

UNIVERSITY OF NORTHERN COLORADO
College of Continuing Education
Summer 2022

Title: Communication, Friendships, Social Skills and Self-Determination:
Strategies for Learners with Deaf-Blindness and Significant Support Needs

Instructor of Record: Tanni L. Anthony, Ph.D. (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 30 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 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:

The 2022 Summer Institute on Deaf-Blindness and Significant Support Needs will have two content themes:

Day 1: Communication Fundamentals and a Few Extra Tidbits for Good Measure

Communication is at the core of everything we do with children and youth who are deafblind. Supporting students who are deaf-blind to become proficient communicators can challenge family members and even the most skilled and experienced educators. But there is rarely anything as thrilling as watching a child successfully communicate for the first time, whether it is to name an object or action or whether it is to express an emotion or describe an abstract concept. Day one of a two-day training will include a focus on the features of communication that are unique to children who are deaf-blind and/or who have significant support needs and offer evidence-based strategies that address the needs of emerging communicators. The session will also cover the use of authentic assessment data to drive decision making, how to manage large transdisciplinary teams, the impact

of stress and anxiety on communication, and will debunk the myth that it is ever too late to become a competent communicator.

Day 2: Teaching Social Skills, Facilitating Friendships, and Preparing Students to Have Wonderful, Self-Determined Lives

There may never have been a more important time to focus on social skills, friendships, and self-esteem. Children and young adults are growing up in what public health experts are calling the loneliest generation in recorded history. What can families and educators do to ensure that these students have the skills they need to live rich, self-determined lives that include meaningful engagement and lasting friendships? This session will include strategies that can be implemented right away to address these critical issues, including strategies for facilitating and maintaining natural peer relationships, and the development of communication systems that support making and keeping friends. The session will also cover independence and interdependence and how they are influenced by familial cultural factors, the ways in which social relationships change throughout children's lives, and the importance of maintaining a presence on social media in the 21st century.

Name of Program Activity: Communication, Friendships, Social Skills, and Self-Determination: Strategies for Learners with Deaf-Blindness and Significant Support Needs

Location: Adams 12 Conference Center
1500 East 128th Avenue
Thornton, CO

Dates: June 13-14, 2022

CEU Hours: 15 clock hours

Registration Contact Information: For more information, contact Dr. Tanni Anthony at (303) 866-6681 or Anthony_t@cde.state.co.us

Course Presenter: Maurice Belote has worked exclusively in the field of deaf-blindness for 41 years. Most recently, he served as Project Coordinator of California Deafblind Services from 1992 until his retirement in 2021. Mr. Belote is currently adjunct faculty with two university teacher training programs and serves as Co-chairs of the National Coalition on Deafblindness, which advocates for federal legislation and policies that promote equitable access for children and youth who are deaf-blind. He is a frequent speaker at national and international meetings and in 2021 was awarded the Anne Sullivan Macy medal for his contributions to the field of deaf-blindness.

Required Readings: Course handouts will be sent ahead of the training.

Course Goals/Objectives: Following this course, participants will:

Day 1 Objectives: Participants will understand basic principles of and be able to implement basic strategies related to the following:

DB.1.K7

Communication rights for individuals with deafblindness or significant support needs.

DB.1.K8

Principles of respectful interactions that promote access, meaningful participation, and skill development.

DB.1.S3

Foster expressive and receptive communication development and interactions.

DB.2.K1

Effects of deafblindness or significant support needs on receptive and expressive communication and language development.

DB.3.S6

Design and implement instruction that recognizes and expands the variety of communication modes used by students to facilitate learning and communication development.

DB.5.K1

Understand the importance of being highly responsive to all forms of communication, including behavior.

DB.5.S2

Provide consistent within and between activity routines to support students to anticipate, communicate, and feel secure.

DB.5.S5

Integrate communication in all contexts and activities to support active student engagement.

Day 2 Objectives: Participants will understand basic principles of and be able to implement basic strategies related to the following:

DB.2.K3

Effects of deafblindness or significant support needs on social and emotional development including relationships with others, attachment, trust, safety, empathy, friendships and autonomy.

DB.5.S1

Directly teach concepts that are typically learned incidentally.

DB.6.K1

Impact of deafblindness or significant support needs on interaction, motivation, and engagement with the physical, learning, play, and social environment at home and school.

DB.6.K2

Understanding that people learn social and behavioral skills incidentally through auditory or visual feedback.

DB.6.S4

Utilize strategies to promote motivation, engagement, and social interaction within inclusive settings.

DB.6.S5

Utilize strategies to support access to and inclusion in the social environment including use of personal identifiers, and accessible individualized communication systems.

DB.6.S6

Demonstrate strategies to support families and other team members to understand and develop students' social, emotional, and behavioral needs.

DB.6.S7

Provide explicit instruction to learners with deafblindness or significant support needs related to social norms and how their behavior is perceived by others.

Course Content for June 13th, 2022

Communication Fundamentals and a Few Extra Tidbits for Good Measure

8:30 Welcome, introductions

8:45 Communication Bill of Rights, the development of trusted relationships that foster communication and language development, the impact of ambiguity and stress on communicative competence, the communicative intent of behavior.

10:15 Break

10:30 Foundational communication strategies for emerging communicators, idiosyncratic systems of expressive and receptive communication, development of communication systems that meet everyone's needs.

12:00 Lunch

1:00 Re-thinking the critical period hypothesis of language development, differentiating between language and communication.

2:15 Break

2:30 Putting it all together: providing activities based on shared interests and shared activities to encourage communication, collaborative planning and instruction among team members including families, reflective practice activity to identify potential next steps.

4:30 Dismiss

Day 2

Teaching Social Skills, Facilitating Friendships, and Preparing Students to Have Wonderful, Self-Determined Lives

8:30 Welcome, introductions of new participants, burning issues from day one.

- 8:45 Humans as social creatures, social skills and other soft skills as factors in school and post-school success, social norms and the competence-deviance hypothesis, the role of incidental learning in the development of social skills.
- 10:15 Break
- 10:30 Constructs of personal identity, the impact of anxiety and stress on the social engagement and friendships, the five-out-of-five rule and the relationship to stable and predictable routines.
- 12:00 Lunch
- 1:00 The role of social media on social connectivity, keeping and maintaining friendships, importance of community connections.
- 2:15 Break
- 2:30 Age-appropriateness vs. age-respectfulness, using the 'circle of friends' concept to teach social interactions, the role of self-esteem, seeking and accepting help and support.
- 4:30 Dismiss

Rational for Graduate Credit: All of the participants of the course must be school-based professionals working with students with visual impairment, including blindness.

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. Successfully complete and submit an assignment that is reflective of graduate credit by writing a reflection and application paper on the course content. The assignment is due to Dr. Anthony no later than **June 30, 2022**. The paper should be emailed to anthony_t@cde.state.co.us The paper should be a minimum of 3 pages, double-spaced, 12 font. The paper should be inclusive of person-first language.

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 <http://www.unco.edu/dos/handbook/index.html>

Course Withdrawal Information: In accordance with University and Colorado Department of Higher Education policy, if you drop this class **after June 14, 2022** you 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.