



Professional Day

Friday, August 2, 2019

Take CHARGE in the Classroom

Rachel Collins, Deafblind Specialist
Round Rock ISD

Presenter Information

Rachel Collins, M.S. is dual certified as a Teacher of Students with Visual Impairments and Teacher of Students who are Deaf and Hard of Hearing. She received her Graduate Certificate in Dual Sensory Impairments from Texas Tech University in September 2016. She worked at the Texas School for the Blind and Visually Impaired for 10 years and is currently the DeafBlind Specialist for Round Rock ISD located in Central Texas. She has over 18 years of experience working with students with DeafBlindness, including students with CHARGE.

Presentation Abstract

This session will present an educational approach for children with CHARGE that takes into account the child's access to their current learning environment, and will provide ideas on how to enable children to be more active participants in their environments. Overviews of assessment tools (mostly free) that apply to proficient communicators and emergent communicators will be reviewed. Both the Expanded Core Curriculum for Students who are Deaf or Hard of Hearing and for those who are Visually Impaired will be woven into the session. Additionally, strategies for supporting all levels of communicators will be covered.

Learning Objectives

- The learner will review a variety of assessment tools and be able to articulate how the use of these tools can affect and/or drive instruction
- The learner will be familiarized with the Expanded Core Curriculum for Students who are Deaf or Hard of Hearing and for those who are Visually Impaired
- The learner will be carried through a process for programming instruction and will learn how to take these strategies back to the classroom

Take CHARGE in the Classroom

Rachel Collins, M.S.

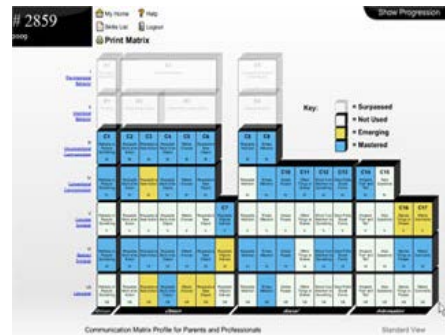
Assessment Resources for Emergent and Proficient Communicators

Emergent Communicators

Communication Matrix

"The Communication Matrix is a free assessment tool created to help families and professionals easily understand the communication status, progress, and unique needs of anyone functioning at the early stages of communication or using forms of communication other than speaking or writing."

<https://www.communicationmatrix.org/>



School Inventory of Problem-Solving Skills

"The School Inventory of Problem Solving Skills (SIPSS) is an observational instrument designed to assess cognitive skills related to object use in children who are deafblind or have severe and multiple disabilities."

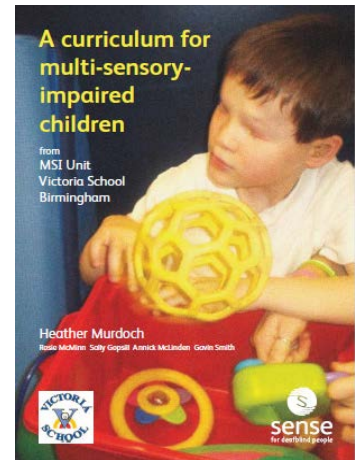
<https://www.designtolearn.com/Store>



MSI Curriculum- A curriculum for multi-sensory impaired children

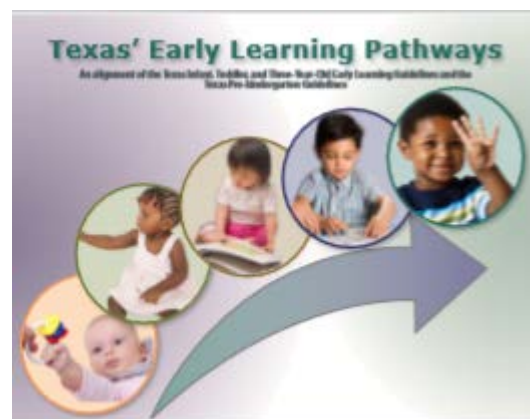
"Pupils with MSI (multiple sensory impairment) often lack the familiarity with everyday concepts that most curricular models assume will be established at the start of school, and also lack the learning skills and structures needed to benefit from experiences. The MSI Curriculum is designed to address these issues."

<http://www.victoria.bham.sch.uk/pdfs/msi-curriculum.pdf>



Texas Early Learning Pathways

"Texas Early Learning Pathways is an alignment of the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines and the Texas Pre-kindergarten Guidelines. It defines critical points along the pathways of development to offer caregivers illustrations of how children develop in their early years and how every day actions of caring adults contribute to healthy development."



Proficient Communicators

IEP Checklist for Proficient Communicators- TSBVI (handout)

This handout addresses the 12 most common issues that recur in students with DeafBlindness accessing the general curriculum. This is a quick and easy checklist to ensure those issues are addressed within the IEP.

Requisite Concept Evaluation Process for Academic Students with DeafBlindness- TSBVI (handout)

"Requisite concepts are those that provide a foundational understanding of how the world around us works." This evaluation identifies the conceptual gaps, conceptual ceilings, and where to prioritize the focus in those requisite concepts.

Expanded Core Curriculum for Students with Visual Impairments

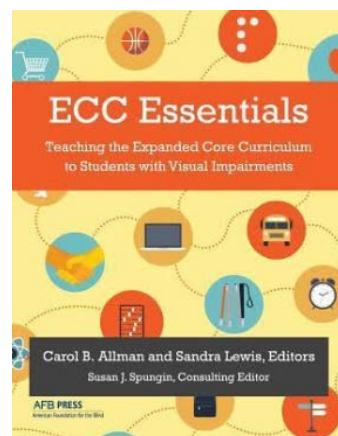
In Texas, the areas of the ECC are required by law to be addressed. Every three years, just as the Functional Vision Evaluation/Learning Media Assessment is to be updated, so should the ECC.

<https://docs.google.com/spreadsheets/d/1bF-6w9QVAd9AX7orTCbN3tT4ltrPpAPI5IW3xVsWYPg/edit?usp=sharing>

ECC Essentials- Teaching the Expanded Core Curriculum to Students with Visual Impairments

This is a must-have for every TVI! It breaks down every area of the ECC and gives specific lesson plans for each area.

<https://q.co/kgS/JS31zE>



EVALS Kit-TSBVI

"Students' specific needs related to accessing the general curriculum, as well as the areas identified in the Expanded Core Curriculum (ECC) can be identified.

<https://www.tsbvi.edu/curriculum-a-publications/3/1030-evals-evaluating-visually-impaired-students>



Expanded Core Curriculum for Students who are Deaf or Hard of Hearing

This is a great resource to compare to the ECC for the Visually Impaired. When serving students who receive services through the Regional Day School Program for the Deaf, collaborating with the AI/Deaf Education Teacher will become very important.

<https://apsea.ca/assets/files/dhh/apsea-ecc-dhh-2.pdf>

Take CHARGE in the Classroom

Rachel Collins, M.S.
Teacher of Students with Visual Impairments
Teacher of the Deaf and Hard of Hearing
Teacher of the DeafBlind

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It all begins with ASSESSMENT...

Emergent Communicators

- Communication Matrix
- School Inventory of Problem Solving Skills
- MSI Curriculum
- Texas Early Learning Pathways

ASSESSMENT cont'd.

Proficient Communicators

- IEP Checklist for Proficient Communicators
- Requisite Concept Evaluation
- Expanded Core Curriculum for Students with VI
- ECC Essentials
- EVALS Kit
- Expanded Core Curriculum for Students who are DHH

Now What??



Next Steps...

1. Consult with the classroom teacher to find out what the class will be learning about/focusing on.
2. Using the information gathered from assessments, decide HOW you will teach. Think: What areas are you targeting?
3. Combine classroom topic/focus with the strategies that address the target areas.

Student #1: Kileona

Background: Kileona is a 5 year old with CHARGE. She makes full use of her residual hearing and vision. She has a cochlear on her right side and is able to hear, recognize, and turn to her name. She is able to hear, recognize, and sign her classmates' names. She is able to sing/sign along with the routine songs. Although she is able to hear quite a bit, she is non-verbal. She knows some basic signs and typically communicates spontaneously only using 2-3 signed utterances. She is able to sign a prescribed sentence when used in repetition. Ki is in a PPCD (Preschool Program for Children with Disabilities) Program.

Assessments used: MSI Curriculum, Communication Matrix

Ki's Programming

Through observation and assessment, I determined that Ki needed more information about her circle time routine. She would frequently walk away from the activity because she did not understand the sequence of steps that comprised the routine. So, I created a circle time sequence strip.

Ki learning time concept words: now, finished, not yet



Student #2: Elise

Background: Elise is a 6 year old with CHARGE. She has superior field losses, but utilizes her residual vision very well. She is fitted with an Auditory Brainstem Implant and it is unclear exactly what sounds she is detecting and/or making meaning out of. Elise is a fluent signer/communicator. She just completed her Kindergarten year and full year with an Intervener. Elise was making a big switch from PPCD to Kindergarten. The team wanted to make sure she was accessing grade level information and participating with the class. Elise is in the general education setting with support services from the Regional Day School Program for the Deaf.

Assessment used: IEP Checklist for Proficient Communicators with DeafBlindness

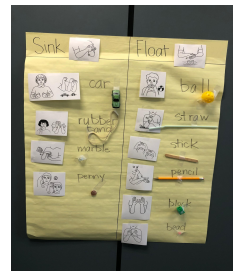
Elise's Programming

Using the checklist, I determined the areas I wanted to focus on were items:

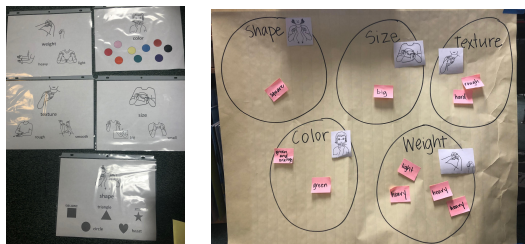
- 2- Modify the curricular content; Develop standards based IEP in core subjects.
- 3- Define comprehension check and include an individualized description in the student's accommodations.
- 4- Build time into the day to intervene; add an elective or time in a resource classroom.

Elise's Pre-teach Lessons:

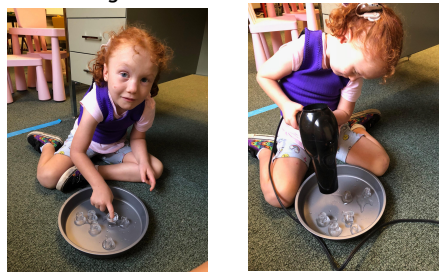
Sink or Float



Physical Characteristics



Physical Changes- Effects of Heat



Student #3: Daniel

Background: Daniel is an 11 year old with CHARGE. He has full fields, but is also diagnosed with Cortical Visual Impairment and Autism. Daniel was not an active participant in class and just sent through the motions of his day without a lot of meaning. Currently, Daniel is not aided and does not utilize his residual hearing. Although Daniel can occasionally spot things visually at a distance, he will typically only attend to what is within 3-5 feet viewing distance. He typically will sign only in repetition of his communication partner. Daniel is in a self-contained classroom focused on communication.

Assessments: MSI, Communication Matrix

Daniel's Programming

Daniel needed routines throughout his day that were conducted the same way each and every time, so that he could begin to anticipate next steps and be successful in knowing what was expected of him. In turn, he began actively participating in his daily routines, as well as communicating more spontaneously.

Grooming Routine



Questions?