

Deafblindness

Sl.No.	Title	Content	Target Group	Resource Persons	No. of Days
1.	Understanding Deafblindness and MDVI (Multiple Disabilities with Visual Impairment)?	<ul style="list-style-type: none"> • What is Deafblindness • What is MDVI (Definition) • Types of Db & MDVI. • Characteristics of Db & MDVI. • Educational Implications. • Management of Db • Management of MDVI. - VI & Autism - VI & CP - VI & ID • Creating a responsive learning environment. - Classroom environment & home environment. - Modification in TLM (Low Cost) - Adaptive furniture 	Special Educators, SSA Educators	Teacher Educator	5 days
2.	Developing inclusive programmes	<ul style="list-style-type: none"> • Changing schemes and policies for supporting services for persons with disabilities • Linking programmes for db children with ICDS, SSA and other community based programmes. • Developing family support / empowering programmes • Linking programmes for db children with programmes for children with VI, HI and MR and other disabilities – appropriate referral mechanisms 	Programme Supervisors Heads of organizations	Representatives from DRC, CRC Persons with disabilities, Professionals with MSW background SSA officials Family members	3 days
3.	Assessment	<ul style="list-style-type: none"> • Why assessments • What is assessment? • Challenges in assessing deafblind & multisensory impaired children • Clinical Vs Functional Assessment • Functional Hearing and Vision assessment 	Special Educators, SSA Educators	Teacher Educator	5 days

		<ul style="list-style-type: none"> • Effects of Varying Degrees of Hearing and Vision Loss on Function, Treatment and Educational Needs. • Assessment Tools (Formal Assessment) available in India. • Assessment of other senses. • Learning Through Going- Hands on work at select centers • Callier - Azusa Scale, OREGON Project. ICAN-Functional skills assessment of deafblind. • Case Studies and hands on work with children. • Assessment of activities of daily living, communication, social skills, academics, orientation and mobility, motor development and leisure activities 			
4.	Orientation & Mobility for Deafblind including MDVI	<ul style="list-style-type: none"> • Introduction to O & M • Importance of all areas in O & M (e.g. motor, cognitive, communication , social) • Orientation & Mobility for Infants & young children. • Outdoor and indoor mobility techniques. • Adaptation for O & M (environmental and other modifications) • Simulation Sessions. 	Teachers, Educators, SSA Officials,	Teacher Educator, O & M Instructors	2days
5.	Individualized Educational Plan(IEP)	<ul style="list-style-type: none"> • IEP – Concept, Importance. • Role of IEP Team – Role of child, families, therapist, Community people • Types of curriculum - Functional curriculum. - Theme based curriculum. - Developmental & Spiral. 	Special Educators, SSA Officials	Teacher Educator	3 days
6.	Role of play in the life of children with Db / MDVI	<ul style="list-style-type: none"> • What is play? • Different types of play. • Development of skills related to play. • Impact of various disabilities on play. • Incorporating play in the educational curriculum. - Sensory development through play. - Communication development through play. - Overall development in different areas. • Material to enhance play/ encourage play in children. 	Special Educators, SSA Officials		

		<ul style="list-style-type: none"> • Role of families in promoting play for children. • Incorporating play in recreation & leisure. 			
7	Early Intervention and detection	<ul style="list-style-type: none"> • Why early intervention • Normal child development • Areas of intervention • Impact of sensory loss on development and growth • Early Infant Stimulation • Family Intervention and Support • Psycho-Social Impacts and needs of Multiple Disabilities and Deafblindness • High Risk Factors Associated with Hearing Loss • High Risk factors Associated with Visual Impairment • Identification of High Risk Factors • Services available in India and appropriate referrals • Education Needs and Intervention • Need for appropriate nutrition • Multi-disciplinary approach of intervention 	Early Intervention and detection	Teacher Educator.	5 days
8.	Strategies for working with Db & MDVI	<ul style="list-style-type: none"> • Models of service delivery • Special Schools Set Up • Deafblind Units - Residential set up • Resource Units • Community Base Rehabilitation (including Community Resource Mobilization) • Home Base Education • Inclusive Education • Needs based therapeutic intervention and educational interventions. • Case studies, videos and field visits • Sensory Integration • Use of Sensory Rooms • Preparing Multi sensory toys (Teaching Learning Materials (TLM)). • Individual teaching Vs Group teaching. 	Special Educators,	Teacher Educator, OT, PT	5 days

		<ul style="list-style-type: none"> • Need based adaptations and modification 			
9.	Teaching of communication.	<ul style="list-style-type: none"> • Speech, language and communication • Impact of sensory loss on communication development • Importance and functions of communication • Developing early communication • Use of different cues. • Behaviour & communication • Conversations - initiating and developing, elements of good conversation. • Various modes of communication used with deafblind/multiple handicapped children • alternate and augmentative communication • Improving receptive and expressive language. • Importance of Total Communication • Use of Calendar System / Anticipation Calendar. • Develop low cost communication device (communication boards, communication cards, objects, pictures. • Introduction of Braille, Sign language, TADOMA. 	Special Educators,	Teacher Educator, SSA Officials	5 days
10.	Training & Management in ADL	<ul style="list-style-type: none"> • Sensory issues related to various areas in ADL • Need based adaptations and intervention for sensory issues (ADL). • Adaptation for skill acquisition with low cost / indigenous material. 	Special Educators,	Teacher Educator	2 days
11.	Strategies for behaviour management	<ul style="list-style-type: none"> • What is problem behaviour • Principles of behaviour management • Functions of behaviour • Problem behaviour and Sensory behaviour • Methods of behaviour management • Sensory Integration approach to understanding behaviour • Assessment of functions of behaviour and communication intent with challenging behaviour • Developing Communication strategies for behaviour management 	Special Educators, Therapists,	OT, PT and Teacher Educator	3 days

12.	Working with parents of Db and MDVI children	<ul style="list-style-type: none"> • Importance of professional -parents relationship • Understanding the family Need and dynamics • Counseling family members about the needs of deafblind/multiple handicapped children • Involving family in intervention/rehabilitation process • Developing an IFSP (Individual Family Support Plan). • Strategies to create partnership and family member 	Special Educators, Therapists,	Teacher Educator, Parents	3 days
13.	Transition planning, pre-vocational and vocational skills	<ul style="list-style-type: none"> • What is vocational rehabilitation • Why transitional planning • steps in transitional planning • Personal future planning • Finding appropriate vocation in community • Training and support • Vocational Placement and follow up • Sex Education • Strategies to develop a transition portfolio for the young adult e.g. Preference, needs and strengths, language and communication profile, work interest, leisure interest. 	Special Educators,	Teacher Educator, Counselor, Psychologist	5 days
14.	Utilizing available government schemes for promoting education of Db	<ul style="list-style-type: none"> • Where does Multiple Disabilities and Deafblindness stand (Legal Validity, Certification, access) • Legislation on Disabilities in India • The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 • Rehabilitation Council of India Act 1992 • National Trust for Welfare of Persons with autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 • UNCRPD Provisions under Indian Constitution (article 41 and 45) • National Policy on Persons with Disabilities • ADIP Scheme • Schemes of various departments of Govt. of India • Community Resource mobilization • Managing Awareness and Preventive camps Effecting Changes - Building a sensitive Community 	Special Educators,	Teacher Educator, Administrators, Professor related to legal capacity building in NGO's	5 days
15.	Research needs in the area of Db/ MDVI	<ul style="list-style-type: none"> • What is research? • Importance and needs of research in the field of disability 	Special Educators,	Teacher Educator,	5

		<ul style="list-style-type: none"> • Various Research Methods • Current Trends in the research in the area of deafblindness • Future perspectives of research in the field of deafblindness • Finding areas of research in the field of deafblindness 		Instructor from Special Education department in University	days
16.	Assistive devices to promote independence in Db/ MDVI	<p><u>For Vision / Hearing Needs:</u></p> <ul style="list-style-type: none"> • Screen Readers/ Enlargers • Speech Recognition systems • Talking watches/ cell phones • Speech Synthesizers • Refreshable Braille • Braille Embossers • Magnifiers • Hearing -aids • Cochlear Implantation • Corneal Transplantation • Talking computer software <p><u>For Mobility Needs:</u></p> <ul style="list-style-type: none"> • On-Screen Keyboard Programs Keyboard Filters. • Touch Screens. • Alternative Input Devices. <p><u>For Language Needs:</u></p> <ul style="list-style-type: none"> • Screen Review Utilities. • Assistive Devices for Learning Impairments • Word Prediction Programme. • Reading Comprehension Programme. • Reading Tools and Learning Disabilities Programme. • Considerations for Choosing Devices. • Repair and Maintenance. 	Special Educators,	Teacher Educator	5days
17	Module on Multiple Disabilities	MD- Concept(Primary disability and associated conditions) Combination, Assessment, Management, Technology & Role of Professional	Special Educators, Therapists,	Faculty working in the field of Multiple Disabilities	3days