Introduction to Deaf-Blindness Webinar Series Session 3

Presenter: Dr. Susan M. Bashinski

April 21, 2021

Rural Institute

UNIVERSITY OF
MONTANA

Captioning and Housekeeping

- Open the captioning web page in a new browser window. You can click the link posted in the Chat box. The link is also displayed here: https://us.ai-live.com/CaptionViewer/Join/thirdparty?sessionId=USTRII2104A

- Adjust the captioning window using the drop-down menus at the top of the browser.

- Click back to the webinar browser and position the window to sit directly above the captioning.

- This session is being recorded. By participating in the webinar, you grant permission for any "chats" and/or questions you submit through the webinar platform to be recorded.

Rural Institute

This project is funded in whole or in part under a contract with the Montana Department of Public Health and Human Services. The statements herein do not necessarily reflect the opinion of the Department.

Rural Institute

The Montana Deaf-Blind Project is supported by grant #H326T180038 from the U.S. Department of Education, Office of Special Education Programs (OSEP). The statements herein do not necessarily reflect the opinion of the Department.

Rural Institute

MT Deaf-Blind Project

HOME ABOUT MTDB WHAT IS DEAF-BLINDNESS? PROJECT INITIATIVES
RESOURCES EVENTS & TRAINING

EARLY IDENTIFICATION & REFERRAL FAMILY ENGAGEMENT ASSESSMENT, PLANNING & INSTRUCTION TRANSITION
PROFESSIONAL DEVELOPMENT NATIONAL CHILD COUNT

CONTACT US

Montana Deaf-Blind Project
Rural Institute
41 Corbin Hall
Univ. of MT
Missoula, MT 59812

Phone: 406.243.4134
Fax: 406.243.4730
MTDeafBlind@mso.umt.edu
Contact Form

http://mtdeafblind.ruralinstitute.umt.edu/
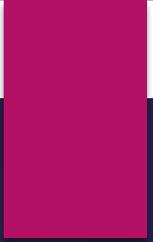
Unique Learning Needs of Learners Who Experience Deaf-Blindness

and

Building Structure Through the Use of Routines

SUSAN M. BASHINSKI

FOR THE MONTANA DEAF-BLIND PROJECT

AGENDA

- ➢ VISION LOSS –
  - • "Vision Reminders"
- ➢ HEARING LOSS
  - • Dimensions

ACTION PLAN

Please record your thoughts, regarding how you *might* incorporate information from today's webinar in your family life / daily practice.

(The action planning sheet provided today is the same as from webinars #1 and #2.)

Thank you!
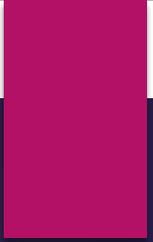
UNIQUE LEARNING NEEDS OF LEARNERS WHO EXPERIENCE DEAF-BLINDNESS

Partnering or Teaching a Learner Who Experiences Deaf-Blindness

➢ Partnering with a learner with deaf-blindness involves...

➢ **INVITING THE CHILD (ADOLESCENT) "OUT,"** to join you in the world, and to build levels of connections with her

Partnering or Teaching a Learner Who Experiences Deaf-Blindness

When asked, "What is the singular most important need of learners who experience DB?" it is not uncommon for families and teachers to answer: **"Communication, communication, communication!"**

Lack of (conventional) communication is often cited as the biggest barrier to ultimate success for learners who experience deaf-blindness.

Partnering or Teaching a Learner Who Experiences Deaf-Blindness

ASSUMPTIONS:

➢ Absolutely ALL learners DO communicate

➢ Absolutely ALL learners' communication skills can be improved (or altered)
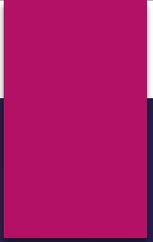
COMMUNICATION REMINDERS

COMMUNICATION REMINDERS...

Everyone communicates!
(Language is just *one* means.)

Partners need to
EXPECT each learner to communicate.

COMMUNICATION REMINDERS...

Observe and focus!
Be "in the moment" and **ATTUNED**
to the learner.

COMMUNICATION REMINDERS…

Behavior *IS* communication!
(Begin to **ORGANIZE** a way for a learner's behaviors to become communicative.)

COMMUNICATION REMINDERS…

Communication is *both* a skill <u>and</u> a sensorimotor experience.

COMMUNICATION REMINDERS...

Early expression of "memories" will likely incorporate the movement and tactile aspects of the learner's experience.

COMMUNICATION REMINDERS...

Labels commonly used may be very confusing!

COMMUNICATION REMINDERS...

For a majority of learners who experience deaf-blindness, the way in which she *receives* info. might be different from the way she *expresses* information.

COMMUNICATION REMINDERS...

Proper positioning and supports are essential to communication facilitation.

COMMUNICATION REMINDERS…

Maximize the learner's sensory access.

COMMUNICATION REMINDERS…

Teach multiple modes of communication!

(A GoTalk won't "work" in the pool or bathtub, and batteries in AAC devices, hearing aids, and cochlear implants go "dead.")

COMMUNICATION REMINDERS…

"Do *with*, NOT *for*…"
(i.e., require ACTIVE participation)

COMMUNICATION REMINDERS…

WAIT!
("Patience is a virtue.")

COMMUNICATION REMINDERS…

Body language is a two-way street.

COMMUNICATION REMINDERS...

Model _use_ of a learner's communication modes.

COMMUNICATION REMINDERS...

Communication is the *foundation* for literacy skills.

COMMUNICATION REMINDERS…

Today *affects* tomorrow
but doesn't *predict* it!

COMMUNICATION REMINDERS...

It is *NEVER* too late to begin...

COMMUNICATION REMINDERS...

NOTHING IS FREE!

Partnering or Teaching a Learner Who Experiences Deaf-Blindness

Deaf-blindness requires a learner's partners to take time to...

➢ plan how a learner will **RECEIVE** information in every activity

➢ plan what a learner will **DO** in every activity, to communicate **UNDERSTANDING**

➢ consider the IMMEDIATE physical, visual, and auditory ENVIRONMENTAL CONTEXTS of every activity in the assessment

Learners with DB *often* demonstrate:

➢ difficulty interacting with things in the environment in a meaningful way

➢ difficulty in communicating with people in a meaningful way

➢ difficulty in establishing / maintaining inter-personal relationships

➢ difficulty in generalizing information

➢ light gazing

➢ stereotypy (fear, confusion, sensory deprivation)

Learners with DB *often* demonstrate:

➤ inconsistent responses to sounds or visual images (i.e., use of remaining skills)

➤ a distorted perception of the world, due to lack of non-distorted information from the distance senses

➤ balance problems

➤ delays in motor development

➤ tactile sensitivity or defensiveness

➤ an overactive startle response

A learner who has deaf-blindness needs to...

➢ understand CONCEPTS through MORE THAN ONE sensory /communicative mode

➢ have the opportunity to learn and interact in an ENHANCED CONTEXT, in order to know what is going on around her

When you meet a person who has DB...

- ➤ treat her as you would anyone else
- ➤ address her directly, not through an interpreter, intervener, or anyone else
- ➤ let her know who you are, and when you enter / leave the room
- ➤ use the words, "see" and "hear" naturally
- ➤ describe things that are happening, or are about to happen
- ➤ **remember that behaviors affect attitudes!**

When communicating with a person who has DB...

➢ be in close proximity to her (yet respectful)

➢ alert her that a communicative interaction is about to begin or end

➢ use multi-modal communication

➢ wait for her to respond

➢ provide choices, in order to allow her some control

Characteristics Relevant to Learning

It is important to remember that learners who have DB often:

➢ lack the ability to anticipate or predict events

➢ are deprived of many of the most basic extrinsic motivations (i.e., curiosity); sensory info is so distorted it is ineffective as a source of motivation to explore and interact with people and the environment

➢ will not benefit from being left alone, for long periods of time, with toys / materials

Characteristics Relevant to Learning (cont.)

➤ do not benefit from incidental or secondary learning, but must be taught through direct instruction

➤ do not independently learn from mistakes, because she is unable to correctly understand the results of her actions

➤ may not benefit from group instruction, alone, because she cannot learn from watching and listening to others

➤ The best way to informally gauge cognitive skills is by observing the way she "remembers"

Learners with DB

Almost always experience...

➢ feelings of vulnerability

➢ more security / safety in a seated position

➢ lengthier periods of time, learning to trust others / the world

➢ challenges counteracting boredom

Learners with DB (cont.)

And...

➢ perceive time very differently

➢ respond positively to enhanced textures

➢ find it difficult to interpret movement

➢ fatigue more rapidly than same-aged peers

➢ demonstrate increased tactile sensitivity, particularly around the face
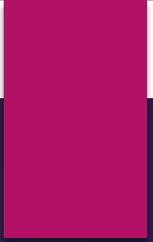
UTILIZING ROUTINES

UTILIZING ROUTINES

A <u>structured routine</u> that is targeted for instruction:

➢ helps to organize the world for a learner with DB

➢ provides a learner with necessary supports for learning <u>and</u> help to develop memory

➢ helps a learner to build trust in / with others

Routines are foundational to communication development!

UTILIZING ROUTINES

Definition of "routine":

A related series of activities, organized into a **predictable** format

Consistent implementation of routines serve to organize a learner's activities—and world!

A learner needs to learn to ANTICIPATE! (first...then)

WHAT MAKES UP A ROUTINE?

A structured routine NEEDS to include:

➢ The same **number** of steps

➢ Implemented in the same **order**

➢ Implemented **consistently**, **each and every time** a learner is engaged in the activity

WHAT MAKES UP A ROUTINE?

Other features of a routine include:

➢ Sequence of experiences (help to denote time)

➢ Natural context

➢ Central (shared) focus

➢ Turn-taking opportunities

➢ Reciprocal roles

Other features of a routine include:

➢ Repetition

➢ Predictability

➢ Small number of steps

➢ Clear beginning, middle, and end

UTILIZING ROUTINES

What should be the <u>structured</u> components of any routine?

- ➢ Initiate
- ➢ Prepare
- ➢ Perform Core
- ➢ Terminate

UTILIZING ROUTINES

Defining the Structured Components

➢ **Initiate – How does the learner know it is time to begin this activity?**

➢ Prepare

➢ Perform Core

➢ Terminate

UTILIZING ROUTINES

Defining the Structured Components

- ➤ Initiate

- ➤ **Prepare** – **What does the learner need to do in order to be ready for this activity?**

- ➤ Perform Core

- ➤ Terminate

UTILIZING ROUTINES

Defining the Structured Components

➢ Initiate

➢ Prepare

➢ **Perform Core – What will the learner *actively do* to participate in this activity?**

➢ Terminate

UTILIZING ROUTINES

<u>Defining the Structured Components</u>

  ➢ Initiate

  ➢ Prepare

  ➢ Perform Core

  ➢ **<u>Terminate</u> – How will the learner know when this activity is over?**

UTILIZING ROUTINES

KEY: Create predictability for the learner, through the incorporation of <u>consistent structure</u>!

<u>MUST</u> have a clear: Beginning, Middle, <u>and</u> End!

UTILIZING ROUTINES

Routines may be developed for:

➤ Home chores and responsibilities

➤ Child-care activities

➤ Daily school events / activities

➤ Academic tasks

➤ Specifically targeted IEP goals

UTILIZING ROUTINES

Other types of skills **should be** *embedded* within routines:

- ➤ Communicating
- ➤ Socializing
- ➤ Utilizing sensory skills
- ➤ Getting around (i.e., mobility)
- ➤ Using hands and arms
- ➤ Problem solving

UTILIZING ROUTINES

To assist family members with increasing their child's participation in routines *at home:*

➢ Ask the family to rate the child's participation <u>in terms of their own expectations</u>:

- **exceeds,**
- **meets,**
- **occasionally meets,**
- **does not meet**

➢ Ask the family about their "satisfaction" with the routine.

Summary

A child with deaf-blindness is **<u>NOT</u>**

➢a "deaf child" who cannot see *<u>or</u>*

➢a "blind child" who cannot hear

Deaf-blindness is a unique and complex disability!

Summary (cont.)

Learners who experience deaf-blindness are an incredibly heterogeneous group!

THANK YOU!

I sincerely appreciate your participation today!
Please feel free to contact me with any questions:

Susan M. Bashinski

sbashinski@gmail.com

816-271-4394