

A Planning Framework for Improving Engagement for Learners who are Deafblind or VI with Multiple Disabilities

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1) Choose a Topic

✓ Individualized based on student's intense interests or recent experience(s)

✓ Chosen based on “Student Report” (what makes them giggle, laugh, snort, move, rock, or roll)

Examples of topics my students used in the last year:

- The treadmill at my house
- Katy Perry
- Security Systems
- Folding Canes
- My friend broke the game
- “Up”
- Ice cream pie
- Program No. 6 on the Treadmill at my house
- Swimming pools at mansions
- “Exotic” Hamburgers
- Dog fur as an ice cream topping
- Pancakes
- My favorite PE teacher

2) Set up your Learning Environment

✓ **Set up a consistent area where your student uses their energy to learn the media instead of using energy to focus on the media.**

Examples of Supports I use with students (disclaimer: I am not an OT or PT, but consult with one regularly):

- Sitting on a therapy ball or padded disc at the table
- Stools or Stacks of phone books under feet for support
- Bean Bag reading!
- Sound Field FM System
- Slant Boards
- Fidgets for hands
- High Contrast backgrounds for materials
- Adjusted Lighting
- Cover or Black Out background visual clutter
- Sign on the door that reads *"No Interruptions Please, we are busy reading and writing"*
- Literacy first thing in the morning or after sensory regulatory activities (Feed their bodies before hard work)

3) Choose your Media

✓ This matches your student's receptive communication level

✓ If using media that has "parts," does your student know about the "Whole?"

✓ When creating media, Do WITH not FOR

Examples of media my students use:

- Braille and/or Print
- Line Drawings
- Auditory
- Photographs
- ASL signs and approximations
- Objects
- Partial Objects
- Picture Symbols
- Tactile Symbols

4) Write

✓ **Identify student's most efficient expressive communication mode and use this to dictate their story**

✓ **Elicit Repetition and Pattern to make writing (and subsequent reading) easy and errorless**

Examples of ways my students write:

- Print and/or Braille
- Verbal Language
- American Sign Language
- Approximated Signs
- AAC Output
- Drawings
- Actions on Objects or People
- Actions on Photos or Drawings
- Gestures
- Facial expressions
- Body movements/turns
- Vocalizations
- Imitated movement or sounds
- Pointing
- Eye Gaze

5) Share (Read!)

✓ **Make others notice your competent and engaged readers and writers**

✓ **Notice how many times people stop your students on campus and mention their original work**

Examples of ways my students shared their work this year:

- Performed short skits/plays of stories and invited peers
- Invited peers for group read-alouds (and incidentally a little scaffolding)
- Made Audio PowerPoints and used switch access to turn each page independently
- Popcorn/Pizza/Pickle/Pop Listening Party! (I'm not kidding)
- Submitted work to school newsletter for publication
- Gave original works to musicians to turn into songs
- Submitted stories to school radio station
- Invited "guest" readers to classroom
- Passed work to a staff member or peer with a sign or a voice output device that said, "You've got to check this out!"
- Distributed CDs of collected work to other classrooms
- Sent home CDs or hard copies of collected work at end of quarter/semester
- Advertised class "library" of original works
- Submitted original works to school librarian (who catalogued and shelved them)