

### CRE on Deafblindness

Sl No	Title	Target Group	Content	No of Days	Resource Persons
1.	Understanding Deafblindness and MDVI (Multiple Disabilities with Visual Impairment)?	Special Educators, SSA Educators	<ul style="list-style-type: none"> <li>• What is Deafblindness</li> <li>• What is MDVI (Definition)</li> <li>• Types of Db &amp; MDVI.</li> <li>• Characteristics of Db &amp; MDVI.</li> <li>• Educational Implications.</li> <li>• Management of Db</li> <li>• Management of MDVI.               <ul style="list-style-type: none"> <li>- VI &amp; Autism</li> <li>- VI &amp; CP</li> <li>- VI &amp; ID</li> </ul> </li> <li>• Creating a responsive learning environment.               <ul style="list-style-type: none"> <li>- Classroom environment &amp; home environment.</li> <li>- Modification in TLM (Low Cost)</li> <li>- Adaptive furniture</li> </ul> </li> </ul>	5 days	Teacher Educator
2.	Developing inclusive programmes	Programme Supervisors Heads of organizations	<ul style="list-style-type: none"> <li>• Changing schemes and policies for supporting services for persons with disabilities</li> <li>• Linking programmes for db children with ICDS, SSA and other community based programmes.</li> <li>• Developing family support / empowering programmes</li> <li>• Linking programmes for db children with programmes for children with VI, HI and MR and other disabilities – appropriate referral mechanisms</li> </ul>	3 days	Representatives from DRC, CRC Persons with disabilities, Professionals with MSW background SSA officials Family members
3.	Assessment	Special Educators, SSA Educators	<ul style="list-style-type: none"> <li>• Why assessments</li> <li>• What is assessment?</li> <li>• Challenges in assessing deafblind &amp; multisensory impaired children</li> <li>• Clinical Vs Functional Assessment</li> </ul>	5 days	Teacher Educator

**CRE on Deafblindness**

<b>Sl No</b>	<b>Title</b>	<b>Target Group</b>	<b>Content</b>	<b>No of Days</b>	<b>Resource Persons</b>
			<ul style="list-style-type: none"> <li>• Functional Hearing and Vision assessment</li> <li>• Effects of Varying Degrees of Hearing and Vision Loss on Function, Treatment and Educational Needs.</li> <li>• Assessment Tools (Formal Assessment) available in India.</li> <li>• Assessment of other senses.</li> <li>• Learning Through Going- Hands on work at select centers</li> <li>• Callier - Azusa Scale, OREGON Project. ICAN-Functional skills assessment of deafblind.</li> <li>• Case Studies and hands on work with children.</li> <li>• Assessment of activities of daily living, communication, social skills, academics, orientation and mobility, motor development and leisure activities</li> </ul>		
4.	Orientation & Mobility for Deafblind including MDVI	Teachers, Educators, SSA Officials,	<ul style="list-style-type: none"> <li>• Introduction to O &amp; M</li> <li>• Importance of all areas in O &amp; M (e.g. motor, cognitive, communication , social)</li> <li>• Orientation &amp; Mobility for Infants &amp; young children.</li> <li>• Outdoor and indoor mobility techniques.</li> <li>• Adaptation for O &amp; M (environmental and other modifications)</li> <li>• Simulation Sessions.</li> </ul>	2 days	Teacher Educator, O & M Instructors.
5.	Individualized Educational	Special Educators,	<ul style="list-style-type: none"> <li>• IEP – Concept, Importance.</li> <li>• Role of IEP Team – Role of child, families,</li> </ul>	3 days	Teacher Educator

**CRE on Deafblindness**

<b>Sl No</b>	<b>Title</b>	<b>Target Group</b>	<b>Content</b>	<b>No of Days</b>	<b>Resource Persons</b>
	Plan(IEP)	SSA Officials	therapist, Community people <ul style="list-style-type: none"> <li>• Types of curriculum                             <ul style="list-style-type: none"> <li>- Functional curriculum.</li> <li>- Theme based curriculum.</li> <li>- Developmental &amp; Spiral.</li> </ul> </li> </ul>		
6.	Role of play in the life of children with Db / MDVI	Special Educators, SSA Officials	<ul style="list-style-type: none"> <li>• What is play?</li> <li>• Different types of play.</li> <li>• Development of skills related to play.</li> <li>• Impact of various disabilities on play.</li> <li>• Incorporating play in the educational curriculum.                             <ul style="list-style-type: none"> <li>- Sensory development through play.</li> <li>- Communication development through play.</li> <li>- Overall development in different areas.</li> </ul> </li> <li>• Material to enhance play/ encourage play in children.</li> <li>• Role of families in promoting play for children.</li> <li>• Incorporating play in recreation &amp; leisure.</li> </ul>		
7	Early Intervention and detection	Special Educators, SSA Officials	<ul style="list-style-type: none"> <li>• Why early intervention</li> <li>• Normal child development</li> <li>• Areas of intervention</li> <li>• Impact of sensory loss on development and growth</li> <li>• Early Infant Stimulation</li> <li>• Family Intervention and Support</li> <li>• Psycho-Social Impacts and needs of Multiple Disabilities and Deafblindness</li> <li>• High Risk Factors Associated with Hearing</li> </ul>	5 days	Teacher Educator.

**CRE on Deafblindness**

<b>Sl No</b>	<b>Title</b>	<b>Target Group</b>	<b>Content</b>	<b>No of Days</b>	<b>Resource Persons</b>
			<p>Loss</p> <ul style="list-style-type: none"> <li>• High Risk factors Associated with Visual Impairment</li> <li>• Identification of High Risk Factors</li> <li>• Services available in India and appropriate referrals</li> <li>• Education Needs and Intervention</li> <li>• Need for appropriate nutrition</li> <li>• Multi-disciplinary approach of intervention</li> </ul>		
8.	Strategies for working with Db & MDVI	Special Educators, SSA Officials	<ul style="list-style-type: none"> <li>• Models of service delivery</li> <li>• Special Schools Set Up</li> <li>• Deafblind Units               <ul style="list-style-type: none"> <li>- Residential set up</li> </ul> </li> <li>• Resource Units</li> <li>• Community Base Rehabilitation (including Community Resource Mobilization)</li> <li>• Home Base Education</li> <li>• Inclusive Education</li> <li>• Needs based therapeutic intervention and educational interventions.</li> <li>• Case studies, videos and field visits</li> <li>• Sensory Integration</li> <li>• Use of Sensory Rooms</li> <li>• Preparing Multi sensory toys (Teaching Learning Materials (TLM)).</li> <li>• Individual teaching Vs Group teaching.</li> <li>• Need based adaptations and modification</li> </ul>	5 days	Teacher Educator, OT, PT

**CRE on Deafblindness**

<b>Sl No</b>	<b>Title</b>	<b>Target Group</b>	<b>Content</b>	<b>No of Days</b>	<b>Resource Persons</b>
9.	Teaching of communication.	Special Educators, SSA Officials	<ul style="list-style-type: none"> <li>• Speech, language and communication</li> <li>• Impact of sensory loss on communication development</li> <li>• Importance and functions of communication</li> <li>• Developing early communication</li> <li>• Use of different cues.</li> <li>• Behaviour &amp; communication</li> <li>• Conversations - initiating and developing, elements of good conversation.</li> <li>• Various modes of communication used with deafblind/multiple handicapped children</li> <li>• alternate and augmentative communication</li> <li>• Improving receptive and expressive language.</li> <li>• Importance of Total.Communication</li> <li>• Use of Calendar System / Anticipation Calendar.</li> <li>• Develop low cost communication device ( communication boards, communication cards, objects, pictures.</li> <li>• Introduction of Braille, Sign language, TADOMA.</li> </ul>	5 days	Teacher Educator, SSA Officials
10.	Training & Management in ADL	Special Educators, SSA Officials	<ul style="list-style-type: none"> <li>• Sensory issues related to various areas in ADL</li> <li>• Need based adaptations and intervention for sensory issues (ADL).</li> <li>• Adaptation for skill acquisition with low cost / indigenous material.</li> </ul>	2 days	Teacher Educator

**CRE on Deafblindness**

<b>Sl No</b>	<b>Title</b>	<b>Target Group</b>	<b>Content</b>	<b>No of Days</b>	<b>Resource Persons</b>
11.	Strategies for behaviour management	Special Educators, Therapists, SSA Officials	<ul style="list-style-type: none"> <li>• What is problem behaviour</li> <li>• Principles of behaviour management</li> <li>• Functions of behaviour</li> <li>• Problem behaviour and Sensory behaviour</li> <li>• Methods of behaviour management</li> <li>• Sensory Integration approach to understanding behaviour</li> <li>• Assessment of functions of behaviour and communication intent with challenging behaviour</li> <li>• Developing Communication strategies for behaviour management</li> </ul>	3 days	OT, PT and Teacher Educator
12.	Working with parents of Db and MDVI children	Special Educators, Therapists, SSA Officials,	<ul style="list-style-type: none"> <li>• Importance of professional -parents relationship</li> <li>• Understanding the family Need and dynamics</li> <li>• Counseling family members about the needs of deafblind/multiple handicapped children</li> <li>• Involving family in intervention/rehabilitation process</li> <li>• Developing an IFSP (Individual Family Support Plan).</li> <li>• Strategies to create partnership and family member</li> </ul>	3 days	Teacher Educator, Parents
13.	Transition planning, pre-vocational and vocational skills	Special Educators, SSA Officials	<ul style="list-style-type: none"> <li>• What is vocational rehabilitation</li> <li>• Why transitional planning</li> <li>• steps in transitional planning</li> <li>• Personal future planning</li> <li>• Finding appropriate vocation in community</li> </ul>	5 days	Teacher Educator, Counselior, Psychologist

**CRE on Deafblindness**

<b>Sl No</b>	<b>Title</b>	<b>Target Group</b>	<b>Content</b>	<b>No of Days</b>	<b>Resource Persons</b>
			<ul style="list-style-type: none"> <li>• Training and support</li> <li>• Vocational Placement and follow up</li> <li>• Sex Education</li> <li>• Strategies to develop a transition portfolio for the young adult e.g. Preference, needs and strengths, language and communication profile, work interest, leisure interest.</li> </ul>		
14.	Utilizing available government schemes for promoting education of Db	Special Educators, SSA Educators	<ul style="list-style-type: none"> <li>• Where does Multiple Disabilities and Deafblindness stand (Legal Validity, Certification, access)</li> <li>• Legislation on Disabilities in India</li> <li>• The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995</li> <li>• Rehabilitation Council of India Act 1992</li> <li>• National Trust for Welfare of Persons with autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999</li> <li>• UNCRPD</li> <li>• Provisions under Indian Constitution (article 41 and 45)</li> <li>• National Policy on Persons with Disabilities</li> <li>• ADIP Scheme</li> <li>• Schemes of various departments of Govt. of India</li> <li>• Community Resource mobilization</li> </ul>	5 days	Teacher Educator, Administrators, Professor related to legal capacity building in NGO's

**CRE on Deafblindness**

<b>Sl No</b>	<b>Title</b>	<b>Target Group</b>	<b>Content</b>	<b>No of Days</b>	<b>Resource Persons</b>
			<ul style="list-style-type: none"> <li>Managing Awareness and Preventive camps</li> <li>Effecting Changes - Building a sensitive Community</li> </ul>		
15.	Research needs in the area of Db/ MDVI	Special Educators, SSA Educators	<ul style="list-style-type: none"> <li>What is research?</li> <li>Importance and needs of research in the field of disability</li> <li>Various Research Methods</li> <li>Current Trends in the research in the area of deafblindness</li> <li>Future perspectives of research in the field of deafblindness</li> <li>Finding areas of research in the field of deafblindness</li> </ul>	5 days	Teacher Educator, Instructor from Special Education department in University
16.	Assistive devices to promote independence in Db/ MDVI	Special Educators, SSA Educators	<p><b><u>For Vision / Hearing Needs:</u></b></p> <ul style="list-style-type: none"> <li>Screen Readers/ Enlargers</li> <li>Speech Recognition systems</li> <li>Talking watches/ cell phones</li> <li>Speech Synthesizers</li> <li>Refreshable Braille</li> <li>Braille Embossers</li> <li>Magnifiers</li> <li>Hearing -aids</li> <li>Cochlear Implantation</li> <li>Corneal Transplantation</li> <li>Talking computer software</li> </ul>	5 days	Teacher Educator

**CRE on Deafblindness**

<b>Sl No</b>	<b>Title</b>	<b>Target Group</b>	<b>Content</b>	<b>No of Days</b>	<b>Resource Persons</b>
			<p><b><u>For Mobility Needs:</u></b></p> <ul style="list-style-type: none"><li>• On-Screen Keyboard Programs Keyboard Filters.</li><li>• Touch Screens.</li><li>• Alternative Input Devices.</li></ul> <p><b><u>For Language Needs:</u></b></p> <ul style="list-style-type: none"><li>• Screen Review Utilities.</li><li>• Assistive Devices for Learning Impairments</li><li>• Word Prediction Programme.</li><li>• Reading Comprehension Programme.</li><li>• Reading Tools and Learning Disabilities Programme.</li><li>• Considerations for Choosing Devices.</li><li>• Repair and Maintenance.</li></ul>		