2017 Texas Symposium on DeafBlindness
Making Sense of Activities
8:30-10:00 AM
Saturday, March 4, 2017

Presented by
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Developed for
Texas School for the Blind and Visually Impaired
Outreach Programs
Making sense of activities

Overview

• How to help the people we support the understanding what is happening, of what the participants are being asked to do and why?
  • Strategies for before, during and after the activities

Why is this an issue? Three stories…

• Zip wire
• River crossing
• First Norway trip versus ropes course

So what can we do?

• Before
• During
• After

Before

Scaffolding

• Peter climb
• Bua Mi
• Marshal maps

Marshal and the maps

• First spent time with Marshal working on maps in his room.
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Figure 1 Marshall working on enlarged street maps in the bedroom.

Marshal and the maps
• First spent time with Marshal working on maps in his room.
• Next we began to apply this to using the map in an area he was familiar with.

Slide 9

Figure 2 Joe and Marshall using maps and photos to navigate in the streets around the house.

Marshal and the maps
• First spent time with Marshal working on maps in his room.
• Next we began to apply this to using the map in an area he was familiar with.
• Then progressed to a new area.
Figure 3 Marshall looking at an enlarged map of a new area.

Figure 4 Joe and Marshall matching the map to the land.

Figure 5 Joe and Marshall walking up the hill exploring the area.

**Marshal and the maps**

- First spent time with Marshal working on maps in his room.
- Next we began to apply this to using the map in an area he was familiar with.
- Then progressed to a new area.
- Finally, passed on to craft tutor…
Figure 6 Three dimensional mode of the windy hill.

During

Framing as journeys and stories

- Storyline
- Map stick
Figure 7 Graphic - see description below.

A map showing a walk. The consists of a wavy line starts on the bottom left of the page and moves upward across the page. Along the line at various points are the following notes about the events of the walk:

1. In car park
2. I sign “we are going for a walk up a hill”.
3. We meet the men felling the trees and feel the wood sculpture
4. We get onto the smooth path out of the woods.
5. We go through the gate onto the moor and into the full force of the wind.
6. We start to walk along the narrow board walk.
7. We scramble up to the summit.
8. We wander around looking for some shelter out of the wind.
9. We sit and drink our tea.
10. We pack the bag ready to walk back.
11. We walk back into the wind and scramble down the first steep section.
12. We reach the board walk again and then move out of the wind, it begins to rain.
13. We see the car.
14. We go into the toilet, then to the shop and finally the car.
15. We have hot tea and chocolate.
12. We reach the board walk again and then move out of the wind, it begins to rain.
13. I sign “I can see the car”.
14. We go into the toilet, then to the shop and finally the car.
15. We have more tea and chocolate from the shop.

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Figure 8 Photo of Map stick – a stick with different tactile symbols at each end and the middle.

After

Use of art

Doing the art – during & after sessions

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Figure 9 DeafBlind man drawing in a sketch pad while sitting in the woods.
Use of art

Artistic expression

Use of art

- Artistic expression
- Follow up back inside…
  - Part of the learning
Figure 12 Two tree classification system – two tree shapes (Christmas tree and oak tree) covered in collected objects from evergreen and deciduous

Figure 13 Art work showing items collected in environmental sessions.

Figure 14 Crushing shells from the beach with a pestle and mortar.
Slide 29

Figure 15 Putting the crushed shells into a coffee grinder.

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Figure 16 Whole shells stuck on a small piece of wood.

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Figure 17 Crushed shells on a small piece of wood.
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Figure 18 Ground shells on a small piece of wood.

Slide 33

Figure 19 Shells to sand - the three squares mounted...

Mapping

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Figure 20 Three dimensional model of the windy hill.
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Figure 21 Enlarged map of a forest and beach with tactile models.

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Figure 22 Large tactile map of the forest and beach area.

Use of art

- Artistic expression
- Follow up back inside…
  - Continue learning
  - Share experiences

Slide 39

Figure 23 Three pictures: “Three circles” art work from three areas.
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Figure 24 Seashore circle with shells and sand.
Artistic expression

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Figure 25 Woodland circle with collected objects.

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Figure 26 Summer meadow circle with leaves and flowers.
Figure 27 Cheryl’s treasure board – collected items on a textured board.

Figure 28 Cheryl exploring her treasure board.

Figure 29 DeafBlind man working on a clay sculpture with help from staff.
Figure 30 DeafBlind man sits at a table with a board covered in clay in front of him making a shoe print by pressing the shoe into the clay.

Figure 31 The DeafBlind man receives help to stand on the board with clay in his bare feet to make a foot print.

Figure 32 The final ”Mud” sculpture includes a wooden shoe, various shoe and foot prints.
Figure 33 Joe sitting and talking with Peter at the Over-Under Tree.

Figure 34 Sculpture of the Over-Under Tree.

Figure 35 Brian's drawings of our session: includes Joe's car, Joe's House, Joe's Dog, and Walk in the Forest.
Use of Art
• Artistic expression
• Follow up back inside…
  o Continue learning
  o Share experiences
  o Create something useful

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Figure 36 Map stick – a stick with different tactile symbols at each end and the middle.

Use of Art
• Artistic expression
• Follow up back inside…
  o Continue learning
  o Share experiences
  o Create something useful
  o Use as research data
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Figure 37 Brian’s first climbing wall sketch done at the climbing wall.

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Figure 38 Brian’s first sketch done in the evening after the climbing wall session.

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Figure 39 A figure highlighted in Brian's sketch.
Use of Art

- Artistic expression
- Follow up back inside…
  - Continue learning
  - Share experiences
  - Create something useful
  - Use as research data
  - Lasting legacy

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![Figure 40 Poster of a sensory mapping project.](image)

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![Figure 41 Stone circle made by a group of DeafBlind artists.](image)
Figure 42 Close-up of stone circle made by a group of DeafBlind artists; leaves, sticks and shoe prints can be seen on the surface.

Figure 43 A dry stone wall sculpture made by a group of DeafBlind artists.

Figure 44 A dry stone wall sculpture made by a group of DeafBlind artists.
Figure 45 A bench sculpture made by a group of DeafBlind artists – representing air.

Figure 46 A bench sculpture made by a group of DeafBlind artists – representing water.

Figure 47 A bench sculpture made by a group of DeafBlind artists – representing fire.
After

- Art work
- Artistic expression
- Follow up back inside…
  - Continue learning
  - Share experiences
  - Create something useful
  - Use as research data
  - Lasting legacy
- Conversation sessions

Peter’s 1st climb then conversation

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Figure 48 Video of a DeafBlind man climbing for the first time at on outside crag.
Figure 49 The DeafBlind climber and me talking about the climbing helmet

Conclusions

- How we frame the activity is key
- How we build up (scaffold) the activity
- We can leave the activity to speak for itself or do follow up sessions
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Figure 50 TSBVI logo.

Figure 51 IDEAs that Work logo and OSEP disclaimer.