*Essential Tools of the Trade for Teachers of Students who are Deafblind: A How-To Guide for Completing Evaluations* Handout

# Essential Tools of the Trade for Teachers of Students who are Deafblind: A How-To Guide for Completing Evaluations

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# Presented By:

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# Learning Objectives

* Identify the role in the teaming process of evaluating a student who is deafblind.
* Explain how to use this publication resource as a tool to aid in the evaluation process.
* Locate digital resources that correspond with the printed book and use them to support learning in order to thoroughly evaluate a student who is deafblind.

# Learning Objectives

* Identify new strategies and tools for the evaluation of the tactile-bodily sense as it relates to access, processing, and memory for the student who is deafblind.
* Gain an understanding of new strategies and tools related to the evaluation of tactile language development and the educator’s role as a competent communication partner for the student who is deafblind.

# Project Rationale

* Building the field of deafblind education
* There is a need for evaluations and guidance specifically for teachers of students who are deafblind (TDB)
* This publication was created to fill the gap in available information provided in the original Essential Tools of the Trade Evaluation Book

# Where are we now?

* Currently no formal evaluation to address tactile interaction and tactile language – more on this later
* Role of the TDB in Texas
	+ Certification process
	+ How to get coursework/training

# ETT DB

Photograph of the front cover of the book. A close up picture of a student holding the hand of her teacher. Essential Tools of the Trade for Teachers of Students who are Deafblind: A How-To Guide for Completing Evaluations

# Table of contents

* Introduction
* Eligibility
* Tactile-Bodily Handbook
* Guidance and Templates
* How-To Charts
* Learning Media Assessment (LMA)
* Sample Reports
* Interview Forms

# Evaluations Included:

* Functional Tactile-Bodily Evaluation
* Functional Vision Evaluation/Assessment (FVE/FVA)
* Learning Media Assessment (LMA)
* Communication Evaluation
* Expanded Core Curriculum (ECC)

# Tactile-Bodily Evaluation

* Bio-Behavioral State: Tactile-Bodily and Neurological Readiness
	+ Determining Bio-Behavioral State
	+ Orienting Reflex
* Tactile-Bodily Memory Evaluation
	+ Working Memory Competencies and Potentials for the Student who is Deafblind

# Tactile-Bodily Evaluation

* Tactile-Bodily Communication: Social Interaction Evaluation
	+ The Five Components of Social Interaction
		- Noticing, Affirming, Naming, Serve and Return, Beginnings and Endings
* Tactile-Bodily Communication Language Evaluation
	+ Circle Model

# Image of the Circle Model

# Functional Vision/Learning Media Evaluation

* Who is responsible for conducting the functional vision evaluation and learning media assessment?
* What is the TDHH’s role in supporting this evaluation?
* Why is it important?

# Communication Evaluation

* Who is responsible for conducting the communication evaluation?
* What is the TSVI’s role in supporting this evaluation?
* Why is it important?

# Deafblind ECC

Image screenshot of the Deafblind Expanded Core Curriculum

# Image of the Guidance for Completing Evaluations

# Image of the Report Template

# Image of the Tactile-Bodily How To Chart

# Image of Additional Resources List

# Where and How to Purchase?

* TSBVI Publications Link [www.tsbvi.edu/tsbvi-publications](http://www.tsbvi.edu/tsbvi-publications)

# Questions, Thoughts, Comments

# Thank you for joining us!

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# Presenter emails

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