

# REGISTRATION FORM

NEC, 175 NO BEACON ST., WATERTOWN, MA 02472

COMPLETE AND FAX TO 617-972-7354

Name \_\_\_\_\_

Job Title \_\_\_\_\_

Discipline  Parent  Teacher  Paraprofessional  
 Student  Other

Mailing Address \_\_\_\_\_

City \_\_\_\_\_ ST \_\_\_\_\_ ZIP \_\_\_\_\_

Home Phone \_\_\_\_\_

Email Address \_\_\_\_\_ please print

Child Supporting \_\_\_\_\_ Age \_\_\_\_\_ School level \_\_\_\_\_

Agency Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ ST \_\_\_\_\_ ZIP \_\_\_\_\_

Work Phone \_\_\_\_\_

Email Address \_\_\_\_\_

Accommodations I need:  
 Interpreter.  Braille,  Large Print (size: \_\_\_\_)

Credits & Points I need:  
 PDP - 16 points  
 Certificate of Attendance - 16 hours

## Choose ONE 16 Hour Workshop in a Series of 4:

- Holyoke - **Holyoke Community College**  
(November 6, 13, 27 December 4, 2007) Deadline Oct 6<sup>th</sup>
- Worcester - **Worcester Public Schools**  
(January 10, 17, 24, 31, 2008) Deadline Nov 30<sup>th</sup> 2007
- North Dartmouth - **Schwartz Center for Children**  
(February 7, 14, 28, March 6, 2008) Deadline Jan 4<sup>th</sup> 2008
- Watertown - **Perkins Training Center**  
(March 11, 18, 25, April 1, 2008) Deadline Feb 9<sup>th</sup> 2008

Registration 3:30-4PM, Class time 4-8:30PM with a ½ hour dinner break (time varies). *Bring a brown bag dinner.*

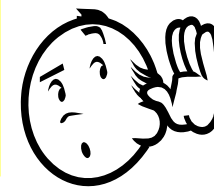
Confirmations will be sent. We must have 20 or more participants registered to provide the training so register early and tell a friend!

Great Trainings  
Coming soon!

New England Center Deafblind Project  
175 No. Beacon Street  
Watertown, MA 02472  
ADDRESS CORRECTION REQUIRED

## New England Center Deafblind Project

Email: NEC@Perkins.org



# 4 MASSACHUSETTS -PART DEAFBLIND TRAINING SERIES

Sponsored by:  
New England Center Deafblind Project  
Holyoke Community College-OSD  
Massachusetts Commission for the  
Deaf and Hard of Hearing-Western MA  
Worcester Public Schools-Vision Dept/  
Deafblind Program  
Schwartz Center for Children  
Perkins Training Center



NEW ENGLAND CENTER DEAFBLIND PROJECT

Providing Technical Assistance to Children, Youth &  
Families in Connecticut, Maine,  
Massachusetts & New Hampshire

Tel: (617) 972-7515  
Fax: (617) 972-7354

- 4** - GREAT Locations  
 - GREAT Evenings  
 - GREAT Topics



# MA 4-Part Deafblind Training Series

Training provided by:

- ✦ Tracy Evans Luiselli, Ed. D.
- ✦ Lisa Jacobs, M. Ed.
- ✦ Susan DeCaluwe, M. Ed.

## Four Great Locations with FREE Parking

- SESSION ONE: Holyoke Community College**  
 Holyoke, MA On: November 6, 13, 27 December 4, 2007
- SESSION TWO: Worcester Public Schools**  
 Worcester, MA On: January 10, 17, 24, 31, 2008
- SESSION THREE: Schwartz Center for Children**  
 Dartmouth, MA On: February 7, 14, 28, March 6, 2008
- SESSION FOUR: Perkins Training Center**  
 Watertown, MA On: March 11, 18, 25, April 1, 2008

**Register ASAP for ALL Classes**

## 3 Important Considerations in Assessment of Children who are Deafblind or who have Multiple Disabilities and Sensory Loss

Comprehensive, on-going assessment strategies for identification, implementation and program development of children and students who are deafblind.

- ✦ Identify the critical components necessary in planning, assessing and reporting assessment results of children with multiple disabilities, deafblindness, and sensory loss
- ✦ Discuss formal (norm-referenced tests) and informal (criterion-referenced) assessment strategies
- ✦ Identify the role of the teacher and examiner in the assessment process
- ✦ Consider the impact of the child's sensory loss(es) on learning. Make necessary motor and communication accommodations for the assessment, alternate assessment, IFSP/IEP/ITP development, and in developing curriculum
- ✦ Present assessment and curriculum tools including: Callier Azusa; INSITE Checklist; C.O.A.C.H. and the AEP's Assessment & Planning System

## 1 Unique Challenges of Deafblindness and Multiple Disabilities

Understanding of how a combined vision and hearing loss impacts learning and social/emotional development.

- ✦ The diversity within the population of learners who are deafblind.
- ✦ The isolating effects of combined hearing and vision.
- ✦ The emotional implications of combined hearing and vision losses.
- ✦ The differences between low vision and blindness.
- ✦ The structure and function of the auditory system.
- ✦ The complex effects of additional disabilities.
- ✦ The need for learners who are deafblind to have communication embedded/incorporated in all activities and settings.

## 2 Developing Communication Competencies for Learners who are Deafblind and Their Partner

Strategies to improve communication, language and social interaction.

- ✦ Linguistic forms/modes of communication.
- ✦ The communication functions of behaviors.
- ✦ Development of vocabulary (content).
- ✦ Development of communication partnerships.
- ✦ Assessment of non-linguistic forms of communication.
- ✦ Assess and interpret the meaning of intentional use of signals and natural gestures to communicate.

## 4 Important Considerations in Developing Curriculum for Children who are Deafblind or who have Multiple Disabilities and Sensory Loss

Strategies for developing and implementing curriculum modifications and adaptations for children and students who are deafblind.

- ✦ Identify the critical components of an academic curriculum for children with multiple disabilities, deafblindness, and sensory loss
- ✦ Discuss learning principles to consider when developing curriculum
- ✦ Discuss ways to adapt and modify the academic curriculum to meet the needs of children with multiple disabilities, deafblindness, and sensory loss
- ✦ Consider necessary teaching strategies designed to implement the modified academic curriculum
- ✦ Adapt and use a Unit Based Curriculum Approach for designing an integrated curriculum for children with multiple disabilities, deafblindness, and sensory loss

**Registration Deadline:**  
 October 6<sup>th</sup>, 2007  
**Return Registration Form ASAP**

