



Oregon Deafblind Project



Building Effective Programs

Lyn Ayer, Project Director • Summer-Fall 2011

August-September 2011



Hello all:

Back-to-school time! Here's hoping all of you had a really good summer, despite many cooler-than-usual days.

Last school year, some of you will recall that, during the training sessions, we touched on the importance of **movement** for our children who are deafblind. This issue of our newsletter will emphasize the theme.

In early October, we will be hosting a statewide workshop with Kathy Arquette and Lin Bauer— also on movement and music. Some of you may recall Kathy's half-day session during a summer institute several years ago. There were so many comments about how half a day wasn't nearly enough time with Kathy! So — given the theme, and given the importance of movement in the development of the brain — here we are again! Look for more details about the workshop —in this issue of the newsletter. We hope you can make it!

This summer our parents once again enjoyed getting together — this time, at the Oregon Garden Resort, Silverton. It turned out to be a perfect location for a learning weekend — and relaxing too. Our parent group has doubled in number since last year. We hope that others will join next year's event. We all liked the location so much that we may decide to go back to the same spot next year.

At the Parent Weekend, some of the parents said they would like to hear more about the "benefits" available to their children and youth. Look for info on a one-day workshop we will be hosting, September 30th.

Take care.

Lyn



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In the words of Helen Keller:
"One can never consent to creep when
one feels an impulse to soar."

Oregon Deafblind Project

Announcing our next statewide training events

Workshop 1

See brochure for details

Topic: Demystifying Disability Services and Benefits

Presenter: Janet Steveley

Date: September 30, 2011

Time: 9:30 a.m.-3:30 p.m.

Location: Red Lion Hotel, Salem

Registration: The event is **FREE**, but you must register **by September 23, 2011**. **Lunch provided.**

Workshop 2

See brochure for details

Topic: Music and Movement for children with disabilities/deafblind

Presenters: Kathy Arquette & Lin Bauer

Date: October 7, 2011

Time: 9:30 a.m.-3:30 p.m.

Location: Western Oregon University, Monmouth, OR 97361

Registration: The event is **FREE**, but please register **by September 30, 2011**. **Lunch provided.**

TO REGISTER

We need the following information:

Name:

Job/position & affiliation:

E-mail address:

Phone number:

Name of workshop you want to attend:

Send this information to Lyn Ayer at: ayerl@wou.edu or fax: (503) 838-8150



PRESENTERS

Workshop 1

Janet Steveley owns and operates **Workable Solutions, LLC** in Ashland, Oregon, a company that provides training and consultation to help people with disabilities realize their employment goals based on choice, personal control, and the creative use of resources.

Janet is certified as a Community Work Incentive Coordinator by the Social Security Administration, and has provided benefits and work incentive counseling to numerous individuals with disabilities, with an emphasis on using Plans to Achieve Self Support (PASS).

Prior to moving back to Oregon in 1997, **Janet served as the area Director for the National Technical Assistance Consortium, providing technical assistance and training nationwide** around transition issues for Deafblind youth. She has also worked as a classroom teacher and transition specialist serving students with severe disabilities.

Workable Solutions also acts as an Employment Network for the Social Security Administration's Ticket to Work Program.

Workshop 2

Kathy Arquette, EdM, CCMHP, is a retired health and physical education teacher. She taught in the public school system for over 30 years. Kathy stays active in the public school system after retirement by mentoring and offering individual interventions. Her energy and enthusiasm for movement, fitness and healthy lifestyles have reached many students.



Lin Bauer, MS, CCMHP, QTTT, is a sound healer and practitioner, a Therapeutic Touch therapist and teacher, and is a retired Special Education teacher with over 30 years experience.

Lin has used sound, rhythm and music interventions for over ten years to aid in rebalancing the body for a healthy status.

BOOK NOOK



It is interesting how the mind triggers many thoughts and ideas while one reads. The book doesn't even have to be specific to the field of deafblindness, or special education. Let me share some snippets with you.....

The first chapter of a book I just read is titled "Every child wants to move". That grabbed my attention. In the world of deafblindness, we often say, "Every child wants to communicate". There is a connection. How does one communicate without movement? I remember a game we played where we were supposed to tell a short, but animated story, but had to do this without any facial expression, gestures, or body movement. Really tough to do!!

William Glasser

"Learning by doing" is something that has reverberated in the field of education for a very long time. It continues to be true. The author gives a break-down of information from William Glasser that we learn:

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we discuss with others

80% of what we experience ourselves

95% of what we teach to others

So while it is good to raise the literacy rate, we need to continuously think of how **DOING** enhances and makes literacy meaningful. We can read a recipe for a really great dessert, or have someone tell us about it. But until we actually follow it ourselves and produce the dessert, it will not really mean a whole lot. The author of the book talks about teaching elementary children the difference between "rotation" and "revolution" — not just from book knowledge, diagrams etc., but from actually having them perform the movements. For a child who has both vision and hearing challenges, what better way to learn these two movement concepts!

Science The author also taught a science lesson on which medium (air, water, or solid) transmits sound waves the fastest. The class initially thought AIR was the answer. She lined up three groups—air molecules furthest apart, solid the closest. Acting out via a timed shoulder tap to the next person, they found that SOLID was really the answer. She states that it not only demonstrated the answer, but also "why".

Piaget She references Piaget, and talks about how early-development is so connected to the concrete — and the process of building up information via doing. "...Young children are processing the world through information they are taking in with their bodies, which later becomes the foundation for abstract thought." Need we say more? If children who are deafblind are deprived of the opportunity to learn — through their bodies — about the world around them, how are they supposed to move to a stage where they understand anything? So — encourage the use of those hands, and feet; let them feel their bodies, twist, turn, curl up, extend or move, jump, slide, spin etc. — and relate what they feel and learn to what is around. Do not be in a rush to skip the stage when a child needs concrete information, only because we think it is time to internalize this information. Concrete definitely goes before abstract in the process of learning.

Language Movement enhances the learning of language — and communication.

The author created a theater piece out of "Swimmy" — "the story of a small school of fish who learn to swim together in the shape of a big fish, to protect themselves as they explore the wonders of the ocean." We talk about inclusion. Here is an activity that will definitely allow children with disabilities to be a part of what the class is learning — including a child with deafblindness!

Emotions Body movement not only lets the child know **HOW** his/her body moves and how the movement itself feels. It also connects the bodily movement to the emotions. For example, the

author teaches a class to “dance the attributes of the wind, from gentle breezes to wild hurricanes and forceful tornadoes”. In the process of doing this, she noted that timid children learned that they had and could express power, and aggressive children found “the peacefulness of being soft, of floating”. In the field of deafblindness we often ponder ways to have children express what they are feeling. It is one of the most difficult aspects of communication — having children who are deafblind tell us how they FEEL. This example, and many of the other lessons the author shares, provides us with ideas. Being able to express emotions is a powerful tool when used appropriately. Since this is connected to “how we FEEL”, it is closely tied to self-esteem, self-worth — and ultimately self-determination.

Kinesthetic Intelligence


The author points out that Dr. Gardner (in *Frames of Mind*, 1983) stresses the importance of “kinesthetic intelligence”. Apparently, this is stronger when we are children than when we are adults — evidenced by the level of willingness to volunteer in kinesthetic activities by children and adults! The author cautions that as teachers “we actually become role models for LIMITING kinesthetic development.” We will have to admit, for the most part, that this is true. But it is also true, that if we acknowledge this, we can look to consciously breaking this trend so that we can help children learn.

Many of our deafblind children can learn from our movements. Do you remember being bounced on someone’s knee? Or being taught to “dance” some steps, or even just to walk — by placing your feet on those of an adult? Or — in a joint action — sitting on the floor, hands joined, undersides of the feet touching each other and acting out the movement of “Row, row, row your boat gently down the stream....”. I once watched a dance teacher teach a child who was totally blind some really complex steps to Indian dance by having her touch her (i.e. the teacher’s) own feet, and by placing the child’s hands on her hips and “follow” her. However, this teacher had to overcome some of her own biases about touch.

Diversity

The author uses dance, including ethnic dance, to explore and experience cultures. Within the child’s curriculum this is a way to physically interpret poetry, literature and folklore. She encourages participation in the lessons to invite parents from various ethnic groups, and professional artists to perform. In our field we really value parent participation. Having them share aspects of their culture is a really inclusive type of activity — and it benefits everyone in the classroom.

Lesson Building

Chapter 2, “From Muscles to the Brain” explores ways to choose topics and to create these kinesthetic lessons. A really good example she uses is “Climbing into history” where she selects the subject of “The Underground Railroad”. As you can imagine, this topic is a really rich one, full of natural ideas for the movement aspect, as well as for the expression of emotions. Other chapters continue this process, including a chapter 5 which is titled “Not Every Teacher Wants to Move: Using Nonmovement Resources”  The rest of the book is a series of lesson plans that the author has devised. SO — READ ON!



AND THE BOOK IS.....

Griss, Susan (1998). *Minds in Motion*. Heinemann.

The book introduces Susan Griss as “an educator, choreographer, and dancer who for twelve years has used the physical language of creative movement to teach children elementary curriculum.” About the book, the back cover states: “Kids love to move. They use their bodies to play, communicate, and express emotions.....Susan Griss shows teachers how they can channel this kinesthetic language into constructive learning experiences, demonstrating what a natural route physicality can be to content area instruction.”

THE TOOLBOX



Let's make that **FUNCTIONAL**
**Let's Moooooove!! And let's keep that
body and brain in sync...**

Remember that movement is essential to learning. It helps:

- "Pin down" a thought
- Integrate sensory information
- Nourish the brain (increases blood flow to the brain)
- Expand neural networks

[<http://www.teachingvalues.com/whymovement.htm>]

Following are a few ideas of things you might think about or do to strengthen the movement-brain connection:



Pair movement with teaching.

For example: Guide the child, hand-**under**-hand to learn a step in a routine. That is, the child's hand is on top of yours and he is "actively" following; you are not grabbing his hand and motoring him through.

After getting a child's attention, demonstrate a movement - e.g., reaching out to touch something; and then guide hand-**under**-hand to help the child "feel" the movement—before actually doing it.

While reading a book with a child, have him/her participate in some "physical" way - e.g., turn the page, point to a picture, or touch a tactile item in the book (or in a book-box or book-bag nearby).



While a child is "thinking", sometimes this may be accompanied by a rhythmic movement while the "wheels are turning" - e.g., hand flapping, head rocking, whole-body rocking, foot movements, finger movements, even perhaps eye movements. **Allow these movements** to occur if a child eventually responds appropriately. We are often too quick to call these movements "stimming" when they might not be.

We do this too — more than we think! Here are some examples of what we might sometimes do when we process information - doodle, knit, move feet, move hands, click a pen, chew on a pencil etc.



Help get that blood supply to the brain!

Break up a table routine where there is lot of sitting and being still with short times of body movement. Examples: During an art project, don't complete the entire project in one sitting. Stop in the middle and just do some "silly" movements - maybe arm or leg stretching, bouncing, whole body swaying - maybe even add in a rhyme or some singing with this.

During a routine, ensure there are movement pieces embedded in the routine itself. Do half of the table work before a regularly-scheduled break - snack time, going outside, lunch - so that the child has to move in-between. Complete the table work after the break.



Move/motor the child to the

object rather than the other way around - if this is at all possible! After all, even a baby will move to get something, or to go somewhere. Examples of things we might do:

Give the child a closet or drawer that contains the child's materials - and which he/she needs to get to during the day. Even pulling open the drawer or opening the closet door are "action" and meaningful, even if done at first only via hand-**under**-hand.

Provide motivation to move - either through a "reward" that the child will get when he/she gets to where they were aiming to go, or by the object itself being motivating (e.g., favorite toy).



"Chunk" information - and move around to **do something in-between** those chunks. This will help rather than hinder memory. It will also ensure that the child is really attending. Even adults can only "attend" for short periods of time. And physically doing something - even just walking - while thinking over something, helps to embed that memory in our brain. Examples:

Act out something that was read in a story - or grab a crayon and draw something; "draw" a picture in the sand....

Compose a "dance" : When learning shapes, it is really easy to put those "shapes" to music and to move arms, legs, whole bodies around.

THE TOOLBOX



Practice and repeat an action

in order to establish it - but keep the repetition consistent. **Examples:**

Riding a stationary bike: get on the bike the same way each time; fasten the right leg first, then the left; move the right (or preferred) leg first - this will get the other one going.

Searching tactiley. For example, an O&M instructor can demonstrate some of the "patterns" to use to search for something that has fallen on the floor.



Connect brain functions. This includes strengthening the activity of the corpus callosum that connects the activities of the two sides of the brain. **Examples:**

Connect words and pictures - and accompany this by having the child point or manipulate something. Sometimes we make the assumption that the child who is looking at a page in a book is making these "connections" - and he/she may not be doing this initially.

Connect tangible or other symbols - e.g., picsyms—with ACTION words. Have the child pick out an ACTION "word" and then pair the action with it OR you do the action and have the child choose which one is right.

Use or "activate" the child's fingers while counting. The same part of the brain controls both these functions.

Label an art project. For example, put labels on a picture of "Mom", "Dad", "My house", brother "Zeke", "flowers" etc on a child's painting - in print, braille, or even other symbols being used.



Pair active routines with language and communication



It is important to remember that this may not just be speech or sign, but could include touch cues, gesture, or something else - depending on the child's communication system **and motivators.**

Examples:

Learn to use a stationary bicycle or other equipment - "right leg first", "then left leg", "round and round we go", "push, push, push" etc.

Playing on a harp during music therapy: "Move those fingers!"

Learn to use a walker in the hallway - "Let's catch Maggie!", "Time to visit Mrs. Webb" (in the office perhaps), "Let's get a drink of water" (water-fountain half-way down hallway)

Use a Physical Therapy routine - e.g., range of motion - don't do this silently, but "express" what is happening - especially pointing out "right", "left", "center" etc.

The best infant-child massage always includes communications within its "pattern" of massage, even establishing a beginning by "asking the child's permission". The "permission" may take the form of specific touch cues, a clue (therapist rubbing hands together), voice, sign - and waiting for a response from the child. The response could be obvious like the movement of an arm or leg; or subtle, like a change in breathing.

Above all else, try and make movement as much FUN as possible!



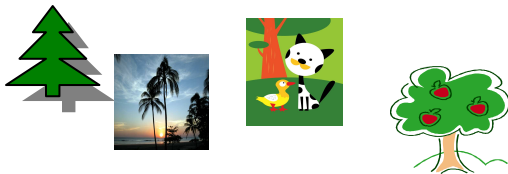


CONCEPTS and MOVEMENT

How does a child begin to understand "concepts"?

He/She:

1. Learns that objects exist, are permanent, and are different from one another
2. Recognizes and learns the name of the object
3. Defines the "characteristics: that would describe the object
4. **Learns that groups of objects have some things in common — and that this puts them in a "group".** For example — "Trees" - the thing with trunks, branches, leaves, and perhaps flowers and fruit;



or wheelchairs — although different from one another belong "together".



Let's look at what a child might see in Orientation and Mobility terms and skills that he/she needs to learn in order to be more independent. The concepts for O&M are not exclusive to O&M, but are important life skills. Orientation skills help us know where we are in space and what (or who) is around us; Mobility skills help us to become as independent as possible.

WHAT DO I NEED FOR CONCEPT DEVELOPMENT — and MOVEMENT?

AWARENESS OF THE SPACE AROUND ME:

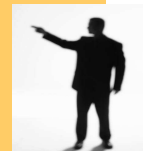
- The space where "action" takes place (my environment)
- The space my body occupies and directions and distances in relation to this (5 inches from my left arm)
- The space that other people and things occupy and their relation to me (Jane's desk is two desks away)
- Mental "maps" and more abstract geometrical ideas (If I take a 90 degree right turn from my desk, I will reach the door)



A CLEAR IDEA OF WHAT MY BODY LOOKS LIKE—AND CAN DO (Body image):



- The "planes" of my body (my left and rightsides, front, back; also diagonals)
- My body parts in relation to body planes (my arms — left and right sides; my tummy - front)
- Body movement—skills related to each body part. (I can open or close my hand. My elbow or knee joint may be straight or bent; My shoulders can be pulled forward, backward, raised upward; All my joints do not do the same things)
- "Laterality" (right/left) and direction (I can move my body towards, away from, to the left, right, behind, next to, between, up/down, top/bottom, forward/backward, etc.)



forward/
backward, etc.)

INFORMATION FROM MY MUSCLES, JOINTS & TENDONS:



It is important to know where my body is in space while estimating how long it may take to get to where I am going. I get information from my senses as well as my muscles/joints/tendons — and my brain puts everything together.

For example:

- "Going up" — feels and is different in an elevator, escalator, stairs, hot air balloon or airplane;
- "On a slope" — ramps, hills (steep, gradual), rolling down a grassy slope; I can walk faster on a flat surface, than up a steep hill;
- Moving forwards or backwards, side-to-side, right or left. I can make sure that I "balance" my body so I don't fall down;
- I love to dance, but need to make sure I know where my arms and legs are.

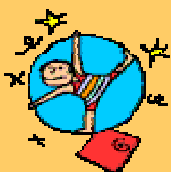


MY POSTURE:

This is the relation of my body parts to one another as a "whole body" - and staying balanced.

Examples: standing — or sitting upright, crouched, bent sideways; "ready, set, GO"; sitting or standing in a relaxed position, alert — a state of the body and the mind, sitting cross-legged, standing on one leg and so on.

When my posture is "good", I can breathe better, concentrate better, and also do other things more efficiently.



SOME CONCEPTS TO WORK ON

SHAPES

Circle, square, spiral, rectangle, diamond, star, parallels, oval, hexagon, octagon...

TIME

Today, tomorrow, yesterday, once upon a time, long ago, noon, 1:00 o'clock, Wednesday, January, last year, this year, a decade, weeks, months, life-cycle....

POSITIONS

On top of, above, below, in-between, side-by-side, under, over, diagonally across from, "sandwiched", in-a-group, alone/single, far away, close,

DIRECTIONS

Right, Left
Up, Down
East-West-
North-South...

COMMON THINGS AROUND ME

Doors, windows, chair, desk, table, books, pencils/pens, stones, leaves, grass, flowers, footpath, lamp, lights, street signs, glue, foods, fire, water, dirt.....

MOVEMENT "EFFECTS"

Fast, slow, smooth, jerky, rapid, staccato, flowing, floating, bumpy, sustained, sudden, jabbing, airy, balanced...

MATERIALS THINGS ARE MADE OF

Wood, stone, plastic, sponge, silk, cotton, glass, ceramic, metal, laminate, paper, brick, liquid, grass, concrete...

HOW THINGS SOUND, TASTE, SMELL, LOOK, FEEL:

Bright, dull, sweet, sour, loud, soft, muffled, echo, soft, hard, sharp, yuk!, sweet-smelling..

**ATTENTION PARENTS!
And Professionals too**



There are a ton of websites, books, movement groups out there! Many of us have heard of "Brain Gym" and "Bal-A-Vis-X". Here are a few places to go:

About the Brain Gym program:

http://en.wikipedia.org/wiki/Brain_Gym

Bal-A-Vis-X:

<http://www.bal-a-vis-x.com/>

<http://www.bal-a-vis-x.com/whobenifits.htm>

Movement games for strengthening etc —

<http://www.sasksport.sk.ca/cis/pdf/movement.pdf>

Teacher tips on movement:

<http://www.kellybear.com/TeacherArticles/TeacherTip69.html>

Sing-along songs:

<http://kids.niehs.nih.gov/music.htm>

Getting and keeping attention:

<http://www.kellybear.com/TeacherArticles/TeacherTip54.html>

Child transitioning:

<http://www.kellybear.com/ParentTips/ParentTip8.html>

8 L's of parenting:

<http://www.kellybear.com/ParentTips/ParentTip9.html>

Movement Games (booklet):

<http://www.piercecountylibrary.org/files/library/wigglesmovementgames.pdf>

Movement and music games:

http://www.marianrose.com/resources/GETCA_Musical_Movement_Games.pdf

Book: 101 Movement Games for children.
By Huberta Wiertsema, Cecilia Bowman and Astrid Sibbes. Approx \$10.91

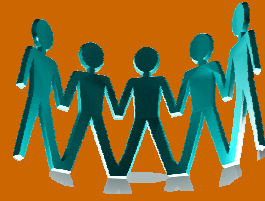
INFO FROM PERKINS

<http://perkins.org/resources/webcasts/>

While on the theme of movement, here are some spots to visit on the Perkins website:

1. Webcast on ADAPTIVE PHYSICAL EDUCATION by Matt LaCortiglia. He discusses the FAIER Model in designing activities for specific children or groups. The goals are not just for-the-moment — but are long-term and functional. He addresses accommodations, and specially designed instruction — tools to ensure that a child can successfully participate. He uses the term "modification for success". There are short video clips to demonstrate what he says.
2. Webcast — WHEELCHAIR ORIENTATION & MOBILITY by Scott Crawford addresses the training needs of persons with visual impairment who use power wheelchairs. Many of the concepts could be creatively used by other wheelchair users as well.
3. Also take a look at the article "Living with Vision Loss". Jaimi Lard, who is deafblind never allowed her disability to "stop her from having adventures" — including wind surfing, swinging from a trapeze bar!
4. <http://www.perkins.org/resources/scout/early-childhood/touch-and-movement.html> is the Perkins page "Touch and Movement". It includes:
 - Infant massage and touch
 - Movement and gross motor skills
 - Tactile and fine motor skills
 - Sensory integration

THE DEAFBLIND WORKING GROUP



Marria Knight— Region one, Eastern Oregon
Colleen McLaughlin—Region two, Central Oregon
Lynette Kleespies— Region three, Southern Oregon
Terry Cadigan — Region four, Cascade Regional
Jan Hearing — Region four, South Coast Regional
Anne Olson-Murphy — Region five, Willamette Regional
Kate Dillworth — Region six, Columbia Regional
Timothy McCleod—Region seven, Lane Regional
Brenda Satter—Region eight, Northwest Regional
(tbd) - Oregon School for the Deaf
Dennis Crepeaux— Oregon Commission for the Blind
Tom Udell — NCDB representative, WOU
Sue Mathisen — Regional Services, Management Team
Sam Ko & Sandra Shinkle— Oregon Department of Education
Lyn Ayer — Oregon Deafblind Project, WOU

The Oregon Deafblind Project Website: www.oregondb.org

The home page has information about upcoming events; and our newsletters, both current and archived.

We also have our newsletters and other information on our web-page with our partner organization, the Oregon Department of Education:

<http://www.ode.state.or.us/search/results/?id=185>



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