



Friday, July 31, 2015  
INFORMATION CENTRAL SESSION  
2:15 - 4:30pm  
Schaumburg East

**Open-Hands, Open Access, Deaf-Blind  
Intervener Learning Modules: Using A  
National Resource to Meet State  
Specific Training Needs**

**Nancy Steele, National Center On Deaf-  
Blindness,  
Michelle Clyne, M.Ed., Project Reach, Illinois  
Deaf-Blind Project,  
Jody Wolfe, Parent Leader, Chicago, IL,  
Amy T. Parker, Ed.D. & COMS**

**Presenter Information:**

Nancy Steele is a Project Specialist for the National Center on Deaf-Blindness. She has worked for NCDDB for 12 years. In this capacity, Nancy serves as the team lead on literacy, and supports the creation and adoption of the Open Hands, Open Access (OHOA) Deafblind Intervener Learning modules. Nancy has also hosted several field tests with parents, professionals and administrators who are reviewing the OHOA modules. Her background includes 17 years of classroom experience teaching Pre-K through grade 12 hearing impaired students as well as students with multiple disabilities in an array of settings. Her areas of expertise include accessing the general education, curriculum, and literacy.

**Presentation Abstract:**

The Open Hands, Open Access Deaf-Blind Intervener Learning Modules are a national resource that has been created and refined by members of the national deafblind community. Parents have played a central role in their creation, field-testing and adoption. This presentation will describe the ways in which OHOA is being used within states to meet unique training needs. The team will also describe the dialogue with states that is leading to further improvement of the resource.



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# Open Access Modules as a Means of Reaching Diverse Adult Learners

Michelle Clyne, M. S. .Ed.

Project Reach: Illinois Deaf-Blind Services

Amy Parker, Ed.D. & COMS,

Nancy Steele, M. A. Ed.

National Center on Deaf-Blindness

Jody Wolfe, Parent Leader, Director of Administration for the CHARGE Foundation

12th International CHARGE Syndrome Conference: July 31, 2015



# Rationale from National Consortium on Deaf-Blindness Recommendations for Improving Intervener Services:

- **Goal 2- Training & Support**
- *Establish a strong national foundation for intervener training and workplace supports.*
  
- **Recommendation 3- Develop a national open-access training resource that aligns with the CEC's Knowledge and Skills Competencies**

Recommendations were created and published at the request of the Office of Special Education Programs.

A full copy of the data-based recommendations may be found at:

<http://interveners.nationaldb.org/>



# What is an Intervener?

Interveners are specially trained personnel that provide vital support and access to individuals with deaf-blindness.

The National Center on Deaf-Blindness (NCDB) defines the educational role of Interveners thus:

*“Interveners, through the provision of intervener services, provide access to information and communication and facilitate the development of social and emotional well-being for children who are deaf-blind. In educational environments, intervener services are provided by an individual, typically a paraeducator, who has received specialized training in deaf-blindness and the process of intervention. An intervener provides consistent one-to-one support to a student who is deaf-blind (age 3 through 21) throughout the instructional day” (NCDB, 2013).*

# OHOA Participatory Method of Creation:



- *Advisory Committee*
- *Module Leads*
- *Module Contributors*
- *Field Participants*
- *Field Reviewers*
- *Expert External Advisor/Reviewers*



Individuals who are deaf-blind were included as teachers in the modules.

In participatory methodologies, the purposeful inclusion of members of a community is, by design, a part of creating an authentic product and process.

# Parent Leaders



- Partnered in module creation
- Participated in taking modules themselves
- Shared personal stories of intervener experiences







## Accessibility Considerations

Use of a Moodle 2.23  
Management System

Consultation with the Carroll  
Center for the Blind

Consultation with DiCapta

Consultation with Described  
Captioned Media Program

Consultation with JKP  
Interpreting

Partnerships resulted in:

A more accessible JW Media player

Captioned and described video clips

Modules beginning to be translated into  
Spanish

Accessible text for all module materials

# Elements in Each Module:

*Introduction- an opener to the main module themes*

*Inquiry Challenge- a practical problem*

*Learning Activities- Content and Assignments- sequenced learning path*

*Self-Assessments- could serve as a rubric for grading*

*Resources and References*



September 2013, NCDB made OHOA Modules 1-4 available to state partners. IL was one of our first adopters.

OHOA modules offered by state partners in hosted conditions (re: specific purposes within the state).

OHOA modules also available (due to federal funding) to any learner that wants to review the 8 modules.



WELCOME



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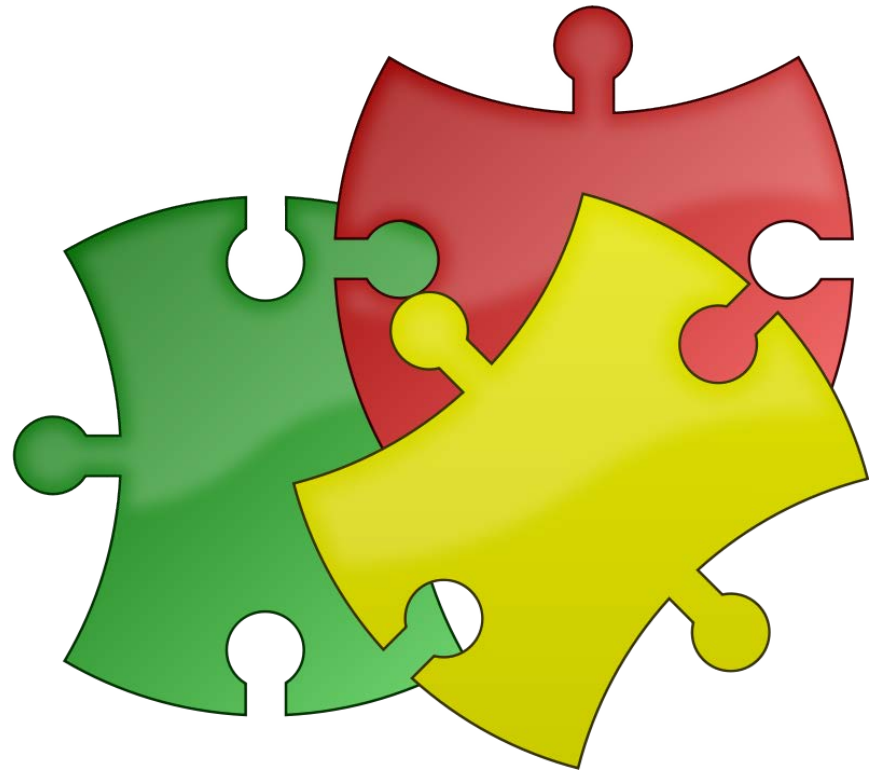
# OHOA Online Modules in Illinois 2013 - Spring/Summer 2015



# PROJECT REACH: ILLINOIS DEAF-BLIND SERVICES

## Prior to 2013

- Little awareness of intervener services in Illinois, especially at the administrative level.
- Deaf-Blind 101 was resource intensive.
- Distance activities were not standardized among teams.



# Getting Intervener Services Before the Modules

- Educate School District about Interveners
- Discuss importance of intervener and get commitment from school
- Create Job Description
- Hire intervener
- Train intervener with assistance from family and deaf-blind project





# PROJECT REACH: ILLINOIS DEAF-BLIND SERVICES

Fall 2013, we  
started our first IL  
Cohort of Open  
Hands, Open  
Access Online  
Learning Modules.



**FREE ONLINE TRAINING IN DEAF-  
BLINDNESS  
And  
DEAF-BLIND INTERVENTION**



# PROJECT REACH: ILLINOIS DEAF-BLIND SERVICES

Who registered?

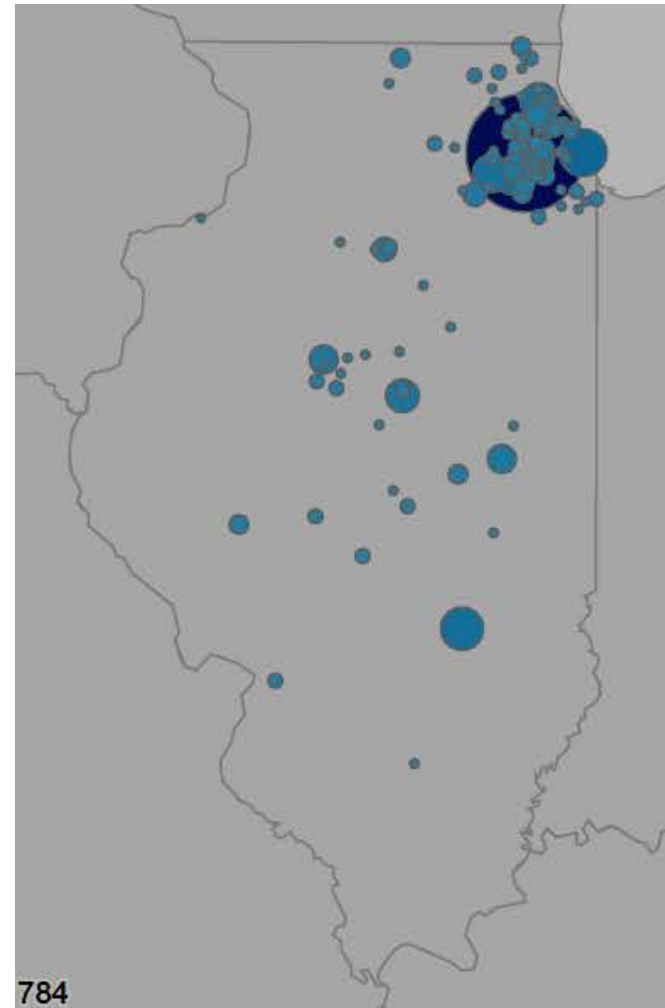
- Special Ed Teachers
- Parents
- Paraeducators
- Related Service Providers: O&M, SLP
- Administrators
- Teachers of the Deaf/Hard-of-Hearing (TDHH)
- Teachers of the Visually Impaired (TVI)





# PROJECT REACH: ILLINOIS DEAF-BLIND SERVICES

People taking the modules have come from around Illinois, not always in the life of a student with deafblindness when taking the module. This is a map of access to the modules from January 1, 2014 until May 12, 2015.





# PROJECT REACH: ILLINOIS DEAF-BLIND SERVICES

## What did Project Reach provide?

- Dedicated hosts (Project staff, often person assigned to geographic region).
- Opportunity for follow through in classroom when applicable.
- Tech support (by Skype, phone, or in person if close).





# PROJECT REACH: ILLINOIS DEAF-BLIND SERVICES

## What did participants think?

(5 point Likert scale- 5 = Strongly Agree)

The presentation and materials were of high quality and professional: 4.83

The ideas and activities were relevant to the field of deaf-blindness: 4.87

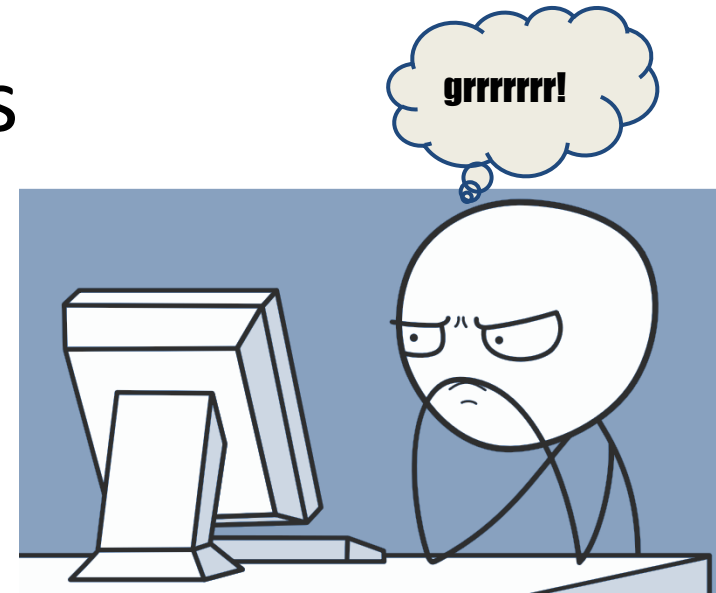
I found the information useful: 4.85



# PROJECT REACH: ILLINOIS DEAF-BLIND SERVICES

## Online learning challenges

- High-speed internet not available to all.
- Some schools block access to parts of the modules, especially YouTube.
- Online learning is not for everyone!





# PROJECT REACH: ILLINOIS DEAF-BLIND SERVICES

## Advantages of Online Module Learning

- Potential for whole teams to access the same information and have a baseline of knowledge to build from.
- Conversations across and within disciplines: Teacher / Parent / Intervener/TVI; Parent to Parent.
- Online hosts who can provide encouragement and foster reflection, answer deeper content questions, suggest resources.



# PROJECT REACH: ILLINOIS DEAF-BLIND SERVICES

## Advantages of OHOA

- Family perspective! Parents tell their child's story.
- Intervener/Para stories are also told, and professionals see how critical their full participation on the team is.
- Accessible media! Videos captioned, text accessible via screen reader. Access for Deaf, Blind/VI, Deaf-Blind participants is huge.



# PROJECT REACH: ILLINOIS DEAF-BLIND SERVICES

## Outcomes

- Informal increased awareness (scheduled to take data Fall of 2015).
- Programs now discussing intervener services (sometimes for the first time, sometimes in new ways).
- Modules embedded in ongoing child specific technical assistance plans
- **First Illinois Intervener Job Description**

# Back to the Big Picture!

## September, 2014- Present

Users Active Daily: 32

27 States + DC

32 State Collaborative Cohorts

5 Universities

24/37 completing all 8 modules.

All completing Welcome and Orientation

29 Host Training Sessions Completed



# A Sample of Users- Demographics

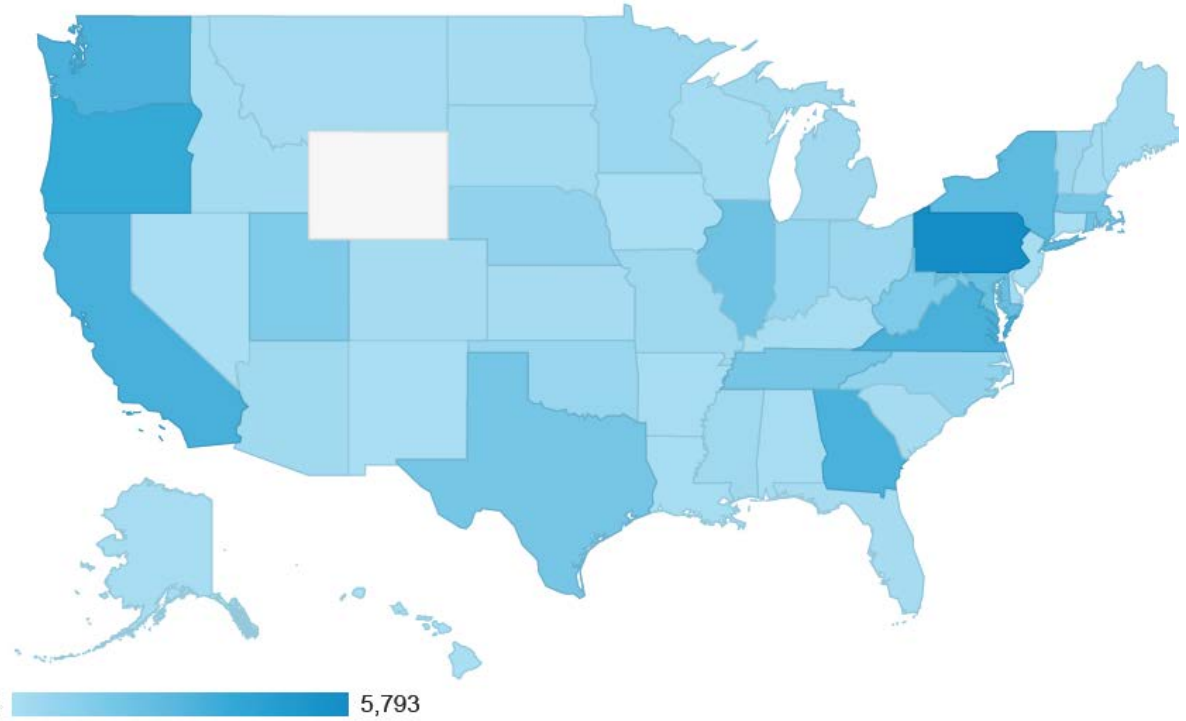
## N= 593

Roles	% of Folks in the Modules
Teachers	31.58%
Intervener	12.06%
Paraeducators	7.46%
Other service providers	14.44%
Parents	8.25%
Interpreters	3.3 %
Administrators	3.49 %
Others	19.42% (TA providers, faculty, others)

Jan 1, 2014 - May 11, 2015



Where have they logged on?



Sessions	% New Sessions	New Users	Pages / Session	Avg. Session Duration
48,954 % of Total: 99.27% (49,313)	14.74% Avg for View: 14.97% (-1.57%)	7,214 % of Total: 97.71% (7,383)	19.59 Avg for View: 19.53 (0.34%)	00:17:54 Avg for View: 00:17:51 (0.30%)

## What do they think? (Sample size = 745 responses)

5 point Likert survey prompt-	% Strongly Agree or Agree (combined %)
The learning outcomes for these modules were clear.	95.5%
The content (readings, videos, etc.) focused on the learning outcomes.	97.9%
The readings (articles, documents slides, etc.) were useful and interesting.	95.5%
I learned new information in this module.	95.7%
It was important for me to have this content.	94.8%
Quizzes covered important information and concepts that was covered in the module.	93.1%
I thought the content helped me achieve the learning outcomes.	97.4%
I was able to navigate without problems.	81.3%

# Next Steps: Completing & Launching 26 Modules

8 OHOA modules are currently available

10 OHOA modules are in field testing and revision this year (2014-2015)

8 OHOA modules are being created by multidisciplinary teams this year and will be field tested next year (2015-2016)

1. **An Overview of Deaf-Blindness and Instructional Strategies**
2. **The Sensory System, The Brain, and Learning**
3. **The Role of the Intervener in Educational Settings**
4. **Building Trusted Relationships and Positive Self-Image**
5. **Availability for Learning**
6. **Understanding Communication Principles**
7. **Emergent Communication**
8. **Progressing from Non-Symbolic to Symbolic Communication and Complex Language**
9. **Routines**
10. **Concept Development and Active Learning**
11. **Intervener Strategies**
12. **Maximizing Vision and Hearing**
13. **Calendars**
14. **An Introduction to Orientation and Mobility for Interveners**
15. **Orientation and Mobility in Everyday Routines**
16. **Self-Determination**
17. **Social Skills and Peer Relationships**
18. **Collaborative Teaming and Family Partnerships**
19. **Sexuality**
20. **AT & Access to Curriculum**
21. **Values, Ethics & Professionalism**
22. **Touch for Connecting and Learning**
23. **Behavioral and Environmental Supports**
24. **Transition to Adulthood and Community Living**
25. **Introduction to Sign Language and Braille**
26. **Putting it All Together**

**26 Modules cover the CEC's**

**Knowledge and Skills  
Competencies for  
Interveners**

**[http://community.cec.sped.  
org/dvi/professionalstandard](http://community.cec.sped.org/dvi/professionalstandard)**

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# Resources

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- Project Reach website: <http://www.philiprockcenter.org/project-reach>
- Module information: <http://www.philiprockcenter.org/what-s-new>
- NCDB website: <https://nationaldb.org>
- OHOA: <https://nationaldb.org/ohoa>
- OHOA contributors: <https://nationaldb.org/ohoamoodle/contributors.html>
- More about Interveners: <http://interveners.nationaldb.org/welcome.php>



## Questions?

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