

**UNIVERSITY OF NORTHERN COLORADO**  
**Extended Campus**  
**Summer 2024**

**Title:** From Interaction to Formal Language - Becoming the Excellent Observer and Thoughtful Communicator with Children who are Congenitally Deafblind

**Instructor of Record:** Tanni L. Anthony, Ph.D. ([Anthony\\_t@cde.state.co.us](mailto:Anthony_t@cde.state.co.us))

**Instructor of Record Biography:** Tanni Anthony earned a Ph.D. from the University of Denver in 2002 in the area of Child and Family Studies and Interdisciplinary Leadership. She has 35 plus years of experience in her teaching profession. She is currently the Director of the Access, Learning, and Literacy Team with the Colorado Department of Education's Exceptional Student Leadership Unit and serves as Project Co-Director of the Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project, and as State Consultant on Blindness / Visual Impairment. Dr. Anthony has worked with the Vision Coalition, the CDE advisory specific to blindness/visual impairment statewide services, to design the seminar content. Key responsibilities include:

1. Delineate the purpose of the course.
2. Develop and define the content and sequence of competencies to be attained by the participants.
3. Identify the key presenters for the training session.
4. Develop and submit course proposal to UNC.
5. Contact school districts with course advertisement.
6. Plan for instruction site.
7. Meet with students to discuss the content and requirements of the course.
8. Monitor training sessions and take attendance.
9. Conduct follow-up discussions on the topics presented.
10. Provide on-site consultation on any on-site videotape case study analysis.
11. Conduct student evaluation on quality of instruction.
12. Evaluate students' papers and/or projects.
13. Assign grades.

**Course Description for ACVREP website:**

During this 2-day, interactive conference we will explore ideas and questions for the adult interaction partner of congenitally deafblind learners with emerging language. Human interaction begins in infancy. From when baby and mother share a moment's gaze. Human interaction is the basis for social exchange, the exchange of information, of ideas, of emotions. Human Interaction is conversation, both spoken and unspoken. Human interaction is the foundation for well-being and quality of life.

How do we join the person who is deafblind in sharing their world, a world experienced through touch? How do we arouse curiosity? What is the path to bonding? Why must we recognize and affirm communication before a meaningful, mutually understood language can be co-created?

We all have an inner voice of “self-talk.” What is this voice if you are congenitally deafblind and cannot easily access the visual, auditory world around you? Is your experience processed and recorded as internal tactile-bodily sensations? How do images, sounds and voices exist in your mind as thought and language? What if you do not have an empathetic partner who is attuned to your tactile-bodily experience of the world? A partner who you share with. A partner who helps you to make meaning of and put language to your experiences.

**Name of Program Activity:** From Interaction to Formal Language - Becoming the Excellent Observer and Thoughtful Communicator with Children who are Congenitally Deafblind

**Location:** Lowry Conference Center

**Dates:** June 24-25, 2024

**CEU Hours:** 15 clock hours

**Registration Contact Information:** For more information, contact Dr. Tanni Anthony at (303) 503 4647 or [Anthony\\_t@cde.state.co.us](mailto:Anthony_t@cde.state.co.us)

**Course Presenter:** Chris Montgomery has worked in the field of deafblind education and blindness/ visual impairment for over 25 years. He began as a classroom teacher at the Texas School for the Blind and Visually Impaired (TSBVI). His classroom experience includes working with a wide range of students who are visually impaired, blind, and deafblind, from emerging language children to those transitioning to an independent adulthood. In 2006, he began work as a Deafblind Education Consultant with the Texas Deafblind Project. During this time, he helped lead system change efforts to establish Teachers of Students who are Deafblind (TDB), including the development of Texas educator standards for TDB. Chris co-developed the Informal Functional Hearing Evaluation (IFHE), and has authored numerous other papers, journal articles, and websites including his most recent; Interaction and Communication for Children who are Deafblind. Other current work includes co-leading the development of The Functional Vision Evaluation, Learning Media Assessment, Functional Tactile, and Communication Evaluation for students who are Deafblind (ETT-DB).

Most recently, Chris served as the Director of Education for Deafblind Programs, at Perkins School for the Blind, in Watertown, Massachusetts. Chris has served on the board of Deafblind International (DbI) and as chair of DbI Network of the Americas. He was recently honored with the Everett Bryan award for his professional commitment to the field of deafblindness, by the Deafblind Multi-handicap Association of Texas (DBMAT). Chris holds a master’s degree in special education and is a certified Teacher of Students who are Visually Impaired.

**Required Readings:** Course handouts in electronic format will be sent ahead of the training.

**Course Objectives:** Following this course, participants will:

1. Gain an understanding of the Importance of the sense of touch and how it relates to the co-creation of a negotiated and shared tactile-bodily language with the learner who is deafblind.
2. Understand and be able to describe “The Five Steps of Interaction” and the interactive communication process: Noticing, Affirming, Naming, Serve and Return, and Closure.
3. Understand and begin to interpret language from the perspective of a student who is congenitally deafblind; a tactile-bodily language vs. formal, visually based, languages.
4. Understand how key components of the Tactile Working Memory Scale and how this new tool might be applied to tactile-bodily cognition and language development of learners who are congenitally deafblind.

### **Course Content for June 24, 2024**

**Experiencing the world through the sense of touch;** How do we initiate interaction, share meaningful experiences, and co-create a mutually understood language with our learners who are deafblind. How do we better recognize and affirm the profound *abilities* of learners who are deafblind?

**The Five steps of Interaction;** With the use of video examples, we will discuss five essential elements for beginning, maintaining, and closing an interactive conversation through tactile-bodily communication modes.

8:00 Welcome / Logistics and Introductions

8:15 The tactile-bodily experience – experiencing the world through touch

Language from a tactile bodily perspective – a shift in perspective

- Large group activity

9:45 The impact of deafblindness

10:15 Break

10:30 The body as a learning engine – embodied cognition and learning through doing

Reciprocal social interaction

12:00 Lunch

12:30 The Five Steps of Social Interaction

2:15 Break

2:30 Five Steps of Social Interaction

Beware the Interrupter

3:30 Dr. Van Dyke - Resonance

4:30 Dismiss

**ACVREP Clock Hours – 7.5**

**Course Content for June 25, 2024**

**An introduction to the Tactile Working Memory Scale (TWMS).** The TWMS is an assessment and intervention tool for persons who are congenitally deafblind (CDB). It is published by the Nordic Welfare Centre (NVC) and written by Dr. Jude Nicholas, Annika Johannessen, and Trees van Nunen. This dynamic collaborative assessment tool evaluates perceptual, cognitive, and social cognitive tactile working memory skills.

8:00 Review of social interaction and tactile-bodily language

Introduction to the TWMS

- What is tactile working memory

9:00 Introduction of TWMS

- Overview
- Scoring

10:15 Break

10:30 Case study examples (2)

- Video examples
- Scoring
- Discovering learning strategies

12:00 Lunch

12:30 TWMS Case study for large and small group practice

- Video example
  - Small group/breakout activity – using video example shown, use TWMS for scoring

2:15 Break

- 2:30 TWMS Case study for large and small group practice  
Video Example
- Large group discussion of results
  - Large group discussion and discovery of student learning strategies

Sharing of resources

4:30 Dismiss

ACVREP Clock Hours – 7.5

Total ACVREP Clock Hours - 15

**Rational for Graduate Credit:** All course participants must be school-based professionals working with students with deaf-blindness and/or significant support needs.

**Grading Method:** In order to receive a grade of satisfactory, students must:

1. Attend both full days of the course. Attendance will be taken by the instructor during each session with attendance monitored during each full session.
2. Participate in course discussions with evident engagement.
3. Successfully complete and submit an assignment that is reflective of graduate credit by writing a reflection and application paper on the course content. The paper should be a minimum of 3 pages, double-spaced, 12 font. The paper should be inclusive of person-first language. The assignment is due to Dr. Anthony no later than **July 29, 2024**.

The paper should be emailed as a word document attachment to [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us) Do not submit via google doc or OneNote.

Students, upon completion of the course, will evaluate the course and its instructor using a standard UNC/ CDE approved form(s).

**Students with Disabilities:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC's Policies:** UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link <https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>

**Course Withdrawal Information:** In accordance with University and Colorado Department of Higher Education policy, if you drop this class **after June 26, 2024**, will be legally responsible for payment of full tuition since more than 50% of this course has been concluded. In order to be eligible to receive any refund of tuition, you must contact the Office of Extended Studies (1-800-232-1749) to formally withdraw from your class. Your refund, if applicable, will be based on the date of contact with our office. Withdrawals received via telephone during non-business hours will be processed and dated on the next working day. Failure to notify the Office of Extended Studies will result in UNC tuition being owed even though you do not attend or complete the coursework.