



Sunday, August 4, 2019

Breakout Session G39 • 2:45-3:45 pm • Grand Ballroom D/E

## Using Photos To Tell Your Child's Story To Their Educational Team

Donna Carpenter, Kentucky DeafBlind Project

### Presenter Information

Donna Carpenter is the Kentucky State Coordinator for the Kentucky DeafBlind Project. She has been on the project for over 13 years, first as the technical assistance coordinator and currently the state coordinator.

### Presentation Abstract

Using Photos to Tell Your Child's Story to their Educational Team Answering all your educational team's questions using a short digital video that includes 20 photos and your narrative. Share your valuable perspective of your child as part of your family. Your short digital video will provide the educational team information about strengths, preferences, who your child's favorite person is, what pets are at home and family vacations. Change your child's educational team's perspective about your child from a "can't do" to a "can do" mindset.

### Learning Objectives

- Attendees will be able to identify the impact of using a short digital video of their child with their narrative with their child's teacher.
- Attendees will be able to identify the steps involved in creating a short digital video to share with their child's educational team.
- Attendees will be able to identify the value of using a short digital video to assist with assessment during transition.

## Using Photos to Tell Your Child's Story to their Educational Team

Donna Carpenter, Ed.D.  
KY DeafBlind Project State Coordinator

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### 2 years ago....

- 1. Shared our background
- 2. Problem/disconnect with expectations between school teams and families
- 3. Dissertation –Using Photovoice (experiences of families raising a child who is deafblind and sharing those experiences with their teacher.



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### We are in a very UNIQUE place...

We get to listen to the intimate stories from families.

We get to see homes with pictures that tell stories of a child within a family.

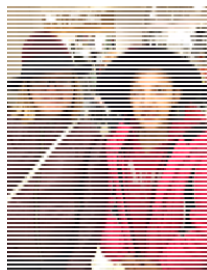
We develop trust from the families which often opens the door to sharing of celebrations and concerns.

We serve families and their children/youth from 0-22.

We meet families.

We heard over and over that the families felt their input was not valued.

We see a life of a child.



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### School teams

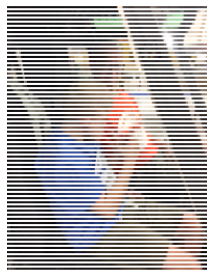
#### School Teams/First Steps/Adult services:

Are often working in the moment...not seeing the child on a timeline.

Use medical model checklist to document what the child "can't do".

Assume too little due to lack of knowledge and experience.

Do not use families as a resource for planning. Often not following through with interventions/coaching strategies.



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### We were going about it all wrong!

- We went in and introduced a new student to a team in a:
- Medical checklist of can't do's
- This is their vision
- This is their hearing
- Let's look at the reports



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### Light Bulb goes off!!!!



We have seen the pictures and heard the stories of a child in a family and part of a community!



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## Dissertation

- I wanted to know:
- 1. What are the experiences of individuals raising a child who is deafblind?
- 2. How does the sharing of those experiences impact the perception of the child's teacher?




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## Significance of the Study to Improve Outcomes for Children/Youth who are Deafblind

- Currently we introduce children who are deafblind to their educational teams in a medical model. Their vision is this. Their hearing is that. They can't do this. They can't do that. Hoping to share this information to assist with adaptations, modifications, and student planning
- BUT instead we are creating a barrier for the student. The teacher forms a "can't do" mindset.
- The collective experiences from families ...shared with educational teams could promote the shift from a medical checklist to a whole child perspective as well as build teacher confidence with the power of information.

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## Method

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| <ul style="list-style-type: none"> <li>• I asked 5 families to choose 20 photos of their child</li> <li>• Meet with me (individually)</li> <li>• Arrange the 20 photos</li> <li>• Talk about each of the photos</li> <li>• And let me put it all into a short digital video</li> <li>• So I could share it with their child's teacher</li> </ul> | <ul style="list-style-type: none"> <li>• For Teachers:</li> <li>• To meet with me</li> <li>• I asked them a series of 5 questions about the child they served</li> <li>• I shared the short digital video</li> <li>• I asked follow up questions</li> </ul> |
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### What Did I Find??

**• Medical Theme**

- 1. Life as a little tiny baby  
NICU
- 2. Surgeries
- 3. Medical explanations
- Positive Descriptors
- Family and Community
- What They Like/Don't Like
- Parents 'Love

**• Identified four push/pull dyads**

- 1. can't do/can do
- 2. disconnect with family/connection to family
- 3. medical description/human description
- 4. teacher feelings of own can't do/teacher feelings of own can do

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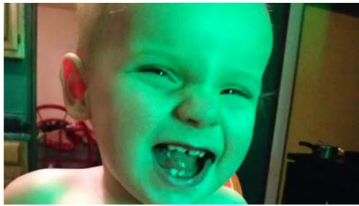
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We should start with a.....



<https://vimeo.com/226673547>

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### How do we share stories?



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**Using the iMovie-  
live demonstration**

1. Choose 20 pictures
2. Drop them into the iMovie app
3. Arrange them in the order you prefer
4. Add narration (parent/family member/child/youth) to each picture
5. Add background music




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**Using Power Point-  
Live Demonstration**

1. Choose 20 pictures
2. Put them into Power Point
3. Add narrative
4. Add design
5. Add background music
6. Add caption




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**Throw the Photos on  
the Table!**

1. Take 20 photos with you to IEP meetings and put them on the table before the meeting starts.
2. Take 20 photos with you to meet your new teacher
3. Carry 20 photos with you to share at any time with anyone who is working with your child.




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Justin <https://vimeo.com/226671226>



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**We are working with families to introduce a new child/youth to their team.....**

We ask the family to share some pictures  
Allow us to record the family sharing what is in each picture  
Create the Short Digital Video  
And ask to share with the teacher, first steps providers, or adult services.  
<https://vimeo.com/226840709>



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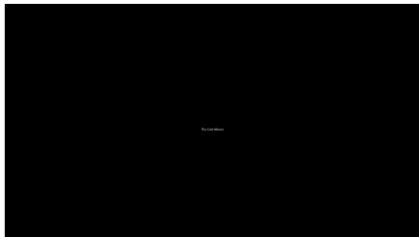
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**And if we can....**

We try to set the stage BEFORE the IEP meeting.....



<https://vimeo.com/125645460>

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# Questions?????

Contact me:  
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859-322-1301

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CHARGE Conference August 2-5, 2019 Dallas, TX  
Using Photos to Tell Your Child's Story to their Educational Team  
Donna Carpenter, Ed.D.  
KY DeafBlind Project

- I. Two Years Ago – CHARGE 2017
  - A. Our Background
  - B. Problem felt by parents – disconnect with school teams
  - C. Dissertation – Photovoice (Research method that gives voice through photos)
- II. We (the KDBP) are in a Unique Place
  - A. We get to listen to intimate stories from families
  - B. We are “inside” the house – we get to see photos and hear stories that tell a life.
  - C. Over time, ... we develop trust from families.
  - D. We are connected to families for a long time!
  - E. We meet families-siblings, grandparents, etc.
  - F. Families feel they are not valued when working with their child's school team.
  - G. We get to see the child as a part of a family/part of a community.
- III. School Teams/Early Childhood/Adult Services
  - A. Are in the moment...don't see a child's timeline.
  - B. Use the medical model checklist – documenting what the child “Can't Do”.
  - C. Assume too little due to lack of knowledge and experience.
  - D. Do not use families as a resource for planning. Often times interventions not successful because families not included.
- IV. The Kentucky DeafBlind Project introduction to a team- Not the best!
  - A. Medical Model
  - B. Vision and Hearing
  - C. Reports
- V. The lightbulb went off
  - A. Seen pictures
  - B. Heard stories
  - C. Met the main characters of the child's life
- VI. Dissertation
  - A. What I wanted to know
    - 1. What are the experiences of families raising a child who is deafblind?
    - 2. How does the sharing of those experiences impact the perception of the child's teacher?
  - B. Significance of study to improve outcomes for children who are deafblind.
    - 1. Change the way we introduce children who are deafblind to their educational teams
    - 2. Barriers we create.
    - 3. Collective experiences from families positively influence outcomes for child.
- VII. Method of Dissertation