2020 Texas Focus: Self-Determination
Friday, February 28th, 2020
1:30 p.m.-3:00 p.m.
Self-Determination: Relationship-Based Programming from Theory to Practice

Presented by
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Developed for
Texas School for the Blind & Visually Impaired Outreach Programs
Slide 1:

Texas School for the Blind & Visually Impaired Outreach Programs Present

Kersten’s Story: Relationship-Based Programming from Theory to Practice

2020 Texas Focus
Feb 28, 2019 - Austin, TX
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Figure 1 TSBVI logo.

Slide 2:

First we reflect

Figure 2 Mountain landscape reflected in a lake.
Slide 3:

Then we share

• Who was the person/s that came into your mind?
• How did that person make you feel?

Figure 3 A campfire

Slide 4:

Kersten’s Story

Figure 4 Kersten smiling and standing near a pond.
Slide 5:

Lingering Questions

- What happened?
- How did it happen?
- Why didn’t it happen with other students?

Figure 5 A young boy scratching his head and squinting.

Slide 6:

Could this explain it?

Figure 6 A photo of an article titled Self-Determination and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being by Richard M. Ryan and Edward L. Deci, University of Rochester.
Slide 7:

5 Keys to Kersten’s Transformative Experience

1. Moved from “behavior” to “distress”
2. Positive and supportive relationships were prioritized.
3. Made a list of interests, included the family
4. Worked to infuse interests into routines and conversations
5. Thought about ways to foster the 3 critical feelings

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Foster Feelings of Success

Figure 7 Kersten and her teacher laughing.
Slide 9:

How Experiences Can Change Our Neurology: Resiliency

Figure 8 The outline of a person at the fulcrum of a scale. To the left is negative outcomes and to the right is positive outcomes. The scale is tipped to the right. Credit Center on the Developing Child, Harvard University [https://developingchild.harvard.edu/resources/inbrief-resilience-series/](https://developingchild.harvard.edu/resources/inbrief-resilience-series/). This appears below the image: When positive experiences outweigh negative experience, a child’s “scale” tips toward positive outcomes.

Slide 10:

How Experiences Can Change Our Neurology: Resiliency

Figure 9 The outline of a person set slightly to the left of center of the fulcrum of a scale. To the left is negative outcomes and to the right is positive outcomes. The scale is tipped to the left. Credit Center on the Developing Child, Harvard University [https://developingchild.harvard.edu/resources/inbrief-resilience-series/](https://developingchild.harvard.edu/resources/inbrief-resilience-series/). This appears below the image: The initial placement of the fulcrum affects how easily the scale tips toward positive or negative outcomes.
Slide 11:

How Experiences Can Change Our Neurology: Resiliency

Figure 10 The outline of a person set slightly to the right of center of the fulcrum of a scale. To the left is negative outcomes and to the right is positive outcomes. The scale is tipped to the right. Credit Center on the Developing Child, Harvard University [https://developingchild.harvard.edu/resources/inbrief-resilience-series/](https://developingchild.harvard.edu/resources/inbrief-resilience-series/). This appears below the image: Over time, the cumulative impact of positive life experiences and coping skills can shift the fulcrum’s position, making it easier to achieve positive outcomes.

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Fostering Feelings of Success

- The team focused on preventing BEHAVIOR and made a plan to do so.
- A commitment was made to focus conversations on what we wanted Kersten’s behavior to look like, instead of what we didn’t want it to look like.
- When Kersten was distressed, we reduced demands and increased support - Building Resiliency and an Inner Voice.
- Direct instruction in Social Skills and Coping Strategies were taught.
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**Fostering Feelings of Success**

- The team focused on preventing DISTRESS and made a plan to do so.
- A commitment was made to focus conversations on what we wanted Kersten’s behavior to look like, instead of what we didn’t want it to look like.
- When Kersten was distressed, we reduced demands and increased support - Building Resiliency and an Inner Voice.
- Direct instruction in Social Skills and Coping Strategies were taught.

Slide 14:

*Figure 11 Image from a video on calendars used with children who are visually impaired.*

Slide 15:

*Figure 12 Image from video of Kersten and her teacher doing yoga. Kersten sits cross-legged on a mat facing her teacher who is also sitting cross-legged. The teacher signs, “ready”.*
Slide 16:

Fostering Feelings of Independence

Figure 13 Kersten pouring brightly colored sprinkles onto a cookie.

Slide 17:

Fostering Feelings of Independence

• The team honored her interests and communication. Made her a partner in her education.
• The team honored her choices.
• Gave her the time she needed to complete independent living skill routines.

Slide 18:

Figure 14 Image from a video showing Kersten and her teacher at a table, creating an experience story.
Slide 19:

**Fostering Feelings of Connectedness**

*Figure 15 Kersten and another girl sit together at a table sharing cookies; Kersten smiles at her friend.*

Slide 20:

**Fostering Feelings of Connectedness**

- She loved to make things. How can making things become a social activity?
- She had peers and classmates but did she have a friend?
- Shared Experiences + Shared Interests = Friendship

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*Figure 16 Image from the video on Connectedness; Kersten hugs a friend who has come to the birthday party.*
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**Slide 22:**

*Figure 17* Kersten sitting on the ground mid-way down a hillside; she is smiling.

**Slide 23:**

**Two Questions**

1. Are DeafBlind students at risk?
2. What can we do about it?

*Figure 18* A young girl smiles broadly as she sits at a table.

*Figure 19* A young boy and a man sit side-by-side at a keyboard.
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Figure 20 A young boy and his teacher explore soap with their hands at a carwash.

Figure 21 A young boy holds a snow-cone.
Slide 24:

References


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Figure 22 TSBVI logo

This project is supported by the U.S. Department of Education Special Education Programs (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.