

**“The Six C’s:  
Effective Learning Strategies for  
Children with Multiple Disabilities  
Including Deaf-blindness”**



June 20, 2013  
Jackson Hole, Wyoming

Presenters: Kathee Scoggin & Callie Spotted Elk

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Thanks to the children, families, and service providers who make sharing videos possible.

While we all know we are not perfect, it is hard to have ourselves in videos that may have some... “Oh rats, I wished I had or hadn’t done that!”

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**Outcomes:**

**Participants will:**

- ◆ Identify effective learning strategies
- ◆ Practice some learning strategies
- ◆ Identify 3 important aspects of setting up a learning environment that facilitates active learning

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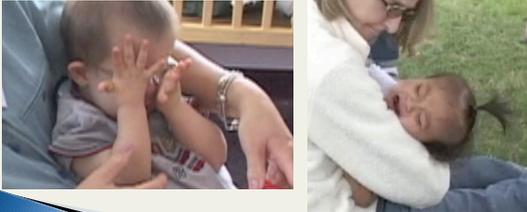
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### A Reminder... Before we Begin on the Strategies...

What do these children seem to have in common?



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### Are these children available to learn?



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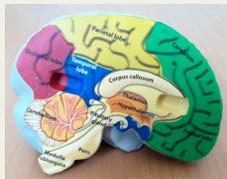
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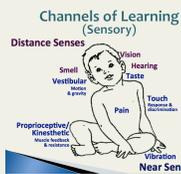
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### The Brain-Senses Connection



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**Without the senses the brain would have nothing to process**

There are 7 senses, not 5

You know:

1. Vision
2. Hearing
3. Touch
4. Taste
5. smell

**What are the other 2?**

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**Channels of Learning (Sensory)**



**Distance Senses**

- Vision
- Hearing
- Smell
- Taste

**Near Senses**

- Pain
- Touch (Response & discrimination)
- Vibration

**Proprioceptive/Kinesthetic**

- Muscle feedback & resistance

**6. Vestibular**

**7. Proprioceptive**

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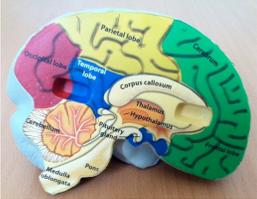
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**Channels of Learning (Sensory)**



**Without the brain, what good is sensory input?**



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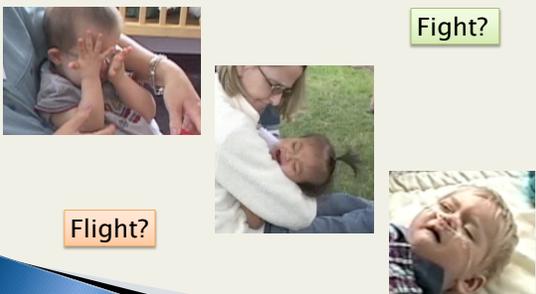
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**So what does this have to do with the senses and the brain?**



**Flight?**

**Fight?**

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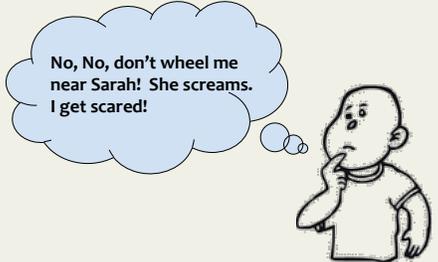
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If our students could tell us...



No, No, don't wheel me near Sarah! She screams. I get scared!

Does this student watch Sarah more closely, does his breathing increase rapidly, does he vocalize when he is closer to Sarah, what other things does he do, to tell us something is wrong.

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**The Six C's**

- Connection
- Concept Development
- Channels of Learning (Sensory)
- Child's Lead
- Consistent Routines
- Communication and Conversation Development (non-verbal, too)

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## The Six C's

**Connection**

- C**oncept Development
- C**hannels of Learning (Sensory)
- C**hild's Lead
- C**onsistent Routines
- C**ommunication and Conversation Development (non-verbal, too)

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## Connection

- ▶ A trusting relationship **must be present** before the child can focus on learning
- ▶ Develop a relationship that is honest and predictable...
- ▶ Find a pace of communicating and interacting that works for the child
- ▶ Responsiveness to the child vs. teaching skills
- ▶ Child participation in interest -based activity- likes
- ▶ Touch governs emotional well being

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"LIKES" INFORMATION						
Child: _____		Date: _____				
<b>FOODS</b> <small>taste/ texture</small>	<b>SMELLS</b>	<b>TOUCH</b> <small>texture/ hugs/ fabrics light- heavy</small>	<b>MOVEMENT</b> <small>rock/ bounce swing</small>	<b>VEIBRATION</b> <small>car ride toys/ appliances</small>	<b>SIGHTS</b> <small>lights/colors</small>	<b>SOUNDS</b> <small>voices/ music phone/ business environmental</small>
<b>MUSCLES</b> <small>push- pull bear weight</small>	<b>PEOPLE</b>	<b>PLACES</b>	<b>ACTIVITIES</b>	<b>TOYS</b>	<b>SELF STIMULATION BEHAVIORS</b>	<b>OTHER</b>

Page 1 of 2 Washington Sensory Disabilities Services Handout

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**"DISLIKES" INFORMATION** 

Child: \_\_\_\_\_ Date: \_\_\_\_\_

FOODS taste/ texture	SMELLS	TOUCH texture/ height/ fabrics light- heavy	MOVEMENT rock/ bounce swing	VIBRATION car ride toys/ appliances	SIGHTS lights/colors	SOUNDS voices/ music/ piano/ business environmental

MUSCLES push- pull bear weight	PEOPLE	PLACES	ACTIVITIES	TOYS	SELF STIMULATION BEHAVIORS	OTHER

Page 2 of 2

 Washington Sensory Disabilities Services Handout

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Look at your Checklist under Connection. Do you see any of these in this short video of an adult working with a young deaf-blind child? If so, which?

Handout

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Now let's watch Kelly with Christopher.

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### Connection: Questions to ask yourself...

- ◆ How does the child know you are there and want to connect?
- ◆ How do you identify yourself to the child? Greet her? Leave her?
- ◆ What is the pace of your connection with the child... your or his pace?
- ◆ There must be **quantity** of connection, as well as **quality**.
- ◆ How do you respect the child's temperament?

Handout

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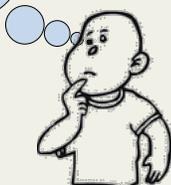
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If our students could tell us...

There you are with that clipboard again. Do you take data on your friends all the time and not connect with them either?



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### Let's watch this video clip...



Let's watch this greeting...

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## The Six C's

- Connection
- Concept Development**
- Channels of Learning (Sensory)
- Child's Lead
- Consistent Routines
- Communication and Conversation Development (non-verbal, too)

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## Concept vs. Skill

### Concepts?

What concepts might you learn parasailing in Mexico?



### Skills?

What skills might you learn from parasailing?

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## Concept vs. Skill



### Skills

What skills might you learn from parasailing:

- ◆ How to manage the guidelines
- ◆ How to get in position for taking off and landing

### Concepts?

What concepts might you learn parasailing in Mexico?

- ◆ The force of the wind coming at you, Is it hot or cool?
- ◆ Sound of the motor changing as it goes faster or slower
- ◆ How blue the water looks and that it changes in color depending on the depth
- ◆ How you feel? Happy, excited, scared...

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## Concept Development

- ◆ Find a partner
- ◆ Sit together
- ◆ Have a paper and pencil available to write on

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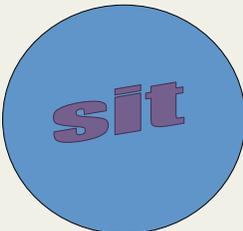
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## Concept Development



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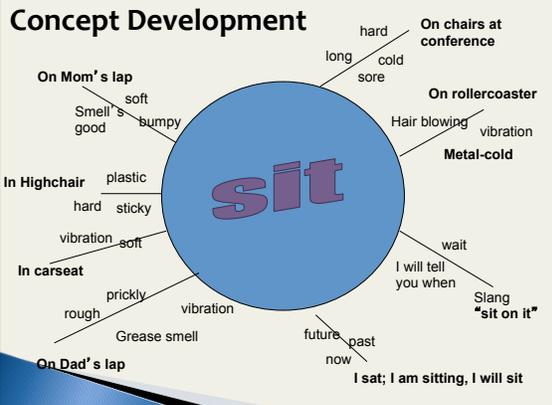
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## Concept Development



On Mom's lap: soft, Smell's good, bumpy

In Highchair: plastic, hard, sticky, vibration, soft

In carseat: prickly, rough, Grease smell, vibration

On Dad's lap

On chairs at conference: hard, long, cold, sore

On rollercoaster: Hair blowing, vibration, Metal-cold

wait, I will tell you when, Slang "sit on it"

future, past, now, I sat; I am sitting, I will sit

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## Concept vs. Skill

What is a Concept?	What is a Skill?
Something conceived in the mind, a thought or notion;	The execution of learned physical tasks;
An abstract or generic idea generalized from particular experiences;	A learned power of doing something competently;
A mental representation, image, or idea of concrete objects as well as of intangible ideas, such as feelings	A developed aptitude or ability

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## Concept Development



my baba (bottle)  
my mama  
my dirt (a dirt pile in backyard she played on)

my horsey (rocking horse)  
my dada  
my baby URN (Erin- baby sister)

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## Concept Development



my baba (bottle)  
my mama  
my dirt (a dirt pile in backyard she played on)

my horsey (rocking horse)  
my dada  
my baby URN (Erin- baby sister)

**What skills might go with this child's experiences?**

- ◆ Getting on rocking horse
- ◆ Moving forward and backward to "make it go"
- ◆ Getting up on rocking horse
- ◆ Lifting bottle to drink milk or juice
- ◆ Climbing up onto dirt pile
- ◆ Scooping dirt in a pail
- ◆ Dumping dirt out

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## Concept Development

Take time to let the child learn concepts,  
not just skills.

Use routine-based activities

Take advantage of the “teachable” moment.

Don't make my “discipline” the focus

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If our students could tell us...

This same old activity...  
I want something new but she  
doesn't understand when I drop  
the materials on the floor that  
I am ready for a challenge...  
Something new and interesting



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## Let's watch this video clip...



What are the concepts this  
little girl might be learning?

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## The Six C's

- C Connection
- C Concept Development
- C Channels of Learning (Sensory)
- C Child's Lead
- C Consistent Routines
- C Communication and Conversation Development (non-verbal, too)

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**What are the two senses we use for communicating and learning?**



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### FACTS ABOUT CHILDREN WITH MULTIPLE DISABILITIES

*Just about 2 of 5 students with severe and multiple disabilities have sensory impairment*



Student  
w/ sensory  
disability



Student  
w/ sensory  
disability



Student



Student



Student

Turnbull, R.; Turnbull, A.; Shank, M.; Smith, S.J. (2004) Exceptional Lives: Special Education in Today's Schools. Pearson Education, Inc. Fourth Editions, 254-281

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**USE OF SENSORY CHANNELS**

Student:	Has glasses/contacts? Yes No	Wearing them now? Yes No	Has hearing aids? R L	Wearing aids now? R L
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Setting/Activity: \_\_\_\_\_  
Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Observed Behavior	V	T	A	O/G	P/V
Raises head up as shiny blue pom pom is shaken	V	T	(A)	O/G	P/V
Turns head as shiny blue pom pom is moved (follows) II	(V)	T	(A)	O/G	P/V
Raises head up as shiny blue pom pom is moved up II	(V)	T	(A)	O/G	P/V
Head turns to follow	(V)	T	A	O/G	P/V
Puts head down	V	T	A	O/G	(P/V)
Bangs rattle (put in his left hand) on stander tray III	V	(T)	(A)	O/G	(P/V)
Bangs rattle (put in his right hand) on stander tray III	V	(T)	(A)	O/G	(P/V)
Raises head up as shiny blue pom pom is shaken II	(V)	T	(A)	O/G	P/V
Turns head to left III	(V)	T	(A)	O/G	(P/V)
Puts head down	V	T	A	O/G	(P/V)
Grabs, picks up part of pom pom once, places on tray next to him	V	(T)	A	O/G	P/V
Puts head down	V	T	A	O/G	(P/V)
Puts hands together "more"	V	(T)	A	O/G	(P/Vx 4)

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Vocalizes II	V	T	A	O/G	(P/Vx 2)
Takes spoon and puts food in mouth IV	V	(T)	(A)	O/G	(P/Vx 2)
Takes spoon out of mouth	V	T	A	O/G	P/V
Stretches hands out	V	T	A	O/G	(P/V)
Holds spoon II	V	(T)	A	O/G	(P/V)
Moves hands around the tray II	V	(T)	A	O/G	(P/V)
Picks up Cheerio	V	(T)	A	O/G	P/V
Puts Cheerio in mouth II	V	(T)	A	(O/G)	P/V
Slaps hands on tray II	V	(T)	A	O/G	(P/V)
<b>Totals</b>	<b>5</b>	<b>10</b>	<b>8</b>	<b>1</b>	<b>18</b>

Probable Primary Channel:		<b>KEY</b>
Secondary Primary Channel(s):	V=	Visual
	T=	Tactual
	A=	Auditory
	O/G=	Olfactory/Gustatory
	P/V=	Proprioceptive/Vestibular

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Let's watch this video clip...



Use your handout *Use of Sensory Channels Form* as you are watching. You may only get two or three phrases in and that is okay. This is a practice opportunity.

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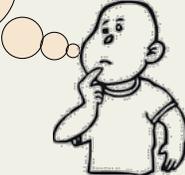
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If our students could tell us...

Why is she putting that button under my hand and pushing my hand on it? We do this everyday. I like the yellow color of the button. What does that noise mean when she pushes my hand on the button



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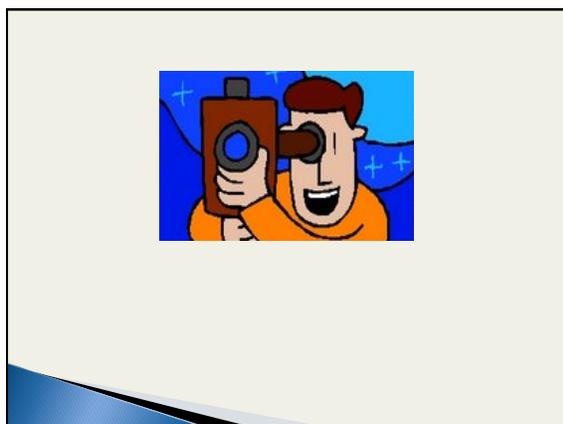
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### The Six C's

- Connection
- Concept Development
- Channels of Learning (Sensory)
- Child's Lead**
- Consistent Routines
- Communication and Conversation Development (non-verbal, too)

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### Child's Lead



You have to scrap your lesson plan **in the beginning**

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Let's watch Joel.  
How does he let you know he has another idea?

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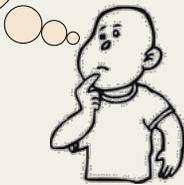
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If our students could tell us...

Rats, why are you doing that for me? I was just about to move my hand towards it. Can't you wait just a little longer? Don't you think I can do it?



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## The Six C's

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- C Communication and Conversation Development (non-verbal, too)

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The Six C's

## Consistent Routines

We talk about this, but what does it really mean...

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## Consistent Routines

Required elements for something to be a routine:

- Clear signal to student that activity is starting.
- Steps occur in same sequence.
- Each step done the same way each time (same materials, same person, same place).
- Assistance is given in the same way, always seeing where assistance can be lessened.

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## Consistent Routines

Required elements for something to be a routine:

- The pacing of instruction is maintained until the activity is finished.

*(No side conversations, no going to get something you forgot, or spontaneously adding new or different steps that won't happen the next time the activity is done).*

- Clear signal to student that activity is finished.

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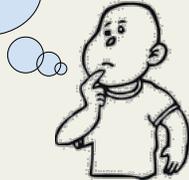
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If our students could tell us...

He wants me to go get in line with the others. I don't know where I am going... Why would I want to get in line with the others?



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Let's watch this video clip...



This is a family's routine set up at home. Find the elements we discussed.

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## The Six C's

- C<sup>o</sup>nnexion
- C<sup>o</sup>ncept Development
- C<sup>h</sup>annels of Learning (Sensory)
- C<sup>h</sup>ild's Lead
- C<sup>o</sup>nconsistent Routines
- C<sup>o</sup>m<sup>m</sup>unication and C<sup>o</sup>n<sup>v</sup>ersation Development (non-verbal, too)

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## Communication

It is so much more than asking questions and giving instructions!

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We have a tendency to fill their world with words because words are meaningful to us...

We use language with kids as if it is meaningful. We think we are communicating something, but often we aren't.

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When are we reading the child's behaviors as communication... and when is the child finally actively communicating in a predictable way?

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### Conversation Development

What must be "in place" for a **conversation** to happen?



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### Conversation Development

Conversation can be nonverbal too

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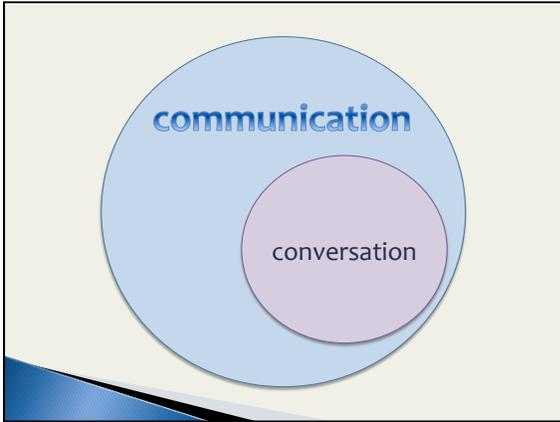
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If our students could tell us...

Do this, do that! Why don't we have a **conversation** once in a while where we share what each of us is thinking and doing?

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**Let's watch this video clip...**

What is the topic of this nonverbal conversation?  
Are the two people taking turns?  
What if there had been three people in this conversation? What would need to change?

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The Six C's

## Communication and Conversation Development (non-verbal, too)

Discover and enjoy the amazing ways we can communicate without words, never losing sight of the goal of language.

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The Six C's

## Communication and Conversation Development (non-verbal, too)

Sam Morgan says we live in an "... increasingly rapid and technologically focused world that does not make room for those who need **hands-on human relationships**... I focus much of my efforts on communication and interaction..."

Sam believes that, for children, the biggest changes come about when the people who interact with them **slow down**, **are deliberate**, and are **emotionally open** to a child and what the child is trying to express or do.

Sam Morgan, Deaf-Blind Specialist from NY.  
Spring 2011 NCDB Newsletter.

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## Ways of Communicating

**BODY LANGUAGE AND FACIAL EXPRESSION:** physical representation to internal (emotional or mental) reactions, maybe done purposefully towards another or maybe just a reaction.

**VOCALIZATIONS**— sounds made intentionally which may or may not be directed towards someone else.

**GESTURES**— use of motions of the limbs or body as a means of expression socially recognized.

**TOUCH CUES:** physical contact directly onto the individual's body immediately preceding an action or activity, the purpose is conveying a message (receptive communication) to the individual (not to get their attention).

**OBJECT CUES:** an object from a part of their daily routine, presented to the individual as a message about a specific activity.

**TWO & THREE-DIMENSIONAL TANGIBLE SYMBOLS:** a photo, line drawing or object/ part of object or texture that bears a meaningful and realistic connection to what it is representing.

**WRITTEN WORD** (print/Braille): combination of abstract symbolic shapes to have socially agreed upon meaning.

**SIGN LANGUAGE:** a system of articulated hand gestures following specific grammatical rules or syntax.

**SPOKEN LANGUAGE:** meaningful sound as produced by the action of the vocal organs following specific grammatical rules or syntax.

**WRITTEN WORD (print/Braille):** combination of abstract symbolic shapes to have socially agreed upon meaning.

Handout

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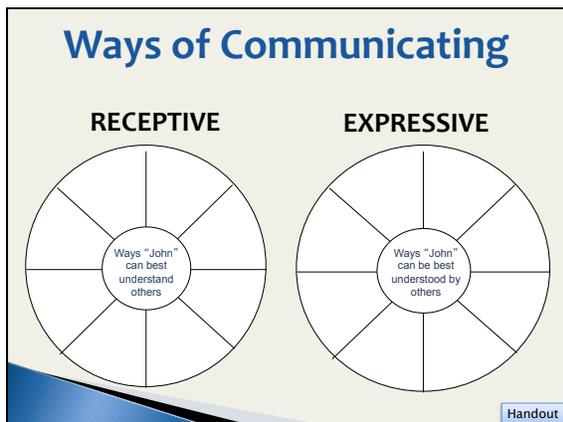
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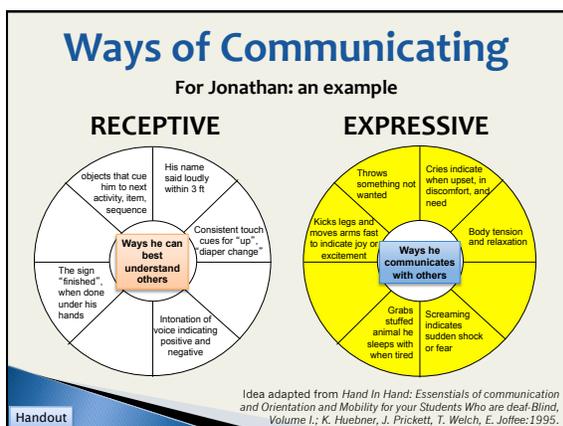
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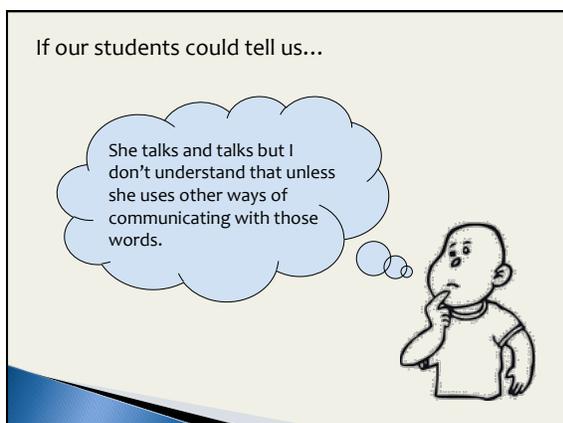
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**COMMUNICATION CONSISTENCY FORM**  
 Child: \_\_\_\_\_ Date: \_\_\_\_\_

Activity	Spoken Message	Sign	Object Cue	Touch Cue

Communication Consistency FORMS (Rev. 03/2008) Handout

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**COMMUNICATION CONSISTENCY FORM**  
 Child: Tyler Date: 10/4/2008

Activity	Spoken Message	Sign	Object Cue	Touch Cue
Taking off coat	** "T. Take off coat"		Zipper on card <i>under Tyler's hand</i>	
Changing diapers	** "T. Let's change"	"Tyler, toilet" <i>(under his hand)</i>		
* Going outside	** "T. outside- to play!"		part of chain on a card <i>Under Tyler's hand</i>	
* eating	** "T. time to eat!"	"Tyler, eat" <i>(under his hand)</i>		
* using paper shredder <i>(daily job)</i>	** "T. Go to shredder"		Shredded paper attached to card <i>under Tyler's hand</i>	

\* = favorite activities of Tyler  
 \*\* = different phrase lengths and emphasis on words may assist this child in making auditory distinctions when they are done consistently all the time Handout

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**Let's watch this video clip...**



Watch this video with two things in mind:  
 What might be adult's purpose in using the Mylar pompom, and if the child's lead was followed, what might this video have looked like?

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If you used the information shared in this session consistently and meaningfully to the child, what child outcomes (child's actions) would we expect to see?

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**Ryan**



You would see a student who sat most of his day having people do things to and for him, smiling at him...

TO...

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**Ryan**

This...

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## Recorded Trainings:

There are eight training series now available on our website for students with sensory disabilities, including deaf-blindness, in addition to children who may have additional disabilities.

- Four-Part: Emergent Literacy for Students with Visual Impairments
- Two-Part: Catching the Vision – Sec. Transition
- Two-Part: Identifying and Supporting Young Children
- Two-Part: Person Centered Planning
- One-Part: Is It “Problem Behavior?”
- Four-Part: Active Learning
- Three-Part: Communication Matrix
- Three-Part: Planning for Their Success

[www.wsdsonline.org/training/recorded-trainings/](http://www.wsdsonline.org/training/recorded-trainings/)

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## Video Topics:

Each Video Topic has 4 tabs which includes: an Intro, videos, FAQs, and More Information.

- |                 |                           |
|-----------------|---------------------------|
| Experience Book | Resonance Board           |
| Hand Under Hand | Routines                  |
| Likes/Dislikes  | Space for Active Learning |
| Peer Programs   | Usher Syndrome            |

[www.wsdsonline.org/video-library/deaf-blind-videos/](http://www.wsdsonline.org/video-library/deaf-blind-videos/)

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## Resources

Hagood, Linda. *Conversations without Language: Building Quality Interactions with Children Who are Deaf-Blind*. SEE/HEAR Article. TSBVI Outreach Dept. Nov. 2001

*Hand in Hand: Essentials of Communication and Orientation and Mobility for Your Students Who are Deaf-Blind*. K. M. Huebner, et al. American Printing House for the Blind. Louisville, KY. 1995.

Nelson, C. van Dijk, J., Oster, T. McDonnell, A. *child-guided strategies: the Van Dijk Approach to Assessment*. American Printing House for the Blind. Louisville, KY. 2009

Rowland, C. *Communication Matrix: A Communication Skill Assessment*. Design to Learn Products. Portland, OR. 2004. [www.communicationmatrix.org](http://www.communicationmatrix.org)

Stratton, J.M. & Wright, S. *On the Way to Literacy: Early Experiences for Visually Impaired Children*. American Printing House for the Blind. Louisville, KY. 2007.

Alsop, L. *Understanding Deafblindness: Issues, Perspectives, and Strategies*. Ski HI Institute. 2002. Vol. 1 & 2

Website: *Literacy for Children with Combined Vision and Hearing Loss*. <http://www.nationaladb.org/literacy/>

<http://deafblindresourcesdevices.blogspot.com/>

WSDS Website:  
[www.wsdsonline.org](http://www.wsdsonline.org)

Kathee' s email:  
[kscogginwsds@gmail.com](mailto:kscogginwsds@gmail.com)

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