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
Deanna Peterson, TVI, TDHH, TDB and Education Consultant in Early Childhood, Texas School for the Blind & Visually Impaired Outreach Programs, Austin, TX
petersond@tsbvi.edu

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
Deanna Peterson, DeafBlind Early Childhood Education Consultant
petersond@tsbvi.edu

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?
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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.
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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

Slide 8:

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 experiences, 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
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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.

Slide 12:

**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.

Slide 13:

**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.
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**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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Slide 21:

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

Slide 22:

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

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


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