
Texas School for the Blind & Visually Impaired Outreach Program

www.tsbvi.edu

512-454-8631

Superintendent William Daugherty

Outreach Director Cyral Miller



T S B V I
Outreach Program

New Teacher Series: Role of the Teacher of Students with Visual Impairments with Students Who Have Multiple Impairments

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Presented by

Chrissy Cowan, TVI / Mentor Coordinator

chrissycowan@tsbvi.edu

Ann Rash, TVI / Education Consultant

annrash@tsbvi.edu

Texas School for the Blind & Visually Impaired Outreach

Developed by

Texas School for the Blind & Visually Impaired
Outreach Programs

New Teacher Series:

Role of the TVI for Students with Multiple Impairments

Ann Rash, TSBVI Outreach VI Education Specialist

Chrissy Cowan, TSBVI Outreach Mentor Coordinator

FOCUS POPULATION FOR THE DAY

- Students who have a visual impairment and significant cognitive disabilities
- Difficulties communicating with spoken language
- Difficulties with motor tasks

WHAT CAN WE TURN TO?

The Magical SLK

- Evidence-Based (based on research)
- Includes assessment AND instruction
- Current
- Designed to use w/ many levels
- Expansive
- Provided to VI students on APH quota funds

CONTENTS OF SLK

- Guidebook with assessments
- Routines Book with scripted routines
- Materials for assessment and routines
- CD with all printed materials

BOOKS IN THE SLK

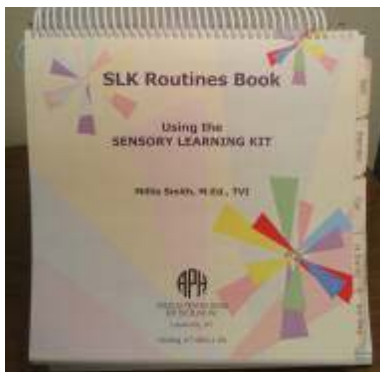


Figure 1 SLK Routines Book



Figure 2 SLK Assessment Book

SLK CONTENTS



Figure 3 Contents of the SLK include Guidebook and Assessment Forms, SLK Routines Book, three assistive technology switches, a power control unit, multiple appetite items featuring texture, color, and sound for use in the routines and a material Carry-All.

WHAT DO WE WANT FOR THESE STUDENTS?

Desired Student Outcomes

- To maintain an alert state
- To interact with people and objects
- To participate in activities

Handout: “Teaching”

HOW DO WE DO THIS?

The Team Effort

- When students have multiple disabilities, individuals must pool their skills in order to provide successful interventions.
- Each member of the team has pieces of essential knowledge about the learner, but no one member has all the information needed.

Who would be on your team?

WHAT DO WE NEED TO DO?

Environmental Adaptations & Learning Materials

- Access to a variety of learning spaces
- Learning spaces that are predictable
- Constant location cues
- Graduated exposure to large/bright spaces

Handout: “Learning Environments & Materials”

QUALITIES OF LEARNING MATERIALS

- We have to find what materials the students like to use in programming, as well as dislikes to avoid
- We have to provide variety
- Materials should be meaningful
- Materials should invite exploration

Handout: “Learning Environments & Materials”

PROGRAMMING GOALS FOR THE MIVI STUDENT

Create an environment that is consistent

- Activity routines
- Calendars
- Active learning

Use techniques that foster trust

- Hand-under-hand
- Teach non-verbal communication

Handout: “Suggestions for Programming for Student with Multiple and Visual Impairments”

DEFINITION OF A ROUTINE

A routine is an instructional strategy developed to increase the level of participation in activities for students who require consistency and repetition in order to learn.

A ROUTINE HAS THE FOLLOWING...

- There is a clear signal to the student that the activity is starting.
- The steps of the activity occur in the same sequence.

- Each step is done is the same way each time (same materials, same person, same place).
- Assistance is given the same way each time until the student is ready for a lower level of prompt.
- The pacing of instruction is precisely maintained until the activity is finished (no side conversations, going off to get something you forgot, or spontaneously adding new or different steps that won't happen the next time the activity is done).
- There is a clear signal to the student that the activity is finished.

ASSESSMENT TO DETERMINE EFFECTIVE TEACHING STRATEGIES:

Activity Routines

SLK has 5 sequential assessment tools:

- Sensory Learning Summary (red)
- Arousal State Profile (blue – p. 57)
- Sensory Response Record (green – p. 65)
- Appetite/Aversion List (purple – p. 73)
- Level and Strategy Guide (yellow – p. 75)

INTERACTION

Watch Sara perform part of an assessment w/ Matthew, then Lily

As you watch, look for reactions from the students that are positive

If you were to select an object upon which to build a routine, what would it be?

You will have 1 minute to come up with your answer. Be prepared to share with participants on TETN Broadcast.

BACK TO ROUTINES ...



Image 1 Young girl with spoon in her mouth.

IN SLK, THERE ARE 3 LEVELS OF ROUTINES:

- Quiet Alert Routines
- Active Alert Routines
- Partial Participation Routines

See handout: “Key Points”



Tip 1 Levels are determined by assessment

INTERACTION

Working with Routines in SLK

Look at the SLK appetite item: Personal Fan, pp. 37-43

Which level is Matthew?

Why?

You will have 1 minute to come up with your answer. Be prepared to share with participants on TETN Broadcast.

INTERACTION

Working with Routines in SLK

Look at the SLK appetite item: Massager, pp. 66-71

Which level is Lily?

Why?

You will have 1 minute to come up with your answer. Be prepared to share with participants on TETN Broadcast.

INTERACTION

Now watch Sara teaching a lesson with Matthew

Be prepared to discuss:

- How is the object presented?
- What makes this a teaching session?
- What were the steps?
- How did Sara wrap up?
- Could you call this a routine?

You will have 1 minute to come up with your answer. Be prepared to share with participants on TETN Broadcast.

WHO IS MOST LIKELY TO CARRY OUT A ROUTINE ON A DAILY BASIS?

As the TVI, what do you bring to the team?



Figure 4 Silhouette of man with light bulb inside his head. Signifies an opportunity to share your thoughts.

THE TVI ROLE IN DETAIL

See handout titled: “TVI Role: Students with Visual and Multiple Impairments”



Figure 5 Light bulb indicates a new teacher tip.

Share this with your educational team during a staffing meeting at the start of the school year.

HOW DO OTHERS KNOW WHAT YOUR ROLE IS?

See handout: “VI Teacher Information”



Figure 6 Light bulb indicates new teacher tip.

You will share this with all of the members of the educational team, including the parents.

RESOURCES

See handout: “Resources”



Figure 7 Light bulb indicates a new teacher tip.

New Teacher Tip:

A quick read is When You Have a Visually Impaired Student with Multiple Disabilities in Your Classroom: A Guide for Teachers, Jane Erin, AFB Publications. This book takes the complexity out of services to MIVI students.



Image 2 Cover of When You Have a Visually Impaired Student with Multiple Disabilities in Your Classroom: A Guide for Teachers, from AFB.

REMEMBER ...

- It takes a team to provide quality services to students with vision and multiple impairments.
- Get to know your student as a person—play, interact, have fun!

TEACHING

**From: Sensory Learning Kit by Millie Smith,
American Printing House**

Intervention

Attempts to provide children with a variety of rich sensorimotor experiences may do more harm than good if certain factors are not considered. There has been a lot of material in neurology, child development, and behavioral journals for the last several years about the relationship between stress and learning. It seems that stress hormones inhibit memory function, and that prolonged stress can actually break down some neurological pathways. Young children with multiple and severe impairments experience an abnormally high amount of stress as a result of having limited or no control over when, how, and what kinds of sensory input they receive. When interactions with others around these sensory events are associated with demands, stress levels can be even higher. As demands increase, so does stress (Gunnar, Brodersen, Nachmias, Buss, & Rigatuso, 1996; Miles & Riggio, 1999; Sacks & Silberman, 1998).

Sensory experiences that result in learning are those that are accessible to the sensory impaired learner. To provide experience and reduce stress, one should choose events the child enjoys and give the child maximum control by responding to his signals to continue or to stop the event. The best way to invite motor responses to sensory events without creating stress is to follow the child's actions. We must join, not demand. We do this by watching to see what the child is doing and then gently beginning to do it with him, matching his pace and level of intensity. After a while we might pause and wait to see if the child will do something to invite us to "go again." When a bond of trust is established, we can expand on the initial child-initiated response and invite a new behavior (Janssen, 2003). Using routines is a very good way to structure sensorimotor learning experiences to avoid stress and

enhance learning. The successful interaction between the learner and the partner during routines makes this instructional strategy rewarding for both participants while empowering the learner, a key element of the SLK.

Routines

After completing the appropriate assessments, partners are ready to begin teaching. Depending on the intervention level, the desired outcomes of this teaching are to help the learner

- be alert more of the time,
- interact intentionally with the people and objects in his world, and/or
- participate in activities at the highest possible level.

The possibility of achieving all of these outcomes can be greatly enhanced by using routines. Routines are widely agreed upon as the best instructional strategy for students with severe disabilities (Chen, 2000). Use of routines allows partners to provide instruction that minimizes stress and maximizes alertness.

Daily Schedules and Routines

A typical daily schedule includes many different activities. A routine is a special activity in the daily schedule that has been chosen because

- important skills are being worked on during the activity,
- the activity can occur frequently--one or more times daily,
- the learner enjoys the activity or, at least, some aspect of the activity,
- a partner is available for interaction with the learner during the activity, and
- the activity can be structured so that it happens the same way each time

Not all activities in the daily schedule will be routines. But learning efficiency can be greatly increased when some activities are designed as routines. Teams of partners will want to make sure that learners have four or more well-designed routines in their daily schedules



Image 3 Learner holds the pencil.



Image 4 Showing a pencil to the learner.



Image 5 Assisting learner by putting pencil in sharpener.



Image 6 Learner places pencil in sharpener.

Designing Activities as Routines

In order for an activity to be considered a routine, it must be designed according to certain criteria that enhance learning efficiency. Routines contained in this kit have been written to help partners provide instruction that meets the following criteria.

- There must be clear communication to the learner that the activity is beginning.

- The activity must be broken down into key steps, and the steps must occur in the same sequence each time.
- Rigorous consistency must be maintained by using the same materials, same place, same person, and same time.
- The pacing of the activity must be maintained at the learner's optimum level from beginning to end without interruption.
- There must be clear communication to the learner that the activity is finished.

Partners will need to try their best to adhere to these criteria. Of course, there will be times when interruptions occur and consistency is compromised. The criteria have to be maintained many more times than not, or the activity is no longer a routine. Learners with the most severe challenges will usually participate in individual routines with their learning partner. They also may participate in group routines with other peers and partners. Young children often participate in group routines at "circle time." Older students may participate in group routines during vocational tasks such as assembly lines or jobs requiring tool sharing.

Memory Development

The consistency provided by partners in a routine is a key element in the development of "procedural memory." This memory allows the learner the comfort of knowing what is going to happen so that he can use his cognitive energy for more challenging aspects of a task (Blaha, 1991; Ward, Shu, Wallace & Boon, 2002). In order for the learner to memorize the sequence of a routine, the pace of a routine must be appropriately maintained. If the partner goes too fast, the learner does not have enough time to process what is happening. If the partner goes too slowly or stops for periods, the learner may lose orientation to the routine. The length of a routine is determined for the most part by the number of steps contained in it. A routine should have only as many steps as the learner can remember. The whole point of a routine is to provide instruction in a way that allows the learner to know what is going to happen next. If there are too many steps in a routine, the learner cannot remember the step sequence.

Contexts

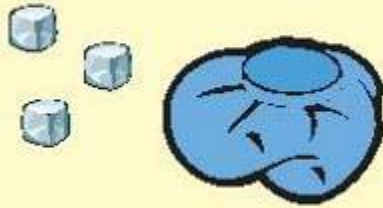
Routines must make sense to the learner. She must be given the opportunity to understand that she is playing a game, doing a chore, grooming, making a craft object, eating, exercising, working, etc. Every item chosen from the Appetite List must be paired with an activity in a meaningful context. For some students, initially, the meaningful part of a routine will be the recognition that a familiar event is about to occur. For instance, when a learner remembers the smell of the lotion that is always a part of her massage activity, the presentation of that lotion allows her to anticipate with pleasure that she is about to have her hands rubbed.

Age Appropriate and Functional

There has been a great deal of emphasis for several years on "functional" skills and "age appropriate" activities for students with disabilities (Falvey, 1995; Corn & Koenig, 1996; Sacks & Silberman, 1998). For example, sorting is a cognitive skill addressed in most curricula. An advocate of functional, age appropriate learning would address this skill in an activity that would be part of the learner's life in non-school environments, using functional activities that would be done by typical peers of the same approximate chronological age. Rather than sorting a set of shape blocks, the teacher might have a young learner sort articles of clothing or an older learner, grocery items. This approach is still considered best practice for students with more moderate impairments in many schools. One problem has been that some educators concluded that all media used by learners had to be functional in order to be appropriate. In some settings very young children with moderate disabilities were doing chores while their typical peers were playing with toys.

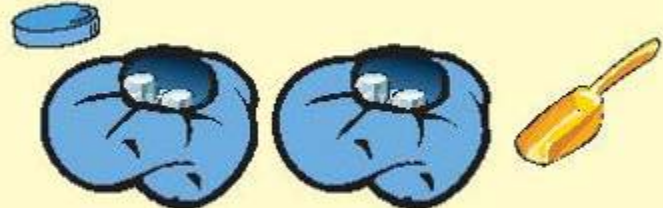
Ice Bag Routine Development

Beginning goal of routine



Orients and maintains alertness to the texture and or temperature of the ice bag.

Possible outcomes through routine development



Develops vocational skills:

- filling bag with ice cubes in nurse's office
- making weights for toss game by pouring beans, rice or gravel into bags

Image 7 Age-appropriate ice bag routine. Picture on the left of one ice bag with 3 ice cubes. Notation reads: Beginning goal of routine: Orients and maintains alertness to the texture and or temperature of the ice bag. Picture on the right of two ice bags filled without caps and an ice scoop. Notation reads: Possible outcomes through routine development. Develops vocational skills: filling bag with ice cubes in nurse's office and making weights for toss game by pouring beans, rice or gravel into bags.

Functional programming is designed to make learners as independent as possible in work and living environments. Learners with severe and profound impairments rarely develop independent functional skills. Another approach is needed for this population (Ferguson, 1985; 1995). The emphasis of the SLK is that media and activities should dignify the learner. Using media that effectively orient and maintain alertness is dignifying if a learner struggles with these issues. Media and activities should be, whenever possible, things that would be appropriate for typical learners of the same approximate age range. If useful media are notably different from that found in the environments of typical peers, it may be that the materials can be used in a routine in such a way that the topic of the routine dignifies the learner even though the media would not. For instance, an older student who orients and maintains

alertness best when presented with colored lights might be the product tester in a flashlight assembly line in a vocational setting.

Target Skills

Specific skills are taught in routines. Teams of learning partners need to work together to identify about five priority skills which the team feels are most important at a given time. The team can then decide when and where to address these skills in the learner's routines. Communication, cognitive, social, motor, and sensory skills are learned most efficiently when they are targeted in routines. In the sample intervention mentioned in the opening of this guidebook, Mary learned the communication skill of signaling her partner for more during the lotion activity. Many objectives in IEPs are not achieved because instruction of the skill does not take place in a context where meaning and motivation are strong enough and where there are enough opportunities for practicing the skill. Routines are powerful contexts for skill learning.

When learners are familiar with the steps of a basic routine and know what to expect, they are less stressed and more motivated. They can then concentrate their available energy on the more challenging aspects of the routine that build skills.

Partial Participation

A good understanding of the philosophy of Partial Participation can greatly enhance sensorimotor learning (Ferguson, 1985; 1995). This philosophy emerged partly as a response to the problem that sensory media available to learners with severe disabilities might be very limited.

- The learner may not have access to a variety of environments. The more severely disabled a learner is, the more likely it is that she spends all of her time in one or two small environments like a bedroom at home and a self-contained classroom at school.
- The media available in these environments tends to be much more limited than it would be for typical learners. Learners with severe disabilities may interact primarily with their grooming and feeding items, their therapy items, and toys. Since there are only so many

toys manufactured for children at early developmental levels, they may interact with the same things year after year.

Many partners assume that certain activities that would involve interactions with a wider variety of media and people are inappropriate because the learner cannot currently or potentially participate in the activity independently.

Programs for learners with disabilities emphasize developing independence. This is a very appropriate emphasis for learners with mild to moderate disabilities, but it can't be the primary emphasis for learners with the most severe disabilities. When we change the emphasis for these learners to learner-guided interdependent interactions with caring communication partners, a whole world of educational opportunities opens up. Interdependence as an educational goal places value on the skills that allow the learner to participate with others at the highest level possible. Using a partial participation approach, the learner uses his present competencies to participate in the activity and his emerging competencies to participate at higher and higher levels as time goes by. His learning partners facilitate all of the responses helping the learner to move beyond his current ability. Any age-appropriate activity can be included in the daily schedule regardless of the learner's ability to perform independently.

As a result of having a wider variety of activities to participate in interdependently, media and social context are no longer limited to toys, care items, and therapy materials.

Learning Environments:

Space

Sensorimotor learning is more efficient when the learning takes place in a well-planned and managed environment.

- Access to a variety of learning spaces helps maintain alert states for most learners. Partners will need to determine the appropriate number of environments carefully. The goal is to enhance interest in

the environment by allowing the learner to experience difference and change. If there is too much change, some learners may become stressed. Stress indicators are typically agitation or withdrawal. For learners who are highly challenged by the transition from home to school, moving around to different environments at school may be too much. If the transition from home to school is stimulating in a positive way, but alertness diminishes as the school day goes on, a change in school environments may be very helpful.

- Stress is lowered because predictability is enhanced when activities occur in designated, distinct spaces. If a learner never knows where his wheelchair is parked or all activities happen in the same place, space gives no cues about what is going to happen. If movement to a certain area with distinct sensory qualities is always followed by the same activity, the learner knows what is about to happen and has a chance to get ready to participate at the highest possible level. Lamps, aquariums, textured floor coverings, ticking clocks, and colored furniture are examples of location cues that allow the learner to know where he is and what is about to happen there.
- Location cues can't move around the room. Keep unique features constant. Consistency helps anticipation by strengthening memory associations between cues and activities. It also minimizes the distraction that the cue might create. The more familiar the ambient cue is the less cognitive attention it demands.
- Ambient cues should be as subtle as possible so that they don't compete for attention with media used in the activity.
- Large spaces with intense ambient sensory qualities like high noise levels, lots of movement, or strong smells may be very challenging for learners with severe disabilities. Grocery stores, cafeterias, gymnasiums, and hallways are examples of environments that may overload the learner and cause some stress. Tolerance for these environments may have to be built over time. A graduated exposure method may be helpful. Using this approach, a routine would require the learner to go into a hallway for a specific purpose for a short time

during a quiet period rather than during class changes. Exposure would gradually expand.

Adapted sensory learning spaces are available to some learners. The degree of adaptation in these spaces varies a great deal. So does their popularity. Some of the adaptive spaces concentrate more heavily on sensory learning. They may be rooms or parts of rooms that contain high concentrations of light displays, textured materials, color wheels, fans, chimes, bubble machines, and other sensory media. Sometimes these areas contain media, like fiber optic light displays, that are very sophisticated and expensive.

Other adaptive spaces have a motor emphasis. These tend to have barrels, ramps, steps, big foam bolsters, wedges, and swings. Some adapted spaces have a combination of these media. Proponents of this kind of programming point out that many common environments do not contain media that have the qualities required to sustain attention and motivate learning. They argue that adapted spaces containing special media create the conditions under which learning can take place because consistency is maintained, distractions are minimized, and motivation is high. Critics of this kind of approach point out that the presence of media doesn't ensure high quality sensory learning. Given a choice between spending lots of money on stuff or people, they would rather have highly trained learning partners who can create a meaningful sensory learning experience with common objects containing interesting sensory properties. Most of these critics would concede that high quality learning can take place in adapted spaces if routines emphasizing intentional active participation are implemented in these environments.

Materials

Partners must decide what sensory media to make available to the learner and they must also decide how the learner is to interact with the media.

- All learners, whether they have disabilities or not, habituate to media after repeated exposure to it. Something that is very interesting

initially, and for a period afterwards, eventually may not even elicit an orienting response. Access to a wide variety of media is more helpful than the provision of a limited number of special items. When abundant media are available to the learner, the likelihood of habituation is decreased.

- Items from the learner's Appetite List will be the media used to develop the initial group of core routines. In order to do this, each item from the Appetite List must be paired with a topic that is meaningful to the student. Partners can use the Routine Templates as a starting point for programming. Prior to use, all Routine Templates will need modification according to the specific sensory needs determined by the assessment of the learner. They are intended to be used as guides for planning instruction.
- In addition to the exploration of sensory media during participation in routines, learners may benefit from exposure to sensory media in an environment where they interact with the media independently (Bishop, 2003; Corn & Koenig, 1996; Haring & Romer, 1995; Miles & Riggio, 1999; Progrund & Fazzi, 2002; Sacks & Silberman, 1998). Dr. Lilli Nielsen (1992) has developed several techniques for developing intentional behavior with objects in this way.

Suggestions for Programming for Student with Multiple and Visual Impairments

Developed by Chrissy Cowan, TVI

Background Information

_____ is a student with cortical visual impairment due to brain trauma at birth. This means that the part of her brain that interprets visual information is damaged. For more information on CVI, please read the article attached. _____'s visual functioning is very poor and inconsistent. As a result of her cognitive and visual disabilities, there are some things we could do that will help _____ learn.

An Environment that is Consistent (3 articles)

For _____ to transfer learning from one event to another, it will be important for all of us to be consistent in the way we work with her and the materials we use with her. The articles I've attached represent 3 prominent practices that have been found to be successful to help make the environment consistent.

"Steps for Incorporating Activity Routines into Your Practice"

<http://www.tsbvi.edu/Outreach/seehear/fall02/activity-routines.htm>

Unlike the "routines" we go through every day (wake up, brush teeth, eat breakfast...), an Activity Routine is an instructional strategy or a lesson that follows specific steps designed to increase the level of participation in activities for students who require consistency and repetition in order to learn. Any activity (e.g. eating a snack) can be designed to be a routine. An activity is not inherently a routine unless the following occur:

- There is a clear signal to the student that the activity is starting.
- The steps of the activity occur in the same sequence.

- Each step is done in the same way each time (same materials, same person, same place).
- Assistance is given the same way each time until the student is ready for a lower level of prompt.
- The pacing of instruction is precisely maintained until the activity is finished (no side conversations, going off to get something you forgot, or spontaneously adding new or different steps that won't happen the next time the activity is done).
- There is a clear signal to the student that the activity is finished.

“Let Me Check My Calendar”

<http://www.tsbvi.edu/Outreach/seehear/archive/Let%20Me%20Check%20My%20Calendar.htm>

Just as you and I use a calendar to provide structure and consistency to our day, _____ will need to use a system as well. A “calendar system” is used to develop communication, provide emotional support and power, and to develop time concepts. _____ is at a beginning level with this, so she will be using an “anticipation calendar.” Turn to the second page to begin reading about anticipation calendars. A word of caution--relying on auditory information alone (e.g. telling her what is about to happen) won't build memory, anticipation, or learning.

Calendar systems go hand-in-hand with activity routines.

“An Introduction to Dr. Lilli Nielsen’s Active Learning”

<http://www.tsbvi.edu/Outreach/seehear/summer99/nielsonintro.htm>

The concept of “active learning” is based on research that young children (including those with severe disabilities) learn through play, and will therefore need to be encouraged to explore their environment and objects in their environment. Dr. Nielsen has found that children learn by being active, rather than passive recipients of stimulation. She encourages adults to set up the child’s environment so that he can be active. To this end, a “Little Room” will be provided by the VI teacher, with suggestions for appropriate programming within the Little Room.

Techniques that Foster Trust (2 articles)

“The Language of the Hands: Hand-Under-Hand Technique”

<http://nationaldb.org/NCDBProducts.php?prodID=47>

Children with visual impairments tend to have their hands manipulated a lot, to the point that they withdraw. We can always choose to avert our gaze, and we should allow VI students the freedom to “look at” (i.e. feel) what they want and avoid what they find unpleasant. For this reason, I am including an article on a mutual touch technique called “hand-under-hand”. This is to replace the “hand-over-hand” technique we learned in college decades ago.

“Non-Verbal Communication: Cues, Signals and Symbols”

<http://www.tsbvi.edu/Education/vmi/nonverbal.htm>

Since we are not really sure how well _____ processes auditory information, it may be a good idea to incorporate cues, signals, and symbols as much as possible to support auditory information.

KEY POINTS

**From Sensory Learning Kit by Millie Smith,
American Printing House**

All of the activities in this kit are designed to be implemented using the instructional strategy called "routines." Please make sure that you have read the information in the *SLK Guidebook* explaining the importance of using routines to maximize learning and to decrease stress.

All written routines in this book are to be used as templates. Each must be modified to reflect the unique needs of individual learners. Use the worksheet/lesson plan form included in this book to record modified routines.

All routines are social interactions. They are always carried out with learners and partners. Partners may be teachers, family members, friends, or caregivers.

INTERVENTION LEVELS

The routines contained in the Sensory Learning Kit (SLK) are organized into three levels: quiet alert, active alert, and partial participation.

Routine Levels

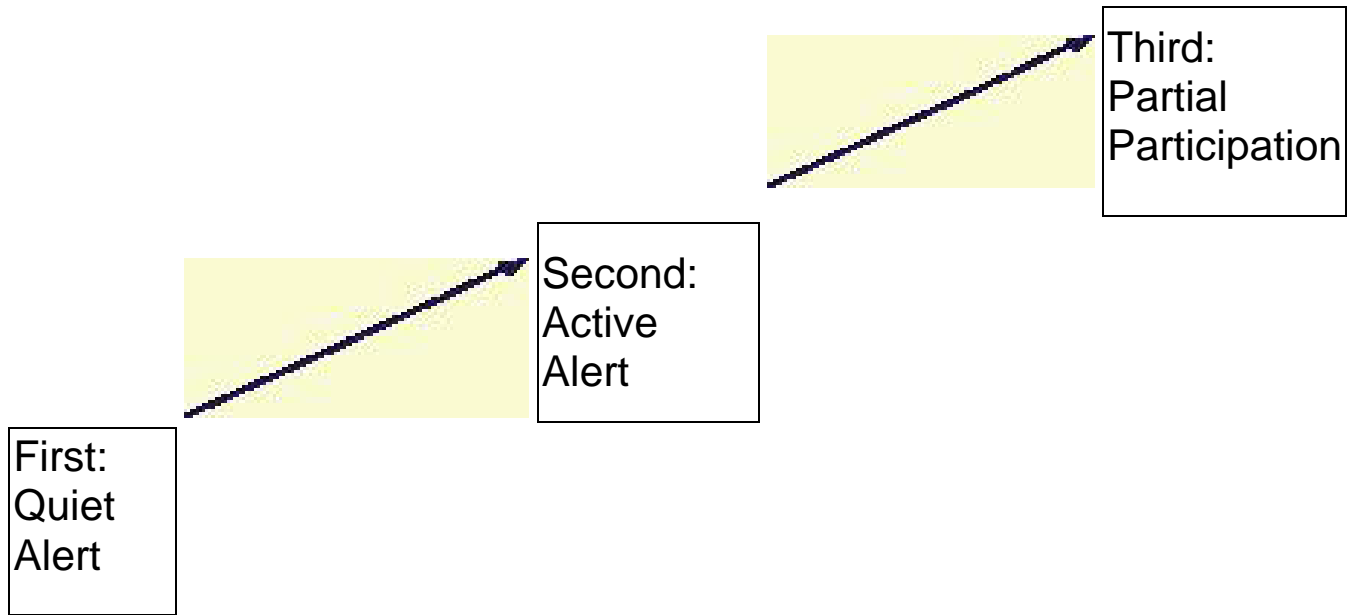


Figure 8 Graphic showing progressive movement from the first level routines (quiet alert) to second level routines (active alert) to the third level routines (partial participation).

Each level is designed to build upon the interaction abilities present at the preceding level. Levels are determined by using the SLK assessment tools.

Quiet Alert Routines

Help the learner establish and maintain alertness.

Help the learner establish a positive relationship with partners who respond to her expressions of pleasure and displeasure.

Active Alert Routines

Help the learner develop intentional behaviors as he attempts to interact with media and partners.

Help the learner anticipate a predictable event associated with a specific object.

Help the learner expand his repertoire of interactions by encouraging imitation of actions initiated by the partner.

Partial Participation Routines

Help the learner anticipate the next step in a sequence of steps leading to a meaningful outcome.

Help the learner take responsibility for doing everything she can do in each step.

Help the learner use people and devices as aids for completing parts of steps beyond her abilities.

APPETITE ITEM: PERSONAL FAN

From the Sensory Learning Kit, Millie Smith,
American Printing House

TYPICAL PRIMARY SENSORY CHANNEL: TACTUAL

Quiet Alert Level

Learner Steps:	Procedure:	Strategy:
1. Experience fan as provided by partner.	Partner greets learner and uses hand-under-hand technique to facilitate experience of fan in best sensory channels.	Fan becomes object cue used to tell learner that activity is about to begin. Partner is careful to present fan in appropriate manner to minimize startle or avoidant reaction.
2. Go to activity area.	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
3. Get in best position for activity.	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.

4. Experience fan See #1.
again.

Cue learner that activity is
beginning.

5. Orient to
airflow provided
by partner.

Partner looks for
indications of alertness.

Use information from
Sensory Response Record
(Response Modes) to
determine and interpret
orienting response.

6. Maintain
orientation.

Partner continues until
orientation is lost; then
stops.

Wait for learner to notice
airflow has stopped.

7. Reorient to
airflow provided
in different
positions.

Partner begins airflow
again after brief pause.

When orientation is less
intense, provide airflow to
different parts of body.

8. Put fan away.

Partner helps learner
turn off and put away fan.

Removal of fan cues
learner that activity is
finished.



Image 8 Young child expresses delight with the fan in a routine.

Active Alert Level

Learner Steps:

1. Take fan from anticipation container.

2. Go to appropriate area.

Procedure:

Partner presents familiar container with fan and uses hand-under-hand technique to facilitate exploration of objects in best sensory channels.

Partner transitions learner to specific area where activity is to take place.

Strategy:

Container and fan cue learner that fan activity is about to begin. See Appendix I of the guidebook.

Give learner time to orient to new location.

Learner Steps:	Procedure:	Strategy:
3. Get in best position for activity.	Partner positions learner so that access to best sensory and motor abilities is ensured for interaction.	Use techniques and strategies prescribed and modeled by PTs and OTs.
4. Explore fan.	Partner facilitates exploration initiated by learner. Pause.	Facilitate exploration in the sensory channel initiated by the learner. Wait for learner to indicate intent. Determine the learner's intent and help complete the desired result.
5. Initiate independent action with fan.	Partner helps learner complete intended result successfully.	Modulate response so that learner experiences maximum independent activity level without frustration.
6. Imitate action modeled by partner.	Partner models different actions with fan such as movement to different body parts, turning off and on, etc.	Watch learner's movements to determine requests for certain actions. Teach communication skills from the IEP, as appropriate.

Learner Steps:

Procedure:

Strategy:

7. Repeat Learner Steps 5 and 6 as appropriate.

8. Put fan in finished container.

Partner helps learner put object in familiar container.

Container and fan cue learner that activity is finished.



Image 9 A young child explores the fan in a routine.

Partial Participation Level

Activity Context:

Younger Learners--grooming center, choice time

Older Learners--after bath or swimming, performing arts class, cosmetology class

Learner Steps:

Procedure:

Strategy:

1. Take fan symbol from calendar box. Partner facilitates learner's transition to calendar and obtainment of symbol. See Appendix I of the guidebook.

2. Go to activity area. Partner transitions learner to specific area where activity is to take place. Give learner time to orient to new location.

3. Get in best position for activity. Partner positions learner so that access to best sensory and motor abilities is ensured for interaction. Use techniques and strategies prescribed and modeled by PTs and OTs.

4. Turn on fan. Learner turns on fan or signals partner to turn on fan. Teach expressive communication and motor skills from the IEP, at the appropriate levels.

5. Blow hair, face, etc. Partner creates opportunity for communication by pausing. Practice IEP skills.

6. Turn off fan. Partner facilitates turning off.

7. Go to calendar. Partner facilitates transition.

8. Put fan symbol in finished box. See #1. Cue learner that activity is finished.

Expansion

- Share materials with peer.
- Change roles--blow own hair, then someone else's.
- Use different types of fans or cool blowers for different functions such as drying nails or hair.
- Teach a variety of motor and communication skills.

APPETITE ITEM: MASSAGER

From the Sensory Learning Kit, Millie Smith, American Printing House

TYPICAL PRIMARY SENSORY CHANNEL: TACTILE

Quiet Alert Level

Learner Steps:	Procedure:	Strategy:
1. Look at and feel massager provided by partner.	Partner greets learner and uses hand-under-hand method to facilitate learner's experience of massager in best sensory channels.	Massager becomes object cue used to tell learner that activity is about to begin. Partner is careful to present massager in appropriate manner to minimize startle or avoidant reaction.
2. Go to the activity area.	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
3. Get in best position for activity.	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.

Learner Steps:	Procedure:	Strategy:
4. Look at and feel massager with partner again.	See #1.	Cue learner that activity is beginning.
5. Orient to massager or part of body stimulated by massager presented by partner.	Partner presents massager to part of body where touch is tolerated best using appropriate pressure and speed.	Use information from Sensory Learning Summary to determine optimum range and position.
6. Maintain orientation to massager or stimulated body part.	Partner continues presentation until orientation is lost; then pauses.	Wait for learner to notice absence of sensation.
7. Reorient to massager or stimulated body parts.	Partner reintroduces massager in a variety of positions.	Extend duration and variety of the learner's responses.
8. Reorient to massager or body part stimulated by different textures.	Partner reintroduces massager with different attaching heads or with heads covered by different textures.	Extend duration and variety of the learner's responses.

Learner Steps:

Procedure:

Strategy:

9. Put massager away.

Partner helps learner put massager away.

Removal of massager cues learner that activity is finished.

Active Alert Level

Learner Steps:

Procedure:

Strategy:

1. Take massager from anticipation container.

Partner presents familiar container with massager and uses hand-under-hand technique to facilitate experience of massager in best sensory channels.

Container and object cue learner that activity is about to begin. See Appendix I of the guidebook.

2. Go to the appropriate area.

Partner transitions learner to specific area where activity is to take place.

Give learner time to process ambient cues related to attributes of location.

3. Get in best position for activity.

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

Learner Steps:

Procedure:

Strategy:

4. Explore massager.

Partner presents massager, watches for any motor response that might indicate a desire to interact with massager.

Partner facilitates exploration by helping the learner follow through on any form of exploration initiated by him.

5. Manipulate massager or partner or own body to try to interact with massager.

Partner responds to attempts by helping learner look at, feel, and manipulate massager.

Modulate response so that learner experiences maximum independent activity level without frustration.

6. Imitate action on massager modeled by partner.

Partner may turn massager on and off, place massager underneath learner's leg or arm, change heads on massager, etc.

Watch learner's movements to determine requests for certain actions. Teach communication skills from the IEP, as appropriate.

7. Repeat Learner Steps 5 and 6 as appropriate.

8. Put massager in finished container.

Partner helps learner put object in familiar container.

Container and object cue learner that activity is finished.



Image 10 The partner presents the massager and watches for any response that might indicate a desire to interact with it.

Partial Participation Level

Activity Context:

Younger Students--Use massager to "tag" peers in wheelchair tag game, pass massager in wheelchair relay race, "Simon Says" game
Older Students--Relay race, test assembled massagers in vocational setting, personal use during private time

Learner Steps:

Procedure:

Strategy:

1. Take massager symbol from calendar box.

Partner facilitates learner's transition to calendar and obtainment of symbol(s). If massager is to be used with another activity, it should be paired with the symbol for that activity.

See Appendix I of the guidebook.

2. Go to activity area.

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

3. Get in best position for activity.

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

Learner Steps:	Procedure:	Strategy:
4. Get massager (if massager was removed during positioning).	Learner obtains massager or signals partner to obtain massager.	Teach expressive communication and motor skills from the IEP, at the appropriate levels.
5. Signal request for start of activity by turning on massager.	Learner turns on massager or signals partner to turn on massager.	Practice IEP skills.
6. Use massager in manner appropriate for activity.	Learner manipulates massager or signals partner to manipulate massager in certain way related to activity (e.g., on/off).	Practice IEP skills.
7. Repeat 5 and 6 as appropriate.	Practice IEP skills.	
8. Go to calendar.	Partner helps learner with transition.	

9. Put symbol(s) in finished box.	Partner facilitates learner's transition to finished box and placement of object in box.	Cue learner that activity is finished.
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Expansion Learner Steps

- Direct massager to named body part on self or peer.
- Point or otherwise signal to direct placement of the massager by partner.
- Choose desired head or texture covering from an array.

TVI Role: Students with Visual and Multiple Impairments

Developed by Chrissy Cowan, TVI,
Texas School for the Blind & Visually Impaired, Outreach Programs

Role is to educate others about:	Why:	How:
Educational implications of students vision loss	Educators will need information on specific modifications to materials and methods due to impaired vision	Perform FVE/LMA (e.g., APH Tools for the Assessment and Development of Visual Skills (ToAD))
Development of IEPs	Due to the complexity of this population and the need for consistent programming, team members will benefit from input from all teachers, therapists, parents, and paraeducators	Participate in assessments that can be planned by the team with IEP development based on assessment information (e.g., Communication Matrix, Infused Skills Assessment)
Programming for missing concepts	Vision loss interferes with students' ability to derive information from his surroundings	Hands-on experiences Actual objects instead of models Obtaining specialized materials for visual impairments
Making things accessible Fostering exploration	Motor impairment makes it difficult to explore	Create safe environments Organize learning materials/toys

Role is to educate others about: Pairing vision with touch and/or sound	Why:	How:
Starting with the concrete (hands-on) and then moving to abstract learning	Learning must involve expansion from immediate sensory information to skills that involve memory, generalization, and understanding of concepts	Hand-under-hand techniques Routines Task analysis Sensory learning (e.g., APH Sensory Learning Kit)
Building communication	Students may not seem interested in social interactions because of sensory loss Communication symbol systems typically chosen for non-verbal students rely heavily on pictures	Modified symbol system (e.g., tactile, sign) Organization styles for symbols (e.g., anticipation shelf, calendar box) Communication charts Assistive devices
Student's sensitivity to unannounced touch	Student may not see or hear someone coming	Hand-under-hand technique Communication charts with touch cues noted

Role is to educate others about:	Why:	How:
Developing visual efficiency	To assist the student in combining vision with other senses to perform activities in the most efficient way	Secure updated eye information Facilitate eye glasses program Teaching specialized skills
Organizing environments in school, home, and workplace	Vision loss interferes with students ability to derive information from his/her surroundings	Active Learning techniques Calendar/Anticipation System
Facilitating social interactions	Severe motor and visual impairments make it difficult to engage others in social interactions	Explore ways to initiate/end interactions Teach ways to request, decline assistance, or communicate a need

VI TEACHER INFORMATION

VI TEACHER: Name:

Phone:

Email:

SCHEDULE OF VI SERVICE: As noted on the IEP, VI service will be _____ (write in direct or consult), at the rate of _____ (write in the amount of time per week or month).

RESPONSIBILITIES:

Examples of activities I will be doing consist of:

- Providing information to the team regarding the nature of _____'s visual impairment
- Providing information regarding programming suggestions for students with a cortical visual impairment
- Helping to determine _____'s likes and dislikes
- Helping to design and model routines
- Helping to design and model an anticipation calendar
- Setting up an active learning center (i.e., "Little Room" and providing objects for this device)
- Providing data collection forms for the Little Room to help the team determine the extent to which _____ is responding to objects
- Attending ARD meetings (my presence is required, so please let me know at least 3 weeks in advance so that I can schedule these)
- Keeping a contact record of consultative interactions with the classroom, team, (Student), her family, and the DARS-Department of Blind Services children's caseworker

Developed by Chrissy Cowan, TVI

RESOURCES

Steps for Incorporating Activity Routines into Your Practice

<http://www.tsbvi.edu/Outreach/seehear/fall02/activity-routines.htm>

Let Me Check My Calendar

<http://www.tsbvi.edu/Outreach/seehear/archive/Let%20Me%20Check%20My%20Calendar.htm>

An Introduction to Dr. Lilli Nielsen's Active Learning

<http://www.tsbvi.edu/Outreach/seehear/summer99/nielsonintro.htm>

The Language of the Hands: Hand-Under-Hand Technique

<http://nationaldb.org/NCDBProducts.php?prodID=47>

Non-Verbal Communication: Cues, Signals and Symbols

<http://www.tsbvi.edu/Education/vmi/nonverbal.htm>

When You Have a Visually Impaired Student with Multiple Disabilities in Your Classroom: A Guide for Teachers, Jane Erin, American Foundation for the Blind, 2004. www.AFB.org

The ToAD and Sensory Learning Kit are available on APH (American Printing House) quota funds. In Texas, go to:

<http://www.tsbvi.edu/Outreach/aph/index.htm> for ordering information, and <http://www.aph.org/products/index.html> for the APH products catalog.

Communication Matrix, by Design to Learn,

<http://www.communicationmatrix.org/> (online materials and tutorial)

“Infused Skills Assessment” is available in the Evals Kit, which is a TSBVI publication. It is also online at:

<http://www.ksb.k12.ks.us/deafblind/assessment/infusedSkills.pdf>.

Texas School for the Blind & Visually Impaired
Outreach Program

www.tsbvi.edu



TSBVI logo.



Office of Special Education Programs logo.

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