go to: [www.wsdsonline.org](http://www.wsdsonline.org)

WSDS is a state needs project funded through the Office of  
Superintendent of Public Instruction – Special Education Section.