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HypHabitat Resources


**Addressing the Educational Needs
of a Child who is Deaf and Blind**


Natasha McDougald
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Don't see what you're looking for? 

Introduction

Cochlear America's Commitment
to Educational Outreach

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Don't see what you're looking for? 

Our Speaker


Natasha McDougald


- Mother of a Child with Usher Syndrome Type 1
- Area Manager with Cochlear Americas
- Experience with profound hearing loss, no balance and progressive vision loss
- Experience with hearing aids, cochlear implants and long white canes




Don't see what you're looking for? 

What does it mean to be deaf-blind?

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Use the Auditory 

What does it mean to be deaf-blind?


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“The deaf-blind child has one of the least understood of all handicaps. He is not a blind child who cannot hear or a deaf child who cannot see. He is a multi-sensory deprived child who has been denied the effective use of both his distance senses.”


Deaf-Blind Infants and Children: A Developmental Guide. JM McInnes, JA Treffry. University of Toronto Press 1982, p. 2.

Use the Auditory 

Common Causes of Deaf Blindness

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- Rubella
- Prematurity
- CHARGE Syndrome
- CMV
- Usher Syndrome
- Unknown Etiology
- Can be Acquired or Congenital

Use the Auditory 

Challenges

- Sensory information received maybe distorted
- Lack the ability to anticipate future events
- Normal Motivators may not be motivating
- May have medical issues
- May be mislabeled and misdiagnosed
- Extreme difficulty in establishing interpersonal relationships
- Difficulty in Tacit and Incidental Learning



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Incidental and Tacit Learning

- Incidental Learning
 - an accidental by-product of doing something else, is unintentional
 - Tend to be influenced by repetition and meaningfulness
 - Example: “Please” and “Thank You”
- Tacit Learning
 - neither intentional nor conscious
 - ‘over seeing’ and ‘over hearing’
 - Social skills



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Educational Goals from a Parent’s Perspective

- To allow the child to reach their potential
- To provide each Multiply Sensory Disabled child with an individualized program designed according to his needs, interests, abilities, past performance, and present level of functioning
- To allow the child to participate in society at large
- To allow the child to function as independently as possible



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Considerations for Educational Strategies



- Every child is different
 - Congenital vs. acquired hearing and vision loss
 - Additional complexities or disabilities
- The Multiplicative Effect of Dual Sensory Loss
 - 1 + 1 DOES NOT equal 2!
- Many deaf blind children have potentially useful residual vision and/or hearing – teach to use this potential
- Recognize that behaviour may be the result of limited perception, not necessarily mental or emotional illness
- Importance of a reactive environment



Key Members of the Learning Team



Learning Team Members



- Parent
- Classroom Teacher
- Teacher of the Visually Impaired
- Teacher of the Deaf and Hard of Hearing
- Orientation and Mobility Instructor
- Educational Audiologist
- Intervener
- Speech Language Pathologist
- Braille Assistant/Classroom Assistant
- Occupational Therapist



Some Team Members May be Familiar to those with Experience Working with Children with Hearing Loss

- Teachers of the Deaf and Hard of Hearing
- Educational Audiologists
- Assistants
- Speech Language Pathologists
- Auditory Verbal Therapists



Some May Not...

- Orientation and Mobility (O&M) Instructor
- Intervenor
- Teacher of the Visually Impaired
- Dual Sensory Strategist





Teacher of the Visually Impaired

- specialized teachers with unique competencies to meet the diverse needs of the visually impaired.
- Direct and facilitate the adaptations required by visual impairment for the student's academic success
- Can support vision, social, literacy, career goals





Orientation and Mobility Instructor

- Help people with visual impairments learn to travel independently and safely
- individuals are graduates of university programs specializing in the preparation of O&M specialists and meet an individual state's department of education standard of evaluation
- also provides professional information about alternative systems of independent travel such as adaptive mobility devices, dog guides and electronic travel devices (ETDs)






Intervener/Intervenor

- Provides 'intervention' between a deaf blind person and the world
- mediates between the person who is deaf blind and his or her environment to enable him or her to communicate effectively with and receive non-distorted information from the world around them
- Anticipation, Motivation, Communication, Confirmation

Accommodations for a Deaf Blind Student

Strategies



- Correct Labeling
- Educate the Class
- Intervenor or Assistant
- Assistive Listening Devices
- Social Stories/Listening Books/Experience Books
- Transition Cues/Planning
- Integrated O&M goals and program
- Adapted Literacy Materials
- Materials and Strategies from other specialties
- Whole Child/Individualized to the Student
- Avoiding the "Fairy Godmother Syndrome"



Ensuring Child is Correctly Labeled



- Key to the appropriate funding, accommodations and resources
- Determine which coding is the best (country/state dependent)
- Challenge when a label is removed
- Strategies: Independent observer, requesting a different test, retesting, enlist other learning team observations
- KNOW the procedures and if you don't - ASK!
 - USA – not deaf
 - Canada – not multiply disabled



Educate the Class



- From Preschool on, teach the class about child's hearing, vision and other losses
- May mean the difference between child being ostracized vs. accepted
- Teach the children how to interact with a MSD child: tapping the shoulder, waiting for acknowledgement, what is a white cane, what are hearing aids or cochlear implants
- Hearing aid and cochlear implant companies often supply coloring books when requested, ask for a class set each year



Educate the Class (cont'd)

- As child gets older, include them in the presentation
- Great Presentation Aids:
 - Dummy Speech Processor and a stuffed animal that can wear the implant and other aids (have a bear model technology, sunglasses and white cane)
 - A white cane for kids to try
 - Glasses representing the vision your child has (try the Foundation Fighting Blindness)
 - Sophie book; Tips for Friends (Moog Center)

Intervenor or Assistant

- High functioning deaf blind children can 'bluff'
- Kindergarten – Crying every day – didn't want to go to school:
 - Situation: Did not have an individual assistant or intervenor; class of 11, with team of classroom teacher, braille assistant (for 3 children), consulting teachers of the deaf, visually impaired and educational audiologist
 - Transition warnings were absent; was told child was ignoring instructions and had behavior issues
 - Requested a Learning Team Meeting; documented missed social interactions; invited Program Director for the VI to observe class

Intervenor or Assistant (cont'd)

- CRAYON incident
- Reconvened meeting; realized that child was unaware of transitions (being verbally told, yet not waiting for acknowledgement); missing social interactions
- Obtained intervenor; behavior radically changed; became aware of social interactions
- Old teacher went on maternity leave; new teacher couldn't understand why there were behavior goals on IEP
- Can completely alter a child's ability to recognize and learn social cues – do WITH not for

Assistive Listening Devices



- Important for all kids with hearing loss; crucial for deaf blind child
- Young Children cannot be accountable for whether or not device is working
- Give in-service to all teachers/assistants and specialists that work with the child
- Test every morning; try actions vs. words if young
- Think outside the box: in small groups of kids "Pass the Microphone"
- Ensure that assistive listening devices are listed in the IEP and that a troubleshooting document is available both in the classroom and at the principal's office.
- Consider pep rallies, caroling, field trips, etc.



Social Stories/Listening/Experience Books/Story Boxes

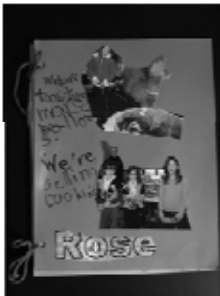


Image courtesy of Natasha McDougald

- Can illustrate places, experiences, expected behaviors, events
- Can reinforce language
- Can use tactile cues: feathers, bumps, etc.
- Adapted for child's literacy and communication
- Label your house, the classroom, everything!



Calendars



- Can be a daily/monthly/weekly/event schedule
- "Calendar box" – series of objects, placed in boxes or hung on wall, and representing a corresponding series of activities. A calendar that a child without vision or hearing can read
- Critical to a deaf blind person's understanding of the environment
- Modify based on information gathering abilities
- We used a regular large monthly calendar with stickers of the hospital, bus for school, holidays and pictures if we were visiting family or friends



Transition Cues and Planning



- Schedule is KEY
- Can be visual, tactile, object-based, text, braille
- Can be picture or words or object(tactile) based
- Repeated transition warning; including acknowledgement that the message was received
- Don't assume child has the message unless they acknowledge the message
- Catalyst for behavioral issues
- EVERY DAY we had a schedule(evolves): PECS(pictures) -> pictures plus words -> words only -> words

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Integrated O&M



- All white cane, all the time
- Insist it be used in school, on the playground, in the mall, at assembly, in the neighborhood
- Expect resistance – it does make child look different
- Not the child's choice; it can mean independence
- Daytime walks vs. nighttime walks
- Cardinal directions as part of vocabulary

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Integrated O&M



- Understand sighted guide techniques
- Cardinal directions as part of vocabulary

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Literacy Materials



- Literacy materials in mode best for child's usable vision or hearing
- Vision Dependent: Large print, small print, ⠠ ⠡ ⠢ ⠣ ⠤ ⠥ ⠦ ⠧ ⠨ ⠩ ⠪ ⠫ ⠬ ⠭ ⠮ ⠯ ⠰ ⠱ ⠲ ⠳ ⠴ ⠵ ⠶ ⠷ ⠸ ⠹ ⠺ ⠻ ⠼ ⠽ ⠾ ⠿ ⠁ ⠂ ⠃ ⠄ ⠅ ⠆ ⠇ ⠈ ⠉ ⠊ ⠋ ⠌ ⠍ ⠎ ⠏ ⠑ ⠒ ⠓ ⠔ ⠕ ⠖ ⠗ ⠘ ⠙ ⠚ ⠛ ⠜ ⠝ ⠞ ⠟ ⠠ ⠡ ⠢ ⠣ ⠤ ⠥ ⠦ ⠧ ⠨ ⠩ ⠪ ⠫ ⠬ ⠭ ⠮ ⠯ ⠰ ⠱ ⠲ ⠳ ⠴ ⠵ ⠶ ⠷ ⠸ ⠹ ⠺ ⠻ ⠼ ⠽ ⠾ ⠿ ⠁ ⠂ ⠃ ⠄ ⠅ ⠆ ⠇ ⠈ ⠉ ⠊ ⠋ ⠌ ⠍ ⠎ ⠏ ⠑ ⠒ ⠓ ⠔ ⠕ ⠖ ⠗ ⠘ ⠙ ⠚ ⠛ ⠜ ⠝ ⠞ ⠟ ⠠ ⠡ ⠢ ⠣ ⠤ ⠥ ⠦ ⠧ ⠨ ⠩ ⠪ ⠫ ⠬ ⠭ ⠮ ⠯ ⠰ ⠱ ⠲ ⠳ ⠴ ⠵ ⠶ ⠷ ⠸ ⠹ ⠺ ⠻ ⠼ ⠽ ⠾ ⠿
- How much usable vision?
- May not be traditional instructional mode
 - Degenerative vision students may start with normal print
 - Learn braille as a secondary skill
 - May require use of tunnels (to block vision) to learn tactile braille
- Make it fun! Best successes for us involved brailleing recipes and then cooking from them; classroom teacher sending a braille joke in the morning with punchline in the afternoon

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Literacy Materials (cont'd)



- Make braille or altered literacy materials 'cool'
 - Braille club for all interested students
 - Braille lunch where child can invite one child per week from the classroom for one-on-one lunch and doing a braille craft
 - Parents might consider supporting child by learning braille

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Materials from Other Specialties



- Autism resources
 - Social stories, social strategies
 - Great transition resources and plans
- Cerebral Palsy resources
 - Adapted bikes for a child with no balance
 - May find a friend with similar issues
- Other disability organizations
 - Between Friends
 - Down Syndrome Societies
 - CHARGE Syndrome Societies

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Preferential Seating



Very dependent on type of vision and hearing loss

- Macular Degeneration kids may do better on side of class
- Retinitis Pigmentosa kids may do better at middle back
- Some children may require center front
- Try different spots – Smart boards can be extremely difficult with vision loss; consider a laptop or monitor with the same information directly at the child's desk
- Check out VisionSim application from the Braille Institute; contact the Foundation Fighting Blindness

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Fairy Godmother Syndrome



- Poof – it's magic!
- Involve child in process; how does something occur?
- Doing with, not doing for
- Example: A Glass of Milk
- Great areas to involve a deaf blind child in:
 - Classroom and home chores; cleaning and dusting
 - Cooking
 - Gardening
 - Taking care of and feeding a pet



Image courtesy of <http://www.freestockphotos.biz>

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Strategies for Success and Thank You



- Parents are part of a successful equation
- Honest parent (and child) feedback are critical
- Children with multiple disabilities especially need flexible approaches
- Help parent and child see the child's potential
- View the whole child, not just the disabilities, which can be difficult given what can seem like an overwhelming set of difficulties

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- General References
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 - <http://www.nationaldb.org>
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 - US Dept of ED funded project: www.kidsdbci.org
- Intervenor or Assistant
 - <http://intervener.org>
 - <http://www.cdbraontario.ca>
 - *Bravo! Miss Brown* by Joan MacTavish
- Children's Rights Under IDEA
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 - *Sophie's Tales: Learning to Listen* by Melanie Patiocoff
 - *Kaci Gets a Cochlear Implant* – Cochlear Americas
 - *Oliver Gets Hearing Aids* – Phonak Corporation
 - *When It's Hard to See* by Franklin Watts Publishing
 - *When It's Hard to Hear* by Franklin Watts Publishing
 - *Tips for Kids, Tips for Friends* – Mainstream Series by the Moog Center; www.moogcenter.org/Bookstore/tabid/149/Default.aspx
 - *Someone Special, Just Like You* by Tricia Brown
 - Vision Simulations:
 - Take a Look... card published by the CNIB, www.cnib.ca or 1-800-563-2642
 - Retinitis Pigmentosa glasses; the Foundation Fighting Blindness, www.fbf.ca
 - VisionSim by the Braille Institute, www.BrailleInstitute.org




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References (cont'd)

- Orientation and Mobility
 - *Modular Instruction for Independent Travel For Students Who Are Blind or Visually Impaired: Preschool Through High School* by Doris M. Willoughby and Sharon L. Monthei
 - *Being a Sighted Guide: American Foundation for the Blind* <http://www.afb.org>
 - *Travel Tales: A Mobility Storybook* by Julia Halpern-Gold, Robin Weinstock Adler, Shelly Faust-Jones
- Resources from Other Disciplines
 - *The Social Skills Picture Book* – Teaching play, emotion and communication to children with autism by Jed Baker
- Social Stories
 - *Using Experience Books to Promote Early Literacy* – Cochlear Americas HOPE Online at www.CochlearAmericas.com/HOPE (in Recorded Courses area)



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Upcoming Online Sessions

Next Up:

Wednesday, June 6 at 3:00 pm
When Changes in the Communication Option May be Needed
 Donald Goldberg, Ph.D., CCC-A/SLP, LSLS Cert. AVT
 The College of Wooster and Cleveland Clinic

A new schedule of HOPE Online will begin in September. Watch the website at www.CochlearAmericas.com/HOPE






Be sure to check out these great resources for parents....

- Speech Sounds (for children 0-5 years)
- Sound Foundation for Babies (family activities for the first year following implantation)
- Educators Guide (for guidance at school)

All on the HOPE website at:
www.CochlearAmericas.com/HOPE





Contact Cochlear Americas

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- For a Certificate of Participation, please send your completed Feedback Form to: hopefeedback@cochlear.com



