## Deafblindness

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<th>Sl.No.</th>
<th>Title</th>
<th>Content</th>
<th>Target Group</th>
<th>Resource Persons</th>
<th>No. of Days</th>
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</table>
| 1.     | Understanding Deafblindness and MDVI (Multiple Disabilities with Visual Impairment)? | • 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 | • 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 | • 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 |
| **Orientation & Mobility for Deafblind including MDVI** | **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 | 2 days |
| **Individualized Educational Plan (IEP)** | **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 |
| **Role of play in the life of children with Db / MDVI** | **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 |
| 7 | Early Intervention and detection | • 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 | • 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 filed 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 |
|   | Teaching of communication. | • 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.  
|   | Training & Management in ADL | • 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.  
|   | Strategies for behaviour management | • 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, Teacher Educator, SSA Officials |   | 5 days  
|   | Special Educators, Teacher Educator |   | 2 days  
|   | Special Educators, OT, PT and Teacher Educator |   | 3 days  

Rehabilitation Council of India  
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Appendix-B
| 12. | Working with parents of Db and MDVI children | • 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 | • 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 | • 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 | • What is research?  
• Importance and needs of research in the field of disability  
Special Educators, Teacher Educator, 5 |
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| 16. | Assistive devices to promote independence in Db/ MDVI | **For Vision / Hearing Needs:**  
- 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  

**For Mobility Needs:**  
- On-Screen Keyboard Programs Keyboard Filters.  
- Touch Screens.  
- Alternative Input Devices.  

**For Language Needs:**  
- 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. |
|   |   |   |
| 17 | Module on Multiple Disabilities | MD- Concept(Primary disability and associated conditions)  
Combination, Assessment, Management,Technology & Role of Professional |   |
|   |   |   |   |
|   |   | Instructor from Special Education department in University | days |
|   |   | Special Educators, Teacher Educator | 5days |
|   |   | Faculty working in the field of Multiple Disabilities | 3days |