AODD/ IMPORTANCE OF USING ROUTINES FOR STUDENTS WHO ARE DEAF-BLIND

A Message from NMPED

"Evidence-based interventions for individuals with deafblindness are not universal. Although these are evidence-based interventions, they should be individualized for a particular student. In the education setting, the IEP team will develop the plan for that student. The IEP team shall review an IEP at least on an annual basis."

Project for New Mexico Children and Youth Who Are Deafblind

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The Importance of Using Routines for Students Who Are Deaf-Blind

USING STRUCTURED ACTIVITIES TO CREATE ACCESS, ENCOURAGE PARTICIPATION, AND TARGET IEP GOALS

Routines help children who are deafblind build communication skills, understand new concepts, and improve their interactions and social skills by providing a sense of security and predictability

(National Deafblindness Resource Center) (National Deafblindness Resource Center).

Objectives

- Understand the importance and practical applications of routines in supporting students who are deafblind
- Identify a routine and break it down into steps that are appropriate for a student.
- Use the educational team to improve routines and target IEP goals.
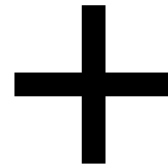- Complete the activity form to ensure routines are consistent.

Who is Deaf-Blind?

Vision
Low Vision
Legally Blind
Progressive Loss
Cortical Visual Impairment (CVI)

+

Hearing
Hard of Hearing
Deaf
Progressive Loss
Central Auditory Processing Disorder (CAPD)

The Power of Routines
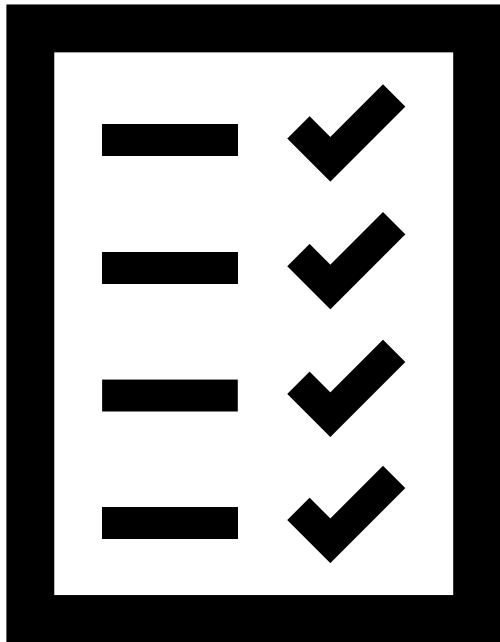
Routines provide "a systematic approach that is individualized to meet the child's skills and preferences"

(FACETS, 1999)

Reasons we use routines….

Routines are flexible:
- in many situations
- to support students in variety of environments
- to teach a variety of skills

Access to Information

Where is the activity located?

What do you do when you are done with the activity?

Participation

- Genuine participation in activities
- Hand-under-hand
- Utilize students strengths and abilities

Anticipation

Routines provide opportunities for consistency, predictability, anticipation, and repeated practice.

(Smith, 2002)

Independence

Through a routine, the student has the best chance of recognizing an event, feeling secure, learning, and responding.

(Aitken et al., 2000)

Concept Development

- Space, time, sequence, position, and organization

- Having experiences with toys and other objects in routines will help students' build their understanding of how things work

- Being physically engaged in a routine helps a child develop memories about people, activities, and objects

- Source: Carreiro & Townsend, 1987

Framework for Learning

- Routines require less energy and greater efficiency in terms of brain function.
- Tasks become more "automatic"
- This allows people to use their mental resources for more complex thinking, like learning new things

Source: Carreiro & Townsend, 1987

Complex Skills

Expanding a routine can support the student to learn more complex skills.

Let's Review…

- Access to information
- Participation
- Anticipation
- Independence
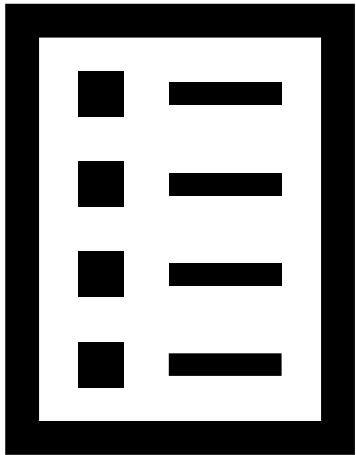- Concept development
- Framework for learning
- Complex skills

Instructional Routines

Instructional Routines

- They use the same objects and materials every time the routine is conducted.
- They have a clear beginning and ending.
- They always take place in a consistent location.
- They involve a sequence of specific steps.
- They are done with a designated partner.

Same Objects

- Students recognize objects used in everyday routines.

- When the object is familiar, it can be motivating for the student. Especially if the object is for a preferred activity.

Clear Beginning, Middle and End

- Learn to categorize things

- Help transition from one activity to another

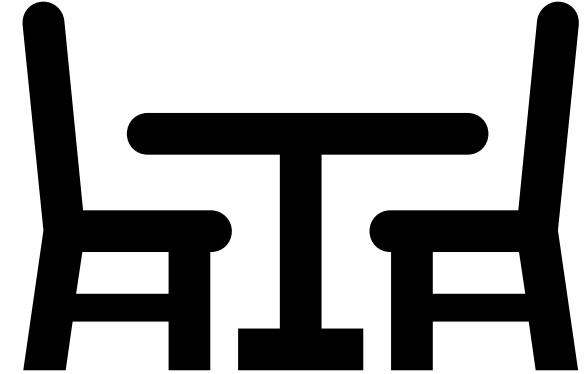- They support understanding of the time concept for "finished."
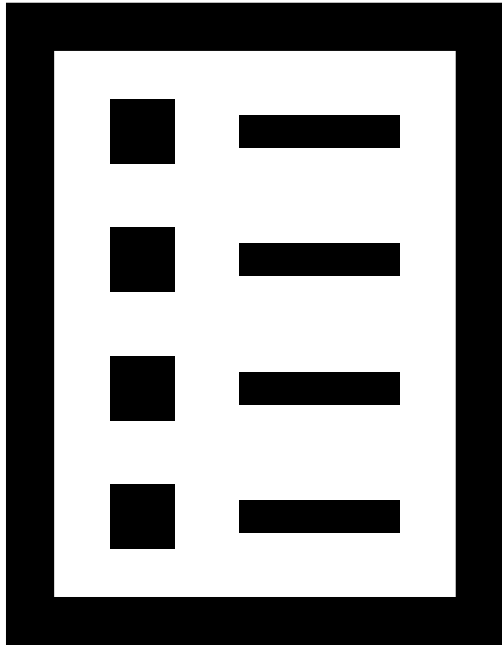
Location

- Established a known destination
- Motivation for a student to move about their environment
- Opportunity to learn consistent travel routines

Sequential Steps

- Supports student to be more independent
- When routine is done repeatedly, the student may do next step spontaneously
- Opportunity to assess what the student is learning

Guidelines for Routines

- Choose motivating activities
- Incorporate activities that are done at home
- Expand current conversation topics
- Opportunities to interact with peers

Hagood, 1997

Choosing a Routine

- The student is led to the table and is placed at the table.
- A plate of food is placed in front of them.
- The teaching staff feeds the student using a spoon.
- When the food is finished, the staff puts the spoon away and cleans up the food.
- The staff leads the student away from the tables to continue to the next activity.

Routine Example:

Step	Activity	IEP Goal
1	**Touch spoon and feel sign "eat"**	*Imitate movements demonstrated hand-under-hand*
2	**Walk to dining table, bringing spoon**	
3	**Find chair and sit down**	
4	**Look for plate when tapped on table**	*Use touch to explore space and locate objects*
5	**Scoop food from plate and carry spoon to mouth**	*Imitate movements demonstrated hand-under-hand*
6	**Put spoon in finished basket when finished**	*Indicate finished using gestures*

Routine Example:

- Are same objects and materials being used every time the routine is conducted?
- Does the routine have a clear beginning, middle and end?
- Is the routine being completed at the same location every time?
- Are there a specific set of steps for the routine?
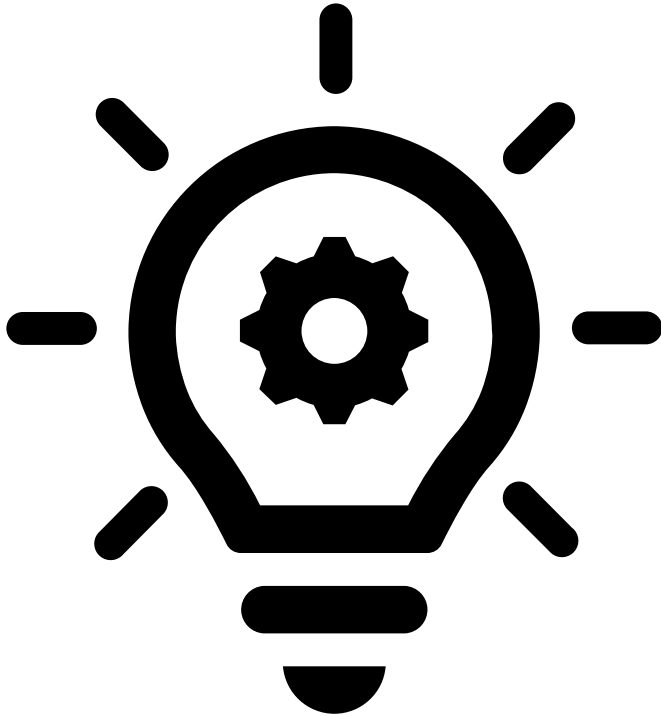- Is the routine done with a specific partner?

Step	Activity
1	Touch spoon and feel sign "eat"
2	Walk to dining table, bringing spoon
3	Find chair and sit down
4	Look for plate when tapped on table
5	Scoop food from plate and carry spoon to mouth
6	Put spoon in finished basket when finished

Source: Blaha & Moss, 1991

Let's Brainstorm….

- Make playdough
- Picking out activities
- Preparing supplies for an art project
- Washing dishes
- Review daily object calendar
- Delivering mail to the office
- Getting ready to go home

Let's Review…

- Same objects
- Clear beginning, middle and end
- Consistent Location
- Specific sequence of steps
- Designated partner
- Identifying motivating activities
- Expanding on current conversation topics
- Breaking down routine into 5-7 steps

Routine Documentation

COLLABORATING WITH THE IEP TEAM TO INDIVIDUALIZE THE ROUTINE

Routines support and organize learning by compensating for sensory gaps, providing a framework for assessment and intervention, and helping students to make progress.

National Deafblindness Resource Center

Considerations

What level of support does the student need to participate in the routine?

What IEP goals/objectives will be infused into the routine?

What additional skills are being targeted?

What language will be targeted?

Are there any special modifications or adaptations needed?

What materials will you need?

Texas Project for the Blind and Visually Impaired

Routine Form

Activity Routine

Open Hands Open Access

Open Hands Open Access:
Routines for Participation and Learning

Activity Routine

Name:

Date:

Student:

Routine:

Implementers:

Time:

Location:

List of Materials Needed:

Directions: Be sure that the first step of the routine has a clear beginning, and the last step is the clear ending. After the routine has been run a few times, choose one of the objects in the materials to become the "object cue" to represent the entire routine.

Object Cue for Routine (to be filled out after running the routine a few times):

Activity Routine

ROUTINE STEPS	ADAPTATION / MODIFICATION	IEP GOAL OBJECTIVE	TARGETED VOCABULARY	COMMENTS & DATA FOR:

What Supplies Do You Need?

- food for a snack
- academic materials
- object symbols or pictures
- a slant-board or other accommodations
- baskets
- a visual timer

Adaptations or Modifications:

- Visual supports
- Motor supports
- Communication supports

Educational Team Members

- Classroom teacher
- Speech and Language Pathologist
- Occupational Therapist
- Physical Therapist
- Orientation and Mobility Specialist
- Teacher of the Visually Impaired
- Teacher of the Deaf
- Parent
- Educational Assistant

Data Collection and Information

- Collect Data
- Make Comments
- Share information between team members, including between home and school

Example: Marianne

Student: Marianne

Routine: Snack Time

Implementers: Shenise

Time: Morning Snack (about 10am)

Location: Snack Table

List of Materials Needed: Spoon, space at table, chair, on table: scoop plate, finished basket, blended food container

Directions: Be sure that the first step of the routine has a clear beginning, and the last step is the clear ending. After the routine has been run a few times, choose one of the objects in the materials to become the "object cue" to represent the entire routine.

Object Cue for Routine (to be filled out after running the routine a few times)

ROUTINE STEPS	ADAPTATION / MODIFICATION	IEP GOAL OBJECTIVE	TARGETED VOCABULARY	COMMENTS & DATA FOR:
Touch spoon and feel sign "eat"	Tactile hand-under-hand sign	Imitate movements demonstrated hand under hand	"eat:"	
Walk to dining table, bringing spoon	Sighted guide			
Find chair and sit down	Bumpy cushion for chair			
Look for plate when tapped on table		Use touch to explore space and locate objects		
Scoop food from plate and carry spoon to mouth	Hand under hand assist	Initiate movements demonstrated hand under hand	"eat"	
Put spoon in finished basket when finished		Indicate finished using gestures	"finished"	
Touch spoon and feel sign "eat"				

ROUTINE STEPS	ADAPTATION / MODIFICATION	IEP GOAL OBJECTIVE	TARGETED VOCABULARY	COMMENTS & DATA FOR: DEC 2
Touch spoon and feel sign "eat"	Tactile hand-under-hand sign	Imitate movements demonstrated hand under hand	"eat:"	
Walk to dining table, bringing spoon	Sighted guide			Used correct grip on my arm today
Find chair and sit down	Bumpy cushion for chair			
Look for plate when tapped on table		Use touch to explore space and locate objects		Total 2 cues needed
Scoop food from plate and carry spoon to mouth	Hand under hand assist	Initiate movements demonstrated hand under hand	"eat"	Ate 4 bites with no assistance
Put spoon in finished basket when finished		Indicate finished using gestures	"finished"	Would not put spoon in. I offered her more food, and she smiled.
Touch spoon and feel sign "eat"				

Power of Routines

Lunch Time- Assessment and Intervention Video

Let's Review…

- Collaborate with educational team
- Identify important information that is important to the routine
- Document steps of a routine
- Document adaptations and modifications
- Document targeted IEP goals
- Document targeting vocabulary
- Collect data on the routine
- Make adjustments to routine

Project for New Mexico Children and Youth Who Are Deaf-Blind

Project for New Mexico Children and Youth Who Are Deafblind

Deafblindness has its own unique challenges.
It is important that anyone working with an individual with deafblindness have training to understand this rare disability.

Project for New Mexico Children and Youth Who Are Deafblind

Technical assistance (TA) and training — For families, service providers and educators of children and youth who are deaf-blind. Provided through distance technology, in-home, classroom, telephone or email consultation. 3 levels of TA available: Universal, Specialized and Intensive.

Annual trainings/workshops —To increase our state's capacity to meet the unique needs of children and youth who are deaf-blind. Trainings are usually at no, or low cost, to participants.

Project for New Mexico Children and Youth Who Are Deafblind

Early childhood and school-aged transition support and consultation

Resource dissemination — On various topics in the field of deaf-blindness including distance-education and online learning opportunities.

Involvement — Local, state and national initiatives and committees to advance the understanding of the needs of children/youth with deaf-blindness.

Project for New Mexico Children and Youth Who Are Deafblind

The National Child Count of Children and Youth who are Deaf-Blind provides extensive information on the population of children identified with deaf-blindness in the U.S, aged birth through 21. Data includes state and national information on:
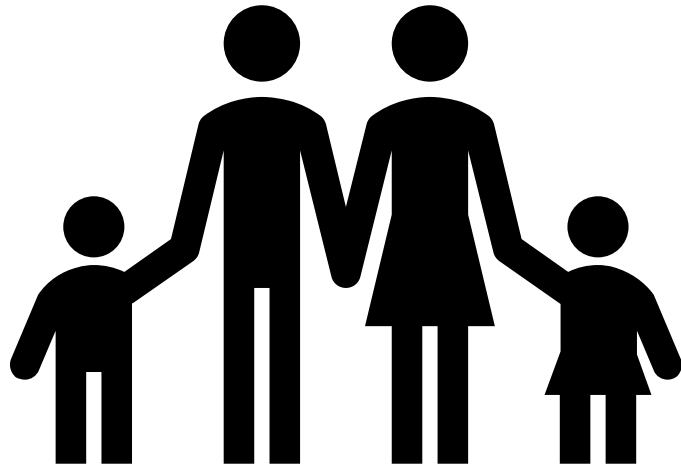
- Population demographics (age, ethnicity, gender)
- Type and severity of vision and hearing loss
- Causes of deaf-blindness
- Presence of additional disabilities
- Educational setting
- Living setting
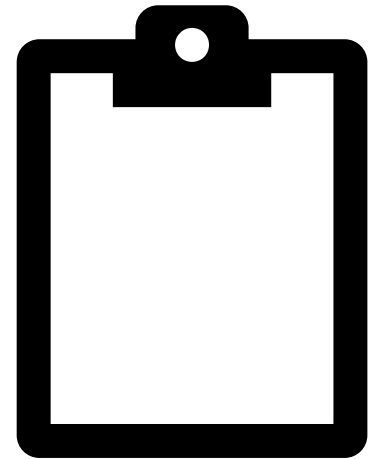
Project for New Mexico Children and Youth Who Are Deafblind

If you know an individual who is deafblind, please reach out to the project to ensure they have access to the resources provided and their information can be included in the annual census.
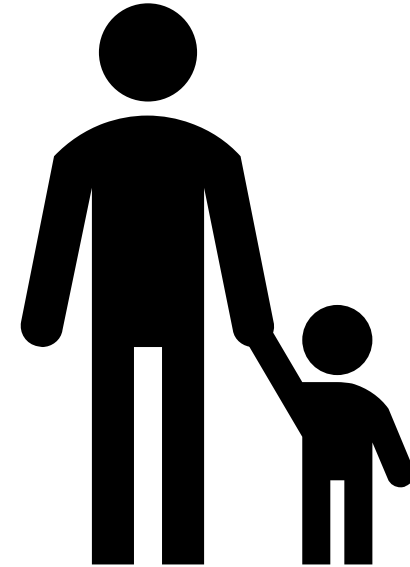
Who Can Refer?

Anyone who knows or works with a child with deaf-blindness, including:

- Families
- Teachers
- Early childhood staff
- Physicians
- Nurses/discharge planners
- Physical/occupational and speech therapists
- Social workers/case managers

References

Aitken, et al. (Eds.) (2000). *Teaching children who are deafblind: Contact, communication, and learning.* London: David Fulton Publishers.

Blaha, R., & Moss, K. (1991). Make it routine. *P. S. News!, 4*(3), 10-12. Retrieved from http://www.tsbvi.edu/seehear/archive/routine.html

Create the Routine. Texas School for the Blind and Visually Impaired. Retrieved June 7, 2024, from https://txdeafblindproject.org/instructional-strategies/routines/create-the-routine/

Routines in Action. National Center on Deafblindness. Retrieved June 12, 2024, from https://docs.google.com/presentation/d/1xobxX84R633E9bdlxDuMh0TgD2yJfNLLUxZNHAi6ZsQ/edit#slide=id.g3a3d8aaab_012

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Want More Info?

Project for New Mexico
Children and Youth Who Are Deafblind

https://unmhealth.org/services/development-disabilities/programs/other-disability-programs/deafblind/

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