2020 Texas Focus: Self-Determination
Saturday, February 29th, 2020
10:15 AM-11:45 AM
Self-Determination: Building Confidence in Our Babies / Starting Out the Right Way!

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Developed for
Texas School for the Blind & Visually Impaired
Outreach Programs
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PowerPoint Content

Slide 1:
SELF DETERMINATION: Building Confidence in Our Babies
Starting Out the Right Way!! Starting with the FAMILY!

Slide 2:
Katy Independent School District
- Elaine Robertson, Instructional Officer for Deaf Education, Vision and Assistive Technology
- Chantell Holcomb, Certified Orientation and Mobility Specialist
- Karen Samson, Certified Teacher of the Visually Impaired
- Irene Conlan, Certified Teacher of the Visually Impaired/Certified Orientation and Mobility Specialist

Slide 3:
WHAT DOES SELF-DETERMINATION MEAN AS PART OF THE ECC?

Figure 1 Video image showing a toddler using a cane and trailing technique to navigate a long hallway.

What strategies can be used to build Self-Determination at a young age to ensure a smooth transition from home to school?
Slide 4:
*SELF DETERMINATION: An individual’s ability to decide what he or she wants and needs, and, by extension, to make decisions about his or her own future.

Slide 5:
*For teachers working with students with visual impairments, helping children develop these skills often becomes a matter of increasing concern as the transition from school to adulthood approaches and the need to be able to make choices, express preferences, and look out for one’s own interests and well-being becomes a priority.

Slide 6:
IMPORTANT COMPONENTS OF SELF-DETERMINATION: The development of all result in the achievement of self-determination. Each component supports and contributes to the success of the others.

- Self-directed and self-regulated behavior
- Self-advocacy and empowerment
- Problem solving and goal setting
- Informed decision making
- Self-knowledge
- Assertiveness
### Slide 7:

Can self-determination start too early?

#### Table 12.1

<table>
<thead>
<tr>
<th>Age Levels *</th>
<th>Self-Knowledge</th>
<th>Self-Advocacy</th>
<th>Assertiveness</th>
<th>Decision Making / Problem Solving / Goal Setting</th>
<th>Self-directed / Self-regulated Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 years</td>
<td>• Responds to name</td>
<td>• Chooses a toy or favored object for comfort when stress or unhappy</td>
<td>• Communicates favorites</td>
<td>• Show preferences of toys and food</td>
<td>• Knows behavior affects others</td>
</tr>
<tr>
<td></td>
<td>• Voices or signs name</td>
<td>• Makes known activities that are liked or disliked</td>
<td></td>
<td>• Seeks comfort with mother or favorite person</td>
<td></td>
</tr>
<tr>
<td>4-7 years</td>
<td>• States full name and contact information</td>
<td>• Expresses oneself when sad or happy</td>
<td>• Converses and makes plans with friends</td>
<td>• States basic likes and dislikes</td>
<td>• Controls behavior when angry or sad</td>
</tr>
<tr>
<td></td>
<td>• Provides detailed information about who is family</td>
<td>• Selects favorite clothing</td>
<td></td>
<td>• Expresses need for assistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provides basic description of disabling conditions</td>
<td></td>
<td>• Demonstrates self-assurance</td>
<td>• Is aware of making choices</td>
<td></td>
</tr>
<tr>
<td>8-13 years</td>
<td>• Provides detailed personal information</td>
<td>• Speaks up when not happy about an issue</td>
<td>• Negotiates with friends to agree on an activity</td>
<td>• Chooses favorite leisure activities</td>
<td>• Sets a schedule for getting schoolwork done</td>
</tr>
<tr>
<td></td>
<td>• States rights and responsibilities</td>
<td>• Describes preferred foods, music, activities, etc.</td>
<td>• Demonstrates self-assurance</td>
<td>• Has a hobby</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understands own personality type</td>
<td></td>
<td></td>
<td>• Solves simple problems</td>
<td></td>
</tr>
<tr>
<td>14-21 years</td>
<td>• Knows how to locate specific federal regulations related to disability</td>
<td>• Negotiates with others for needed assistance</td>
<td>• Uses appropriate behavior to make needs known</td>
<td>• Sets goals for personal development and achievement</td>
<td>• Uses effective behavior strategies to make friends</td>
</tr>
<tr>
<td></td>
<td>• Articulates own strengths and weaknesses</td>
<td>• Is confident making decisions and expressing needs</td>
<td>• Presents self as competent</td>
<td>• Chooses part-time work or volunteer job</td>
<td>• Routinely engages in self-regulated and self-directed behavior</td>
</tr>
<tr>
<td></td>
<td>• Describes impact of visual impairment on activities such as driving, transportation, movie going</td>
<td>• Participates in or conducts IEP meeting</td>
<td>• Communicates assertively with others</td>
<td>• Selects favorite hobby with understanding of limitations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Provides input to class schedule selections</td>
<td></td>
</tr>
</tbody>
</table>

Although children acquire skills at varying ages, the ranges here indicate typical ages when a particular skill might be developed.

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**Slide 8:**

Group activity:
Pick a component in the 0-3 range and talk about how that skill could possibly be introduced, be taught, be appropriate for such a small person!

**Slide 9:**

MEET ARYA and her mom, Sarah

![Figure 2 Two images showing Arya on the left with her cane and her mom (on the right) sitting on a couch.](image)

**Slide 10:**

Arya

Diagnosis:
- Microphthalmia: eye abnormality that arises before birth. In this condition, one or both eyeballs are abnormally small.
- No optic nerve

Services began with ECI at 6 months due to blindness.
In kindergarten, she was diagnosed with autism

**Slide 11:**

EXPECTATIONS: THE FIRST EXPERIENCE

![Figure 3 Image from video of Sarah sitting on a couch.](image)
Slide 12:
MEET OLIVER

Figure 4 Baby, Oliver, sits on the floor playing with toy animal with fur made from string.

Eligibilities: DB, OHI, SI

Services: SI, VI, AI, O&M, AT, OT, PT

Slide 13:
Turning 3 on March 23

- Congenitally Deafblind
- Moderately-severe to profound sensorineural Bilateral hearing loss
- Left cochlear implantation at 15 months
- Born with cataracts in both eyes
- Eye surgery 2/6/18
- Congenital glaucoma
- Chromosomal abnormality
- Difficulty feeding
- Tube fed
- Suspected heart murmur
All his activities are teaching him that he has control over his environment and he’s learning to communicate—all skills he needs to be able to advocate for himself as he gets older!

Slide 15:

**IMPORTANT to Oliver**

- Cochlear Implant on
- Good lighting
- Dark background to increase contrast
- Good seating position or lying position for access to the activity
- Greeting/Salutations
- Brightly colored or light toys
- Continuous contact
- Exploration/Observation time with new objects of a minimum of five minutes
- **Repetition** in the moment and over time

Slide 16:

Oliver is learning he can act on his environment. He can control the communication.
Slide 17:

IMPORTANT TO parents/ caregivers/ teachers

- Tube fed
- Consistent wording/signs/gestures for transitions throughout the day such as “up, up, up”
- Beginning to crawl by scooting backwards
- Serve and Return to show acknowledgement
- Affirmation of his communication and initiation by following the lead
- Imitate his movements and sounds
- Stay with three activities per session with more consistency with activities over time using routines.
- Learn to use a switch to give him independence with his activities.

Slide 18:

Now, I control the lights!!!
Next, I will take over the world!!!!

Figure 7 Image from video of Oliver sitting on the floor and using a switch to get strings of lights to turn on.

Slide 19:

Strategies:

- Sessions are done with parents actively involved
  - Parents ask questions.
  - Parents are experts on the child. Teachers are experts on implementing the plan.
- Sessions overlap with other service providers in order to collaborate.

5 Components of Coaching

1. Joint Planning
2. Observation
3. Action/ Practice
4. Feedback
5. Reflection
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Slide 20:

Expectations: Were they met?

Figure 8 Image from video of Sarah sitting on the couch.

Slide 21:

**ECI Project TYKE** offers a variety of group sessions throughout the year that address each of the developmental domains. Providers consist of early intervention specialists, physical therapists, occupational therapists, and speech therapists. Groups are comprised of structured routines beginning with a ring rope walk to the classroom. Students and their caregivers participate in a thematic circle time, a motor obstacle course, table time with sensory art activities, and snack time where they make a thematic snack. Each session will end with the closing routine of happy stamps and a goodbye song. Sessions occur once a week and last for one hour.

Slide 22:

**ECI Transition GROUP:**

The purpose of this TYKE group is to prepare children who are turning three years old for transition to a preschool classroom environment and to give them the skills and strategies they will need in order to be able to learn in a group setting. In addition, parents and caregivers will learn how to implement positive learning and behavior strategies to develop and increase a child’s compliance, attention, and basic school behavior skills in a variety of settings and with a variety of people. Compliance, attention to task, transition, participation, and communication will be the focus of these sessions.

Slide 23:

Figure 9 Image from video of Arya at an ECI program sitting in a chair next to another little girl while adults interact with them and other adults observe.
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Slide 24:
Parents behind. Teacher in front.
Learning to sit and stay in a seat…take turns…listen to others…

Figure 10 Toddlers sit in small chairs during circle time with their parents seated behind them.

Slide 25:
Arya
Transition class

Figure 11 image from video of Sarah seated on a couch.
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Slide 26:
How you might prepare for ECSE…

1. mimic the class that is to be
2. visit a class for a short time
3. establish routine at home
4. give child life experiences
5. choices!

Figure 12 Drawing of a red tee shirt and a blue tee shirt with the word, "or" between them.

or

Create your own transition class.
Use the school environment and create a mini class.

Slide 27:
Have your expectations changed? Including the GenEd bus?

Figure 14 Image from video of Sarah sitting on a couch.
How do you introduce blindness to the general education transportation department???

Figure 15 Cartoon of a man running and throwing papers into the air while he screams, "AAAAHHHH!!"

Figure 16 A young child climbs the steps of a bus wearing a large backpack.
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Slide 29:

Fully planned with training for all!

Figure 17 Repeat of the image of a child getting on the school bus.

Figure 18 Image of Arya's Bus Transportation Protocol and Plan of Action.

Slide 30:

What would you do differently?

Figure 19 Image from video of Sarah.
Arya was ready for Kindergarten... Because she had developed an independent attitude.

Figure 20 Image of Arya traveling a hallway using her cane and trailing the wall.

Advice?

Figure 22 Another video image of Arya traveling a hallway.
A child who has been given independence can do amazing things!

When we don’t limit their possibilities!

What do you think you can do in your districts to help transition from infants to toddlers to school age to…
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**Slide 37:**
Thank you very much for taking this back to your districts and your very youngest of students.

*Figure 26* Drawing showing images of a male from birth through old age.

**Slide 38:**
*ECC Essentials*  
Teaching the Expanded Core Curriculum to Students with Visual Impairments  
Carol B Allman and Sandra Lewis, Editors  
Susan J Spungin, Consulting Editor  
AFB Press
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