Promoting Independence in Routines

California Deafblind Services
Virtual Training
04/20/2021

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.
Opportunities within routines

• Specific skill development
• Concept development
• Building relationships with others
• Opportunities to initiate communication
• Practice orientation & mobility & travel skills
• Choice-making and problem solving
• Contribute to family and school community
• Positive self-identity
Combining deafblind practices

Do with, not for

Self-determination

Concept development

Predictable routines
Swatting the Good Fairy

Illustration credit: Heather Winthrow, Communication Matrix Blog
Fairy swatting tips

• Whenever child or youth can perform the routine or parts of it, give the TIME to complete the routine.

• Break down routine into parts. Which parts can the child or youth do? Step back at those times, encourage, wait, and praise.

• When child or youth can’t do it alone, then practice “Do with, not for” and do the routine together.

• When the child or youth drops something, support them to reach down to find and retrieve it.

• Model for others and explain to others why “good fairies” aren’t helpful.
Principle of Partial Participation

- Independence doesn’t mean ability to complete every step of routine.
- Identify steps that child or youth could complete.
- Consider adaptations that allow child or youth to perform with independence (e.g. visual checklist, switch to turn on blender or toy).
- Start with the first or last step of routine. Teach that skill and expand to the next step (e.g. unpacking lunch, setting table, walking with family to local park).
Skills AND concepts

- Difference between “How” and “Why”
- Learning and practicing new skills.
- Learning purpose of routine or particular steps in routine.
- Concepts of time, order, place and space, function of tools or materials.
- Concepts of personal identity.
Self-determination

Routines provide many opportunities to...

• share preferences
• make a choice or selection
• recognize and solve problems
• learn from natural consequences
• develop new interests
• share ideas and feeling with others
• experience a sense of accomplishment
Independence vs. interdependence

• Be sensitive and responsive to the child’s and family’s cultural values related to independence and interdependence.

• Look for ways that child or youth’s participation contributes to an activity in the home, classroom, or school (setting the table, bringing in the mail, using switch to sharpen pencils or collect lunch money).

• When child or youth needs support in a routine, consider who’s the best choice to provide that support—don’t forget siblings and peers.
Waiting builds independence: “The Pause”

Source: Idaho Children and Youth with Deafblindness