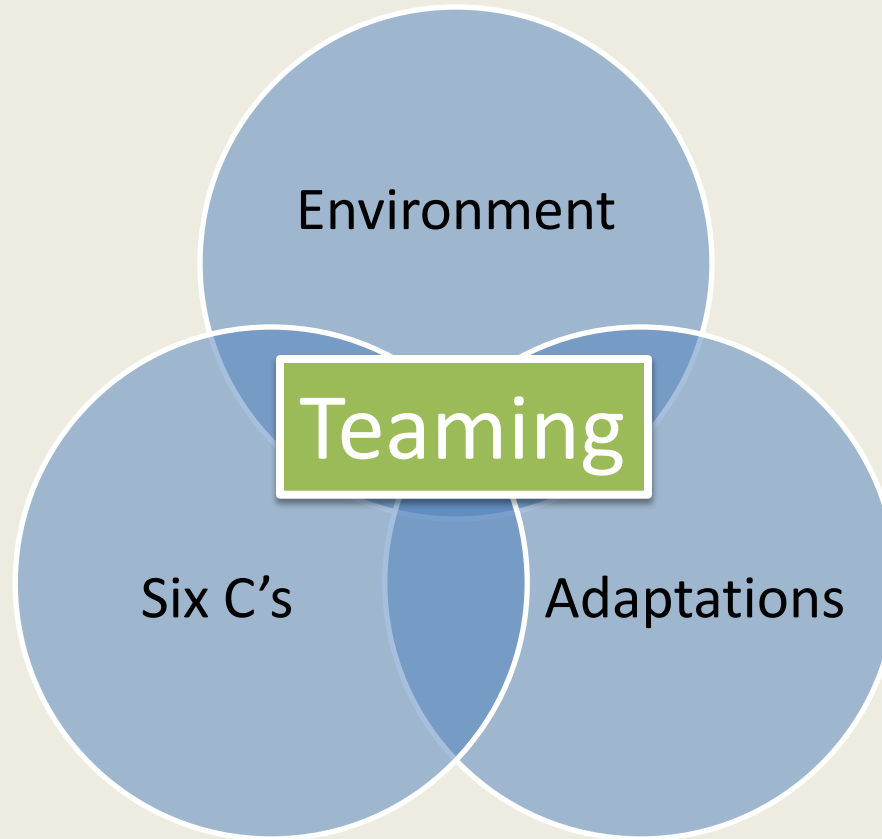


Responsive Environments for Children with Multi-Sensory Loss

Kathee Scoggin and Callie Spotted Elk

TEAMING wheel



Without TEAMING, the student suffers and supports crumble (wheel falls off).

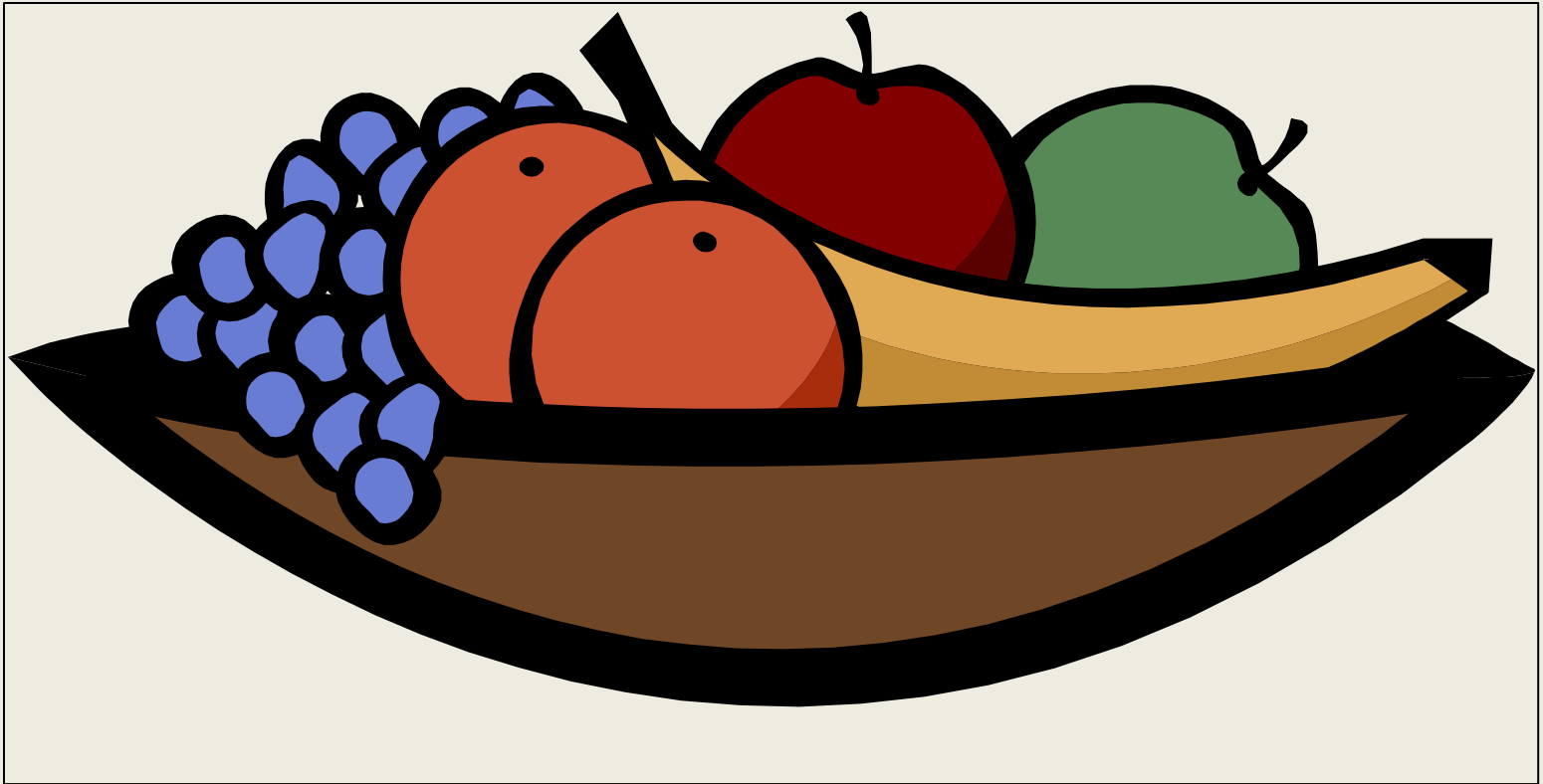


TEAMING = Collaboration

***“Coming together is the beginning;
keeping together is progress;
working together is success.”***

-Author Unknown.

Effective Teaming



Who are the Team members?

Parents



Teacher



Therapist



Specialist



Administrators



Qualities of team members

- Team members needs a variety of skills to work with each other;
 - a willingness to try
 - a sense of humor
 - a willingness to “get down with the kids”
 - an ability to be flexible
 - an ability to listen to children
 - a respect for children and team members
 - a respect for learning and the learning process

Simon's story



Teaming

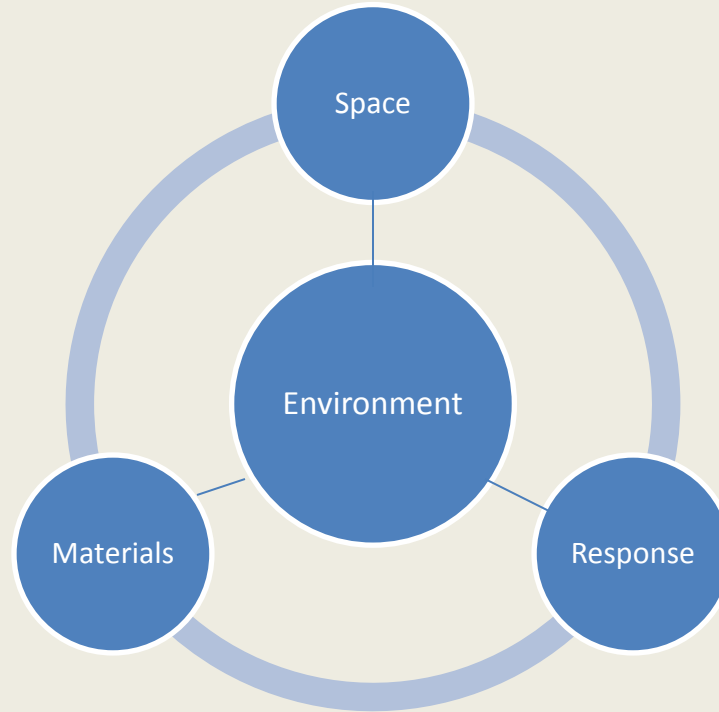
Multi-disciplinary approach:

members of a team from different disciplines working and representing with respect to their expertise

Trans-disciplinary approach:

a strategy that crosses many disciplinary boundaries to create a holistic approach

Environments



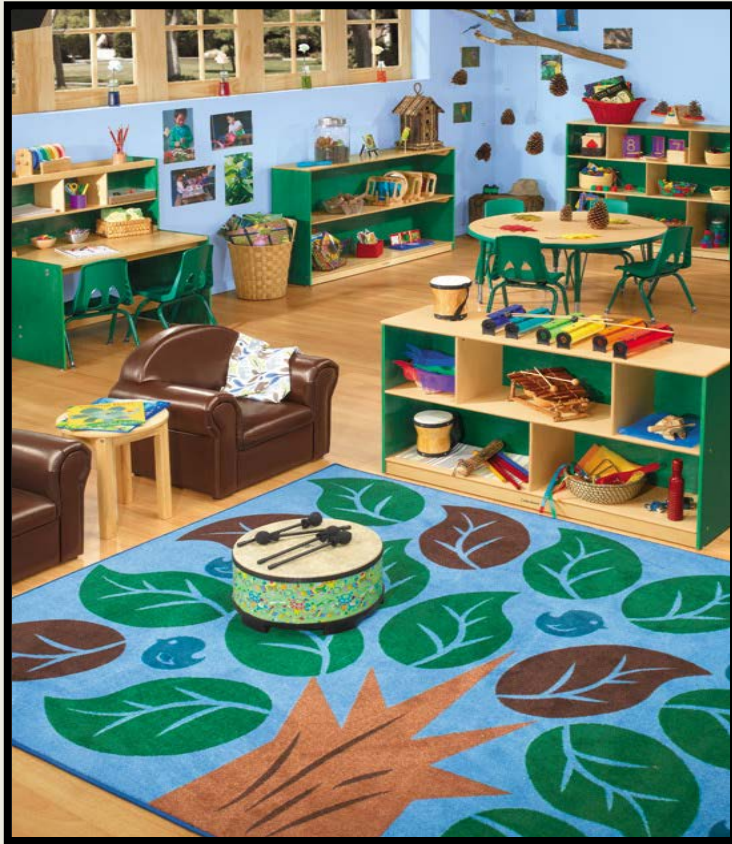
- What kind of environments (classrooms) do children with multi-sensory loss need?







Compare the two



Why would the space be so important?

Environment- Space

- Self-determination
 - Self-determination involves a development of one's self image.
 - Self-image comes by way of successful interactions with caregivers and environment of space and manipulation of objects.
 - A feeling of confidence of some predictable control in their lives.

Spatial Environment



BRKO2011-2012.m4v



Child's pace, connection 2012-01-18 22.37.08.mp4

- What did you see?
- Why was the space so important?
- What did the arrangement of this activity provide for this child?
- How does the child benefit from an activity like this?

Environment

- Philosophical concepts:
 - 1) Know the child;
 - 2) Follow the child;
 - 3) Individualize;
 - 4) Do with the child, not for the child.

Defined space



Spatial Environment

Consider:

Furniture

Materials

Flooring

Lighting

Accessibility



Responsive Environments

Responsive environments or active learning items provide:

- safe place to explore;
- exploration of objects at one's own pace;
- selection of toys within the space;
- increased interaction with objects;
- spatial awareness;
- facilitation of other development (i.e. fine motor, gross motor, communication, concept development);
- independent play;
- muscle strengthening.

Sensory Environment

- Examples of active learning items:

- Vest

- Little Room:

- Resonance Board

- Resonance Bucket

- Spring Thing

- Harp

- Scratchboard

- String Thing

- Triangle Board

- Tactile Book

**Show and tell.*

Environment-materials

- The choice of materials need to be responsive to the unique interest and abilities of the child that is using them.
- Refer to “Likes Information” hand out by Keller and Scoggin, 2005.



Environment-materials

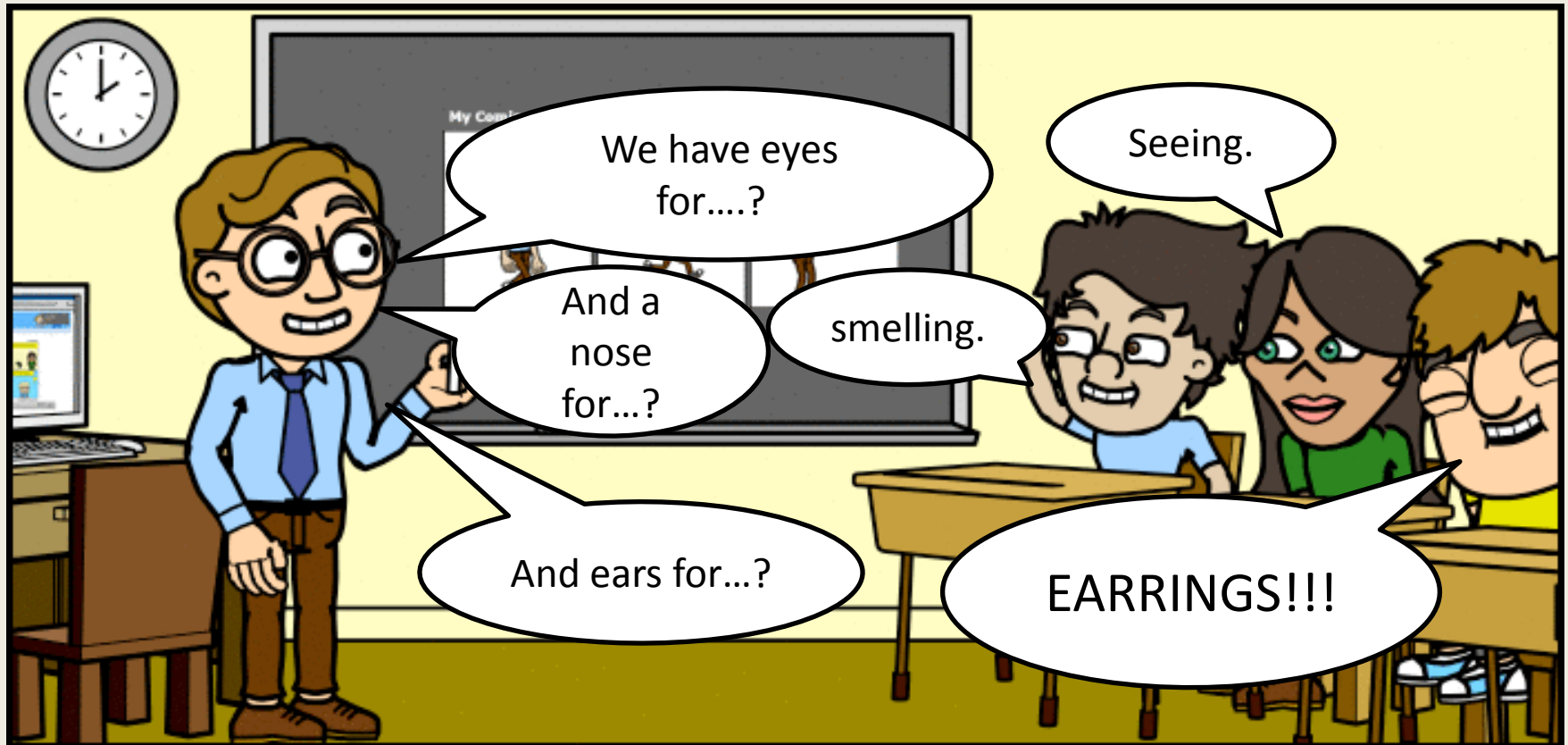


Environment-materials



Physical Environment

The teacher was introducing a unit on "The Five Senses." The dialogue with the teacher and the three-to-four year olds went like this:

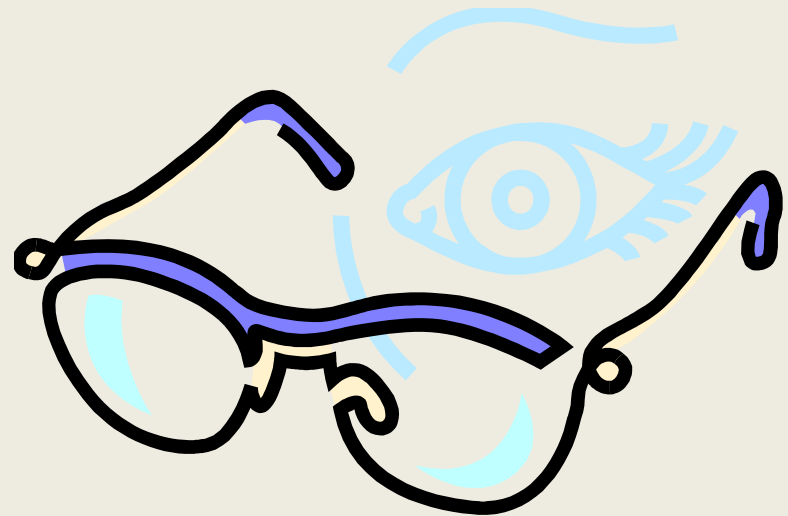


Adaptations

“These adaptations are the lens which the kids see through.”



-Dr. Christine Roman



Adaptations

- Circle time video
- Let's discuss



d-Low Vision Adaptations Video Example.mp4

Adaptations-visual

- Know the child's visual needs.
- Lights for visual impairments that need;
 - Flash lights to high light materials
 - Spotlighting for work spaces
 - Utilizing window area
- Light sensitive-use visors, dim lights, sunglasses
- Light source should come from behind

Adaptation-visual

- Contrast between object and background
 - wearing plain clothing, using black aprons, darkened backgrounds, visiboards to drown out visual clutter
- Reduce visual clutter- presented information through materials, pictures should be simple and clutter free.

1-



2013-04-11 11.15.53.mov

2-



2013-04-11 11.14.32.mov

Adaptation-auditory

- Stationary sound sources can be used as natural auditory landmarks (chimes, hums)
- Associate natural auditory cues with their related activities and point them out (running water in a sink for clean-up)
- Enhance natural auditory clues with their associated materials (clanking of silverware)
- Use musical sounds as clues

Adaptation-materials

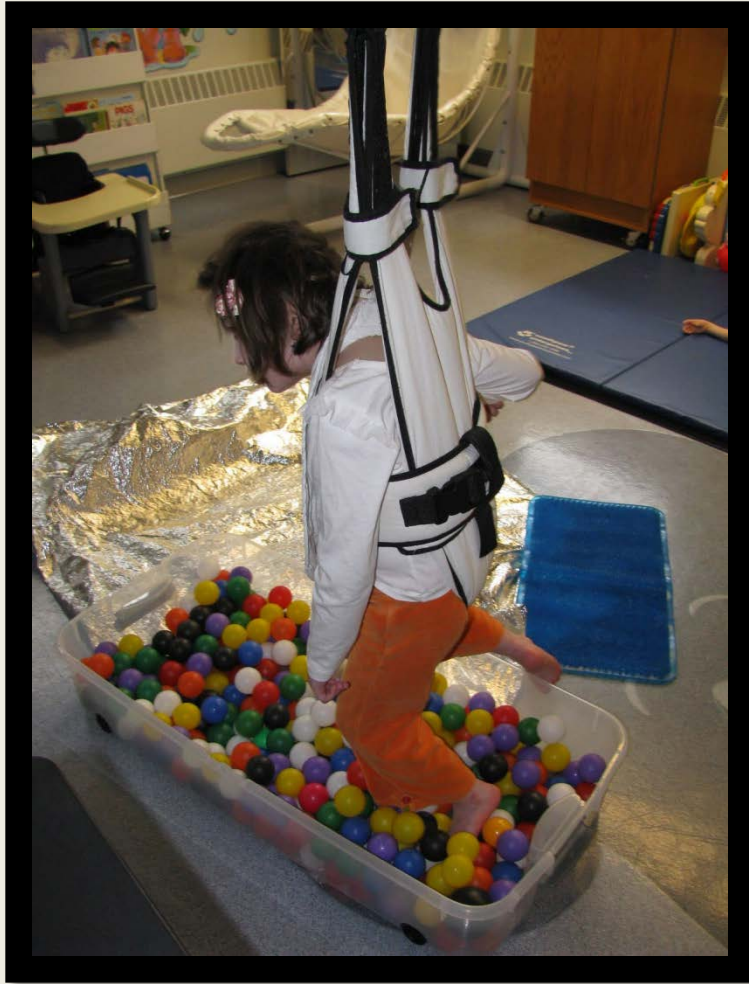
- Use accessible, clearly labeled materials. Have a specific spot that a student's belongings can be kept and that he or she can access with little or no help
- Use a “finished” container in which to place materials when “finished” with an activity
- Provide clearly defined work and play areas
- Keep work and play areas clutter free so that the student can move as independently as possible throughout his or her environment

Adaptations-position

- Kids with multi-sensory loss need a variety of positions
 - Wheel chairs
 - Standers
 - Pony walkers
 - Floor
 - Bean bags
 - Learning chairs
 - Mats



Adaptations-position

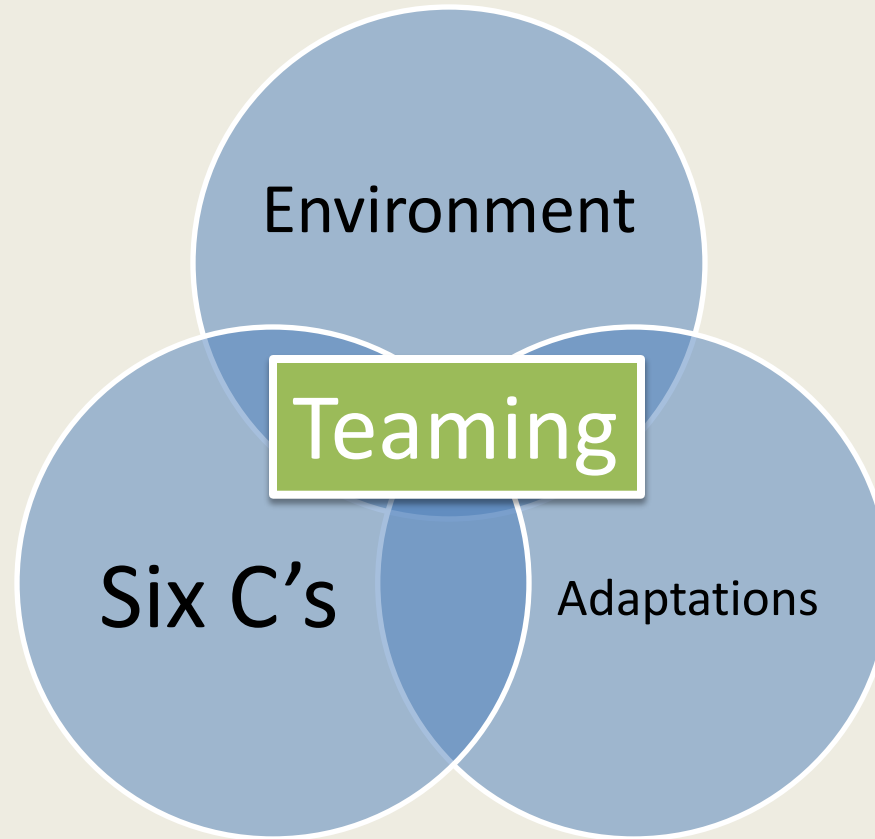


Adaptations



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TEAMING wheel



The Space Between

- A teaming success story
- Look for:
 - Spacing
 - Adaptations
 - Teaming
 - Self-determination



BRKO2011-2012.m4v

Resources

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