

OCDBE

THE OHIO CENTER FOR

DEAFBLIND EDUCATION

Professional Learning
Opportunity

The Ohio Center for Deafblind Education • 3246 Henderson Rd. • Columbus, OH 43220 • 614-897-0020 • www.ohiodeafblind.org

From Interaction to Formal Language

Become the Excellent Observer, Thoughtful Communicator, and Creative Designer of Learning with Children who are Deafblind or have a Low-Incidence Disability

Presented by

Chris Montgomery M.Ed., TVI, Deafblind Education Consultant

How do we join the person who is deafblind in sharing their world, a world experienced through touch? How do we arouse curiosity? What is the path to bonding? Why must we recognize and affirm their communication before a formal language can be co-created? Have you ever considered how a person who is deafblind learns the concepts that people with vision and hearing learn incidentally... from observation?

During this series of learning, experiencing the world through the sense of touch will be explored including how to initiate interaction, share meaningful experiences, and co-create formal language with the deafblind learner. Strategies will be discovered for developing calendars and functional routines that work together to form a holistic system of communication and literacy. An overview of assessment and evaluation tools, appropriate for students who are deafblind or have low incidence disabilities, will also be presented. Participant outcomes will focus on infusing the ideas discussed into meaningful teaching strategies, and educational outcomes for their students.

Speaker Bio

Chris has worked in the field of deafblind education and visual impairment since 1996 when he was first hired as a teaching assistant at the Texas School for the Blind and Visually Impaired (TSBVI). Since that time, he had the experiences of being a classroom teacher working with a wide range of students who are visually impaired, blind, and deafblind; from children with emerging language to those transitioning to independent adulthood. In 2006, he began work as a Deafblind Education Consultant for the Texas Deafblind Project at TSBVI. Chris helped lead system change efforts to establish Teachers of Students who are Deafblind (TDB), and build a community of practice for professionals in the field of deafblind education in Texas. He is a nationally known speaker who has presented on a wide range of topics in the field of deafblind education. Chris co-developed the Informal Functional Hearing Evaluation (IFHE), and led development of Texas educator standards for TDBs. He authored numerous other papers and websites including most recently *Interaction and Communication for*



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 **Systems Development & Improvement Center**

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Children who are Deafblind. He is currently working with the TSBVI Curriculum Department to co-author the Functional Vision Evaluation, Learning Media Assessment, and Communication Evaluation for students who are Deafblind.

Chris presently serves on the board of Deafblind International (DbI) and the management committee for DbI Network of the Americas. He was recently honored with the Everett Bryan award for his professional commitment to the field of deafblindness by the Deafblind Multi-handicap Association of Texas (DBMAT). Chris holds a Master's degree in Special Education and is a certified Teacher of Students who are Visually Impaired.

Learning Objectives

Participants will gain an understanding of:

1. The importance of human connectedness: co-presence, mindfulness, and moments of joy; and learn strategies for incorporating them into their daily programming.
2. The importance of significant emotional moments and how these moments relate to a person's sense of self and sense of place (one's life story).
3. The tactile learner's perspective – tactile v. sensorially impaired learners.
4. The language of our student's language vs. sighted/hearing, formal language and the five steps of interaction (How does my student communicate? Am I noticing and affirming? How do I start and maintain a conversation? And, how do we build a common, co-created language?)
5. The basics of creating functional routines that are language rich and meaningful for their students (i.e., routines for conceptualization: a framework for life).
6. The importance of developing a calendar system as a tool for literacy and concept development, and how calendars work as part of a dynamic interactive communication model.
7. How to be an outstanding observer and use appropriate assessment tools to develop great communication and IEPs.
8. *The IEP Quality Indicators for Students who are Deafblind* and how it can be used as a reference tool for developing meaningful IEPs and classroom instruction.



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Participants may register for one or more of the sessions by clicking on the session's registration link. **All sessions will be held from 4:00 to 5:30 pm ET.**

Session	Date	Registration Link
1	Nov. 2, 2021	https://www.surveymonkey.com/r/FIFL1nov2
2	Nov. 9, 2021	https://www.surveymonkey.com/r/FIFL2nov9
3	Nov. 16, 2021	https://www.surveymonkey.com/r/FIFL3nov16
4	Nov. 30, 2021	https://www.surveymonkey.com/r/FIFL4nov30
5	Dec. 7, 2021	https://www.surveymonkey.com/r/FIFL5dec7
6	Dec. 14, 2021	https://www.surveymonkey.com/r/FIFL6dec14

Target Audience: Parents, educators, related service providers, and agency personnel

Contact Hours: 1 contact hour per session upon completion of each session's evaluation

Questions: Contact Kathy Richards via e-mail at kathryn.richards@uc.edu

Cost: No cost

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