Strategies That Work

In the home and in the community

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SETTING THE STAGE

* OUR AGENDA: School based strategies that can be transferred to home and community
* CHALLENGES for children with CHARGE
* COMMUNICATION
* WHAT OUR STUDENTS NEED TO LEARN
WHAT ARE THE CHALLENGES CHILDREN WITH CHARGE FACE EVERYDAY?

- COMMUNICATION
- VISION
- HEARING
- COGNITIVE CHALLENGES
- PHYSICAL CHALLENGES
- SENSORY NEEDS
- MEDICAL
- BEHAVIOR
What works best: COMMUNICATION

- USE OF TOTAL COMMUNICATION
- SUPPORTS TO USE OF SPEECH
- TO INCLUDE: SIGN LANGUAGE, SIMPLE SIGNS, GESTURES, FACIAL EXPRESSION, PICTURES, PHOTOS, OBJECTS, LINE DRAWINGS, PRINT/BRAILLE, AAC/TECHNOLOGY
WHAT PARENTS HOPE THEIR CHILDREN CAN LEARN

- PARENTS HAVE SHARED THESE IDEAS
- TO BECOME AN EFFECTIVE COMMUNICATOR
- TO BE SOCIAL
- TO BE A PART OF A GROUP
- TO BE A GOOD SELF-ADVOCATE
* We know that our students can generalize strategies across environment

* **HOW DO YOU DO THIS?**
  * Consistent use of communication and expectations

* **WHAT WORKS FOR YOU?**
  * Specific use of strategies that are used between home and school

* **CHALLENGE: HOW TO HAVE CONSISTENT ACCESS TO THE USE OF STRATEGIES**
WHAT HAPPENS At HOME??

DISCUSSION POINTS

• DOES YOUR CHILD PLAY WITH AGE APPROPRIATE TOYS?
• What do you do at home?
• WHAT IS FUN AND MOTIVATING?
• What excites your child?
• LEARNING HAPPENS IN NATURAL ENVIRONMENTS
• Where does your child learn best?
WHAT DOES YOUR CHILD LIKE??

• VARIETY OF ACTIVITIES

• What are your child’s favorites activities?

• COMMUNITY BASED INSTRUCTION

• What does your child like in the community?
Strategies that Work

- These strategies work well for children with combined sensory loss
- These strategies work well for children with CHARGE Syndrome
- Strategies can be generalized between school and home
STRATEGIES
COMMUNICATION
TEACHING
BEHAVIOR
<table>
<thead>
<tr>
<th>Beginning-middle-end</th>
<th>Choice Making</th>
<th>Organization, structure, routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partial vs. Full Participation</td>
<td>Accessibility (visual, motor, auditory)</td>
<td>Prompt Levels</td>
</tr>
<tr>
<td>Motivating Activities</td>
<td>Clear Expectations</td>
<td>Negotiation</td>
</tr>
<tr>
<td>Age Appropriate</td>
<td>Natural Environments</td>
<td>Modeling</td>
</tr>
</tbody>
</table>
Money Skills for Shopping
Age Appropriate and FUN
Backyard FUN
Motivating
Birthday Party, Friends, Age Appropriate
He LOVES Animals
Age Appropriate
PLAY CHOICES
CHOICEMAKING: SENSORY
SCHEDULE INCLUDING SENSORY BREAK
FOCUS:
SOCIAL AND FRIENDS
# Communication Strategies for ALL Learners

<table>
<thead>
<tr>
<th>Total Communication</th>
<th>Sign Language, speech, simple signs</th>
<th>Tangible symbols, touch cues, AAC, Print/braille</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modeling</strong></td>
<td><strong>Conversation</strong></td>
<td><strong>Calendars/Routine</strong></td>
</tr>
<tr>
<td>Higher levels of Communication</td>
<td>Same topic, joint attention, turn taking</td>
<td></td>
</tr>
<tr>
<td><strong>Positioning</strong></td>
<td><strong>Clear and Simple Language</strong></td>
<td><strong>Pacing/Pause time for Response</strong></td>
</tr>
</tbody>
</table>

- **Total Communication**
  - Sign Language, speech, simple signs
  - Tangible symbols, touch cues, AAC, Print/braille

- **Modeling**
  - Conversation
  - Same topic, joint attention, turn taking

- **Positioning**
  - Clear and Simple Language
  - Pacing/Pause time for Response
SCHEDULE SEQUENCE

EAT  MEETING  WORK  WORK  SPEECH  SMI
NEEDS BOARD
FOCUS:
SOCIAL, SIGN LANGUAGE, PICTURES
Behavior Strategies for ALL Learners

<table>
<thead>
<tr>
<th>Positive behavioral practices</th>
<th>Reinforce good behavior</th>
<th>Ignore negative behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior is Communication</strong></td>
<td>Mood Induction</td>
<td>Negotiation</td>
</tr>
<tr>
<td>Strategies to Assess Causes Of Behavior</td>
<td>Behavior Support Plan</td>
<td>Data</td>
</tr>
</tbody>
</table>
NEGOTIATION:
FIRST .....THEN USING SYMBOLS
SHARE WHAT WORKS WITH US
## Strategies for Children with CHARGE Syndrome

<table>
<thead>
<tr>
<th>The need to know the schedule</th>
<th>Use of Calendar system; beginning, middle and end</th>
</tr>
</thead>
<tbody>
<tr>
<td>The need to be in “charge”</td>
<td>Negotiation, choice making, people preferences</td>
</tr>
<tr>
<td>The need to complete tasks</td>
<td>1 more minute; 1 more than finished; base choice on time available</td>
</tr>
<tr>
<td>Show frustration with schedule change</td>
<td>Use of calendar system; use of red X; offer alternative</td>
</tr>
<tr>
<td>The need to know what is happening next</td>
<td>Use of calendar system</td>
</tr>
<tr>
<td>The need to be organized with belongings</td>
<td>Organizational checklist; designated space</td>
</tr>
<tr>
<td>The need to have choices</td>
<td>Offer but limit choices</td>
</tr>
<tr>
<td>The need for sensory breaks/relax time</td>
<td>Offer choices for relaxation</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Clear beginning-middle-end of activities</td>
<td>Help with transitions with each activity</td>
</tr>
<tr>
<td>Choice making</td>
<td>Encourages communication and Self-advocacy</td>
</tr>
<tr>
<td>Structure and Routine</td>
<td>Sense of security, anticipation, memory</td>
</tr>
<tr>
<td>Organizational Skills</td>
<td>Helps to structure, anticipate, and follow sequences</td>
</tr>
<tr>
<td>Motivation</td>
<td>Promotes attention and focus on activities</td>
</tr>
<tr>
<td>People Preferences</td>
<td>Promotes positive responses; respect</td>
</tr>
</tbody>
</table>
Students’ needs for strategies are “Life long”
Starting young can provide time to “practice” skills
Skills can develop and mature over time
Provides structure early on that can be a life long tool
Provides consistency throughout all environments