



STRATEGIES FOR INFUSING DEAF-BLIND-RELATED CONTENT INTO THE IEP CURRICULUM

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The MARIE Center & The CATIE Center at St. Catherine University

Webinar Agenda

Introduction and overview

Special settings vs. Spectrum of consumers

- paradigm shift in pedagogy

Imbedding Deaf-Blind content throughout the curriculum

- examples and NTDFBI grid

Suggestions from participants

Resources

Close



Susanne Morgan Morrow, MA, CI, CT
Deaf-Blind Specialist and Sign
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She has developed manuals and multi-media training materials on deaf-blind interpreting strategies as well as other publications on deaf-blindness. Formerly, she was the chairperson for the Deaf-Blind Member Section with the Registry of Interpreters for the Deaf and co-chair of the National Task Force on Deaf-Blind Interpreting (NTFDBI) for many years. Susie also provides professional development through her business Deaf-Blind Training, Interpreting and Professional Development (DB-TIP) via distance learning platforms for interpreters and other professionals in deafness, deaf-blindness and interpreting. Susie is currently the Project Coordinator for the New York Deaf-Blind Collaborative (NYDBC).

Purpose

- Interpreter Education Programs, historically, have not been successful at including information on deaf-blindness within their program.
- Therefore, newly emerging practitioners are left ill-equipped to work with individuals who are considered to be deaf-blind.
- A survey conducted by the National Task Force on Deaf-Blind Interpreting (NTFDBI) in 2007 showed alarmingly low rates of deaf-blind infused content.

A Theoretical Dilemma

Special Settings

vs.

Spectrum of
Consumers

“One of these things is not like the other ones.”



Is it a matter of setting or access?

When interpreters are surveyed on the various “settings” where interpreting services are provided responses are:

-medical -educational -legal -
-theatrical -religious -mental
health - deaf-blind interpreting

While deaf-blind interpreting has unique strategic or technical characteristics, this overgeneralization is a misnomer.



Deaf-blind consumers appear in each and every single “setting” that deaf-sighted consumers do.

PARADIGM SHIFT



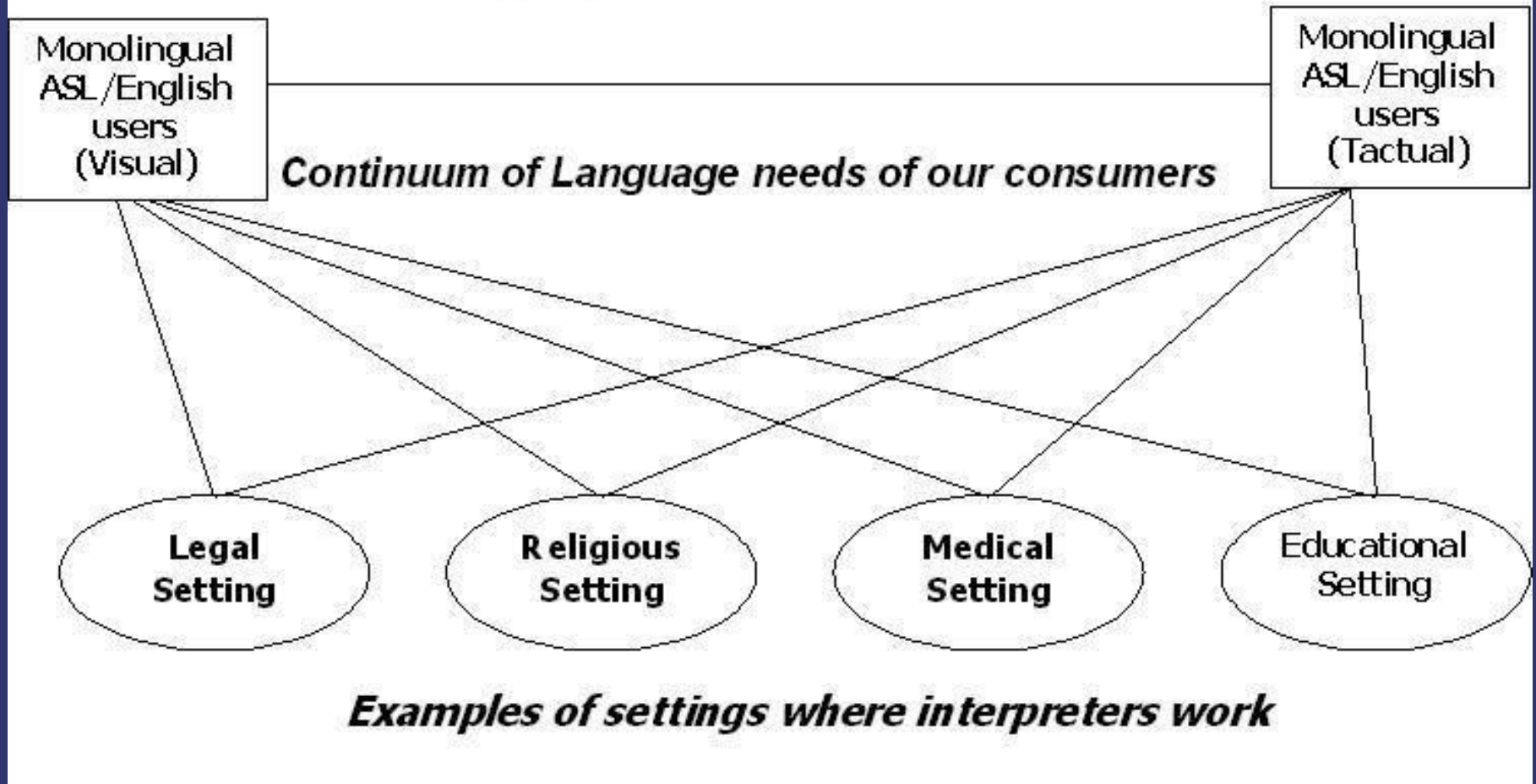
**“I thought I felt a paradigm shift, but
it was just my undershorts riding up.”**



It's time to think differently...
a shift in pedagogy is needed.

Spectrum of Consumers within Special Settings

Consider the following diagram:



Solution

Imbed deaf-blind related content all throughout the curriculum.

Strategies

- When talking about the Deaf community, provide examples of deaf community members with different types of vision.
- Simplify the information and describe vision loss in three categories:
 - close vision
 - reduced peripheral fields
 - no usable vision

Strategies

- Create simple, low cost/no cost simulators:
 - close vision = saran wrap or sandwich bags
 - reduced peripheral fields = toilet paper or paper towel rolls
 - no usable vision = closed eyes or blindfolds

Strategies

- When designing homework assignments use case examples that include deaf-blind people.
- Various case scenarios are available through the National Consortium on Deaf-Blindness www.nationaldb.org
- Video vignettes are available through NCIEC
 - “In Their Own Words”

Strategies

- Bring in guest presenters who are Deaf-Blind that are low cost or no cost.
 - Live, in-class presenters
 - Through distance technology (VP or webcam)
 - Recorded presentations (National Curriculum, YouTube, Perkins, etc.)

Strategies

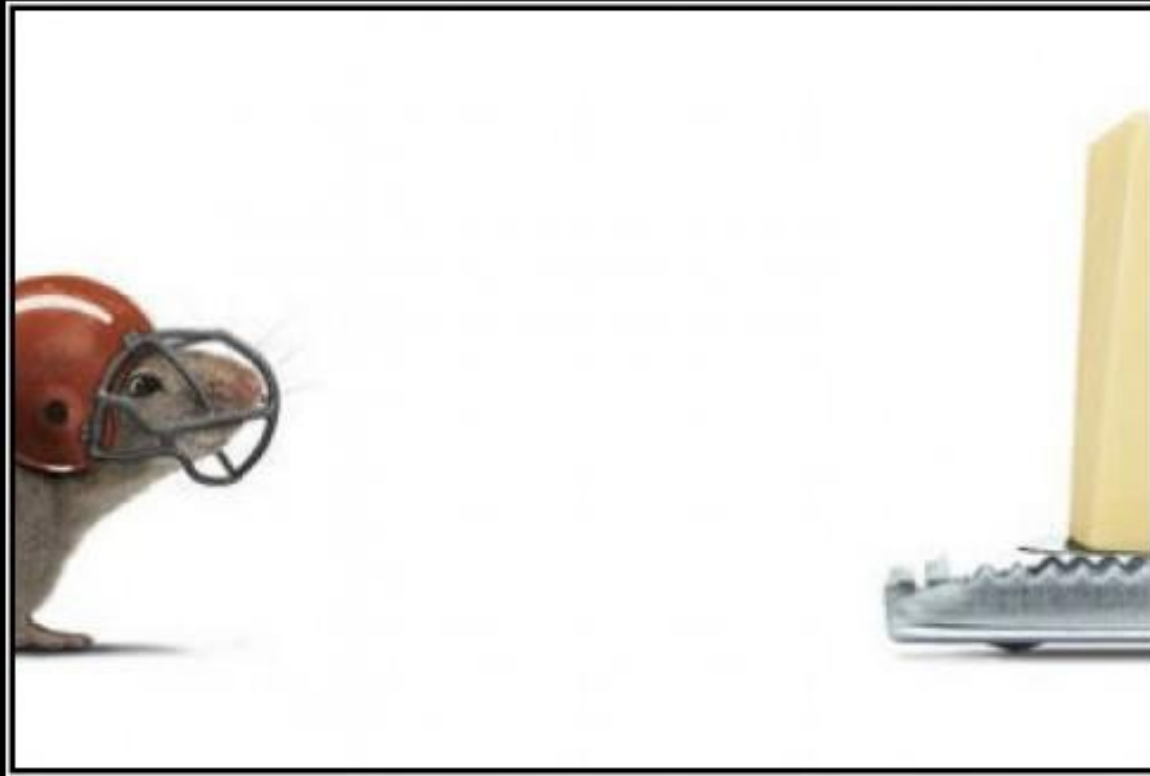
- Used canned/prepared presentations on deaf-blind related content.

Do not reinvent the wheel!

- A pilot curriculum is available through NCIEC.

Provide pictorial examples of the range of communication modes & spectrum of consumers





PREPARATION

"By failing to prepare you are preparing to fail."
Benjamin Franklin

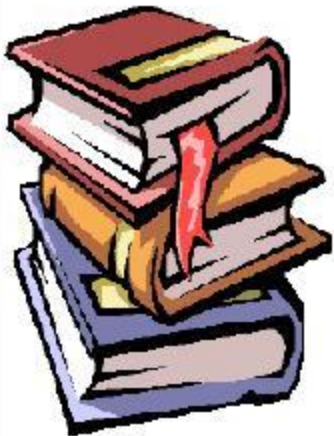
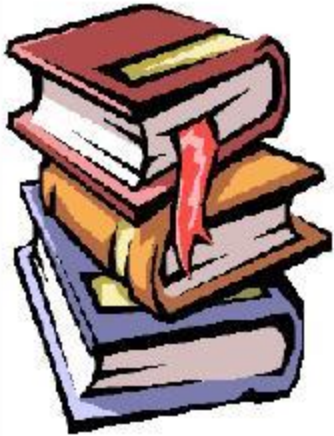
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As an instructor how to I prepare myself to teach the content?

Strategies

- As an instructor, receive training on deaf-blind related content.
 - HKNC Interpreting Seminar
 - Online courses & webinars (Perkins professional development series, NCDB webinars, DB-TIP webinars, etc.)
- Attend social or deaf-blind community events.
 - Various camps/retreats throughout the country (i.e. SeaBeck – Seattle, Michigan, Southeast Transition Network for Young Adults who are Deaf-Blind)
- Volunteer to interpret at Deaf-Blind events and make one volunteer experience a requirement of your students.
- Connect with the HKNC Regional Representative assigned to your state. Inquire about trainings & events that you can participate in.

Strategies



- Become familiar with materials that are available.
- The National Curriculum for Training Interpreters Working with People Who are Deaf-Blind
- Interpreting Strategies for Deaf-Blind Students: An Interactive Training Tool for Educational Interpreters
- Guidelines: Practical Tips for Working and Socializing with Deaf-Blind People

**Curriculum Guide for Infusing
Deaf-Blind Interpreting
into an
Interpreter Education Program**

Jane Hecker-Cain
Susanne Morgan Morrow
Richelle Frantz



education • standards • excellence

RID

Registry of Interpreters for the Deaf, Inc.



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*CATIE Center at St. Catherine University
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and University of Northern Colorado
National Interpreter Education Center at Northeastern University
Regional Interpreter Education Center at Northeastern University
Western Region Interpreter Education Center at Western Oregon University and El Camino College*

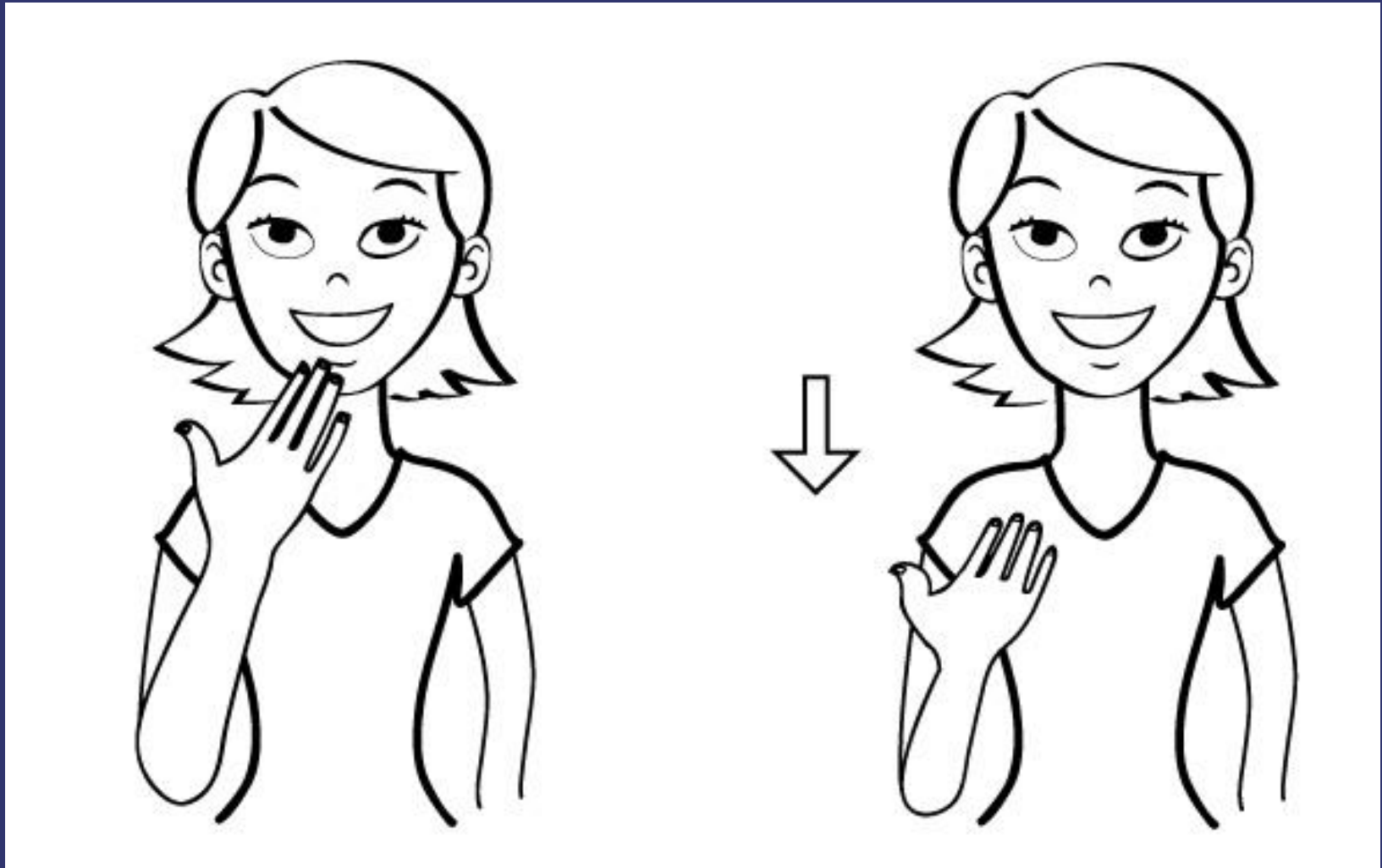
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Use the Curriculum Guide designed by the NTFDBI:

“Curriculum Guide for Infusing Deaf-Blind Interpreting Into an Interpreter Education Program”



Your
ideas???



Thank you for attending and thanks to the teams at
The MARIE & CATIE Centers