Welcome to today’s mini-training!

• Thank you for joining our training.
• This training will be recorded and archived on our website.
• The presentation will be approximately 30 minutes and will be followed by 15 minutes for questions and discussion.
• If you’d like to ask a question or make a comment, you can post it in the Chat or click the Raise Hand in your Zoom toolbar.
• “Raised Hand” questions and comments will be responded to after the presentation during our discussion time.
• To speak when called upon during the discussion, find the microphone icon on your Zoom task bar and click “Unmute”.
• A link to any handouts will be posted in the Chat.
Conversations to Promote Interactions During times of COVID

California Deafblind Services
Virtual Training
Date Oct 20, 2020

The contents of this PowerPoint presentation were developed under a grant from the US Department of Education, #H326T180015. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Susan Weigert.
How The Impact of COVID Reshaped Our World?

Before COVID
How The Impact of COVID Reshaped Our World?

During COVID

- learning
- hands
- masks required
- social distancing
- washing hands
- school
- at sanitizer
- coverings

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The New Now

Re-affirming the roles:
Family members became
• Teachers
• Friends
• Playing buddies
• Therapists
• Advocates

Learned a few new things
• Technology Experts
• Family interaction, communication and relationships
• Teaching strategies
• Activities
• Routines
• Behavior management
Family Interactions, Communication and Relationships: Conversations to Promote Interactions

The meaning of being human is based on social contact and togetherness with others.
Experience in a natural way by reciprocal interactions:
• Exchange in turn taking
• Talk about the same subject
• Share same experiences
• Share feelings

Relationship Challenges
In students who are deaf-blind, the ability to interact in a reciprocal way is not as developed as in hearing-sighted students.
Because they live in a world of proximity and touch, reciprocal interactions can be challenging

Van Den Tillaart, 1999
Like a Dance

Reciprocal interaction:
Two people give to each other, and receive from each other

- Attention
- Time
- Communication
- Observation
- Acknowledgment and affirmation
- Trust
- Support
- Respect
- Safety
- Strengthens bonding
Positive Relationships

• Key elements to promote positive interactions with children who are deafblind

Trust
Predictability, reliability and safety

Bond

Positive/Trusting Relationships
Video analysis

- Mutual attention
- Affirmation
- Pacing/timing
- Respect
- Trust
- Sibling interaction
- Support
- Communication
- Observation
- Quality vs. Quantity
- Engagement
Norman Explores Ball
Affirmation
Playing with sister
Norman all done
Resources

• Natural Conversations with Persons who are Deafblind
  (Adapted from Chapter 4 of Miles and Riggio, eds., Remarkable Conversations: A guide to developing meaningful communication with children and young adults who are deafblind. Watertown, MA: Perkins School for the Blind 1999).

Encouraging reciprocity in interaction between deafblind people and their partners…
  https://craft.nationaldb.org/OHOA/Module-4/EncouragingReciprocityArticle.pdf

Learning to trust, the Key to Quality Intervention, by Gisele Gigi Newton
  Texas School for the Blind and Visually Impaired
  https://www.tsbvi.edu/component/content/article/1898-learning-to-trust-the-key-to-quality-intervention

Interactions with Siblings and Peers by Julie Maier, CDBS Ed Specialist