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

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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
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
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.
“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.
Consider the following diagram:

Continuum of Language needs of our consumers

Examples of settings where interpreters work

- Legal Setting
- Religious Setting
- Medical Setting
- Educational Setting

Monolingual ASL/English users (Visual)

Monolingual ASL/English users (Tactual)
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](http://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.
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
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