

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

Sign-up for the 16 Hour Workshop in a Series of 5:

Shining Star Early Childhood Center – **Milford Public Schools**
(September 25, October 23, November 20, December 11 2009 and January 29, 2010) **Deadline Aug 20th**

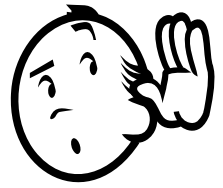
Registration 11:00 AM to 11:15 AM. Program will begin at 11:15 AM and end at 2:30 PM. *Bring a brown bag lunch.*

Any questions? Please contact: Joanne Sabo joanne.sabo@gmail.com or Susan DeCaluwe 617-972-7516.

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

4 Great Topics over 5 Sessions

New England Consortium of Deafblind Projects
175 No. Beacon Street
Watertown, MA 02472
Address Correction Required



4 MASSACHUSETTS -PART DEAFBLIND TRAINING SERIES

Sponsored by:
New England Consortium of Deafblind Projects
Massachusetts Deafblind Project
Shining Star Early Childhood Center
Milford Public Schools



New England Consortium of Deafblind Projects

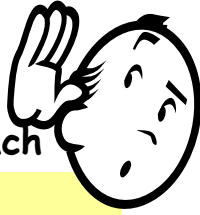
Providing Technical Assistance to Children, Youth & Families in Connecticut, Maine, Massachusetts & New Hampshire

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

New England Consortium of Deafblind Projects

Email: NEC@Perkins.org

4 - GREAT Topics
- Over 5 Sessions
3hrs & 15mins each



Training provided by:

- ✦ Susan DeCaluwe, M. Ed.
- ✦ Joanne Sabo, M.Ed., Ed.S.

Great Location with FREE Parking

Milford Public Schools

TRC at the Milford High School
31 W. Fountain Street
Milford, MA 01757

(September 25, October 23,
November 20, December 11,
2009 and January 29, 2010)

Deadline Aug 20th

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

MA 4-Part Deafblind Training Series

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:
August 20th, 2009
Return Registration Form ASAP

