

# **Experience in applying assessment tools to create an everyday life training program for a deafblind child**



# The boy I work with



Petya, 10 years old.

The diagnosis of the child: stage 5 Retinopathy of Prematurity and degree 4 sensorineural hearing loss.

# **Directions of an assessment of a deafblind child in everyday life**

- The identification of the level of anxiety and the general state of the emotional-volitional sphere
- The development of an effective communication
- The development of independent life skills
- The spatial orientation and mobility

# The first direction - identification of the level of anxiety and general condition of an emotional-volitional sphere



- The identification of the child's readiness to trust others and his sense of security;
- The determination of the problem of the child's behavior (aggression, self-aggression, repetitive habits).

# The second direction is the development of an effective communication

- The vocalization, behavioral and other signs,
- The communication via real objects,
- The natural gestures,
- The objects-symbols (representative objects),
- The contact sign language,
- The fingerspelling,
- The written speech (Braille letter)....



# The second direction is the development of an effective communication (continuation)

An assessment of an auditory perception and speech understanding possibilities is given:

- The absence of reaction,
- The reaction only to non-speech sounds,
- The reaction to speech sounds,
- The understanding of individual words (name, title of subject or action),
- The understanding of instructions containing 2-3 words, statements), etc.



# The third direction is a development of self-care skills

Санитарно-гигиенические навыки:

Навыки чистки зубов

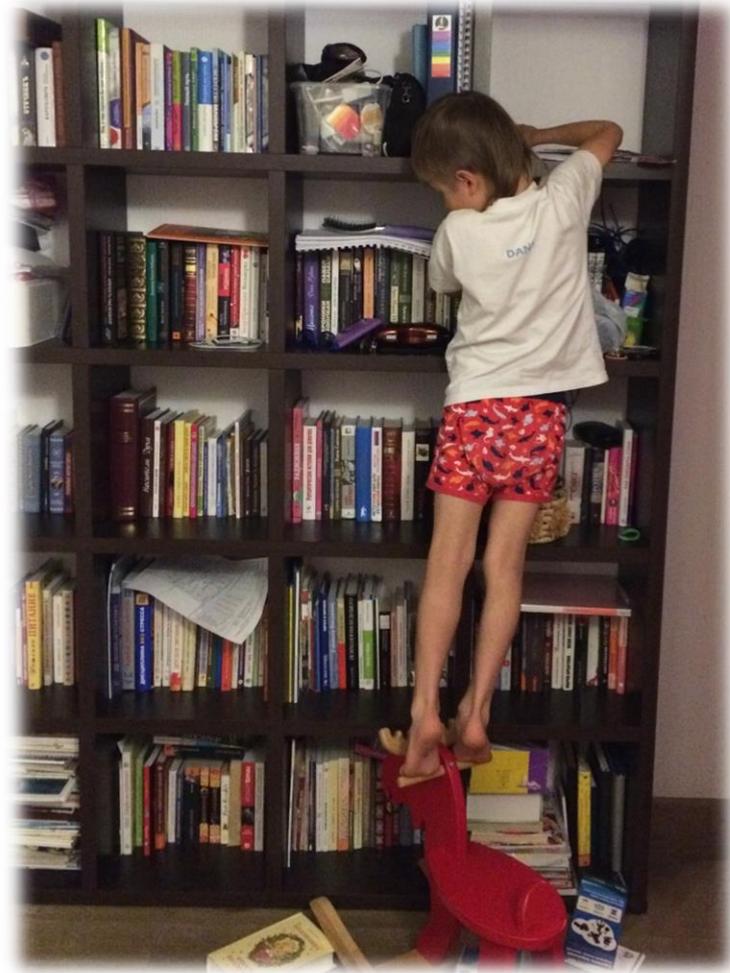
Качество выполнения действия	Отвергает	Принимает	Делает единичные самостоятельные попытки	Нуждается в напоминании и дополнительной помощи	Нуждается в напоминании	Выполняет
Ребенок:	0	1	2	3	4	5
Берет правильно зубную щетку за ручку						X
Вкладывает зубную щетку щетиной в рот						X
Водит зубной щеткой слева направо щетиной по зубам						X
Водит зубной щеткой сверху вниз щетиной по зубам		X				
Ополаскивает щетку после чистки зубов						X
Убирает щетку на место после чистки зубов						X
Выдавливает пасту на щетку			X			
Полоскает рот	X					
Пользуется своей щеткой						X
Регулярно чистит зубы						X

It includes:

- Food,
- Using the toilet,
- Washing,
- Teeth cleaning,
- Combing,
- Dressing and undressing.

# The fourth direction is a spatial orientation and mobility

➤ Identifying the ability to navigate in the scheme of your own body



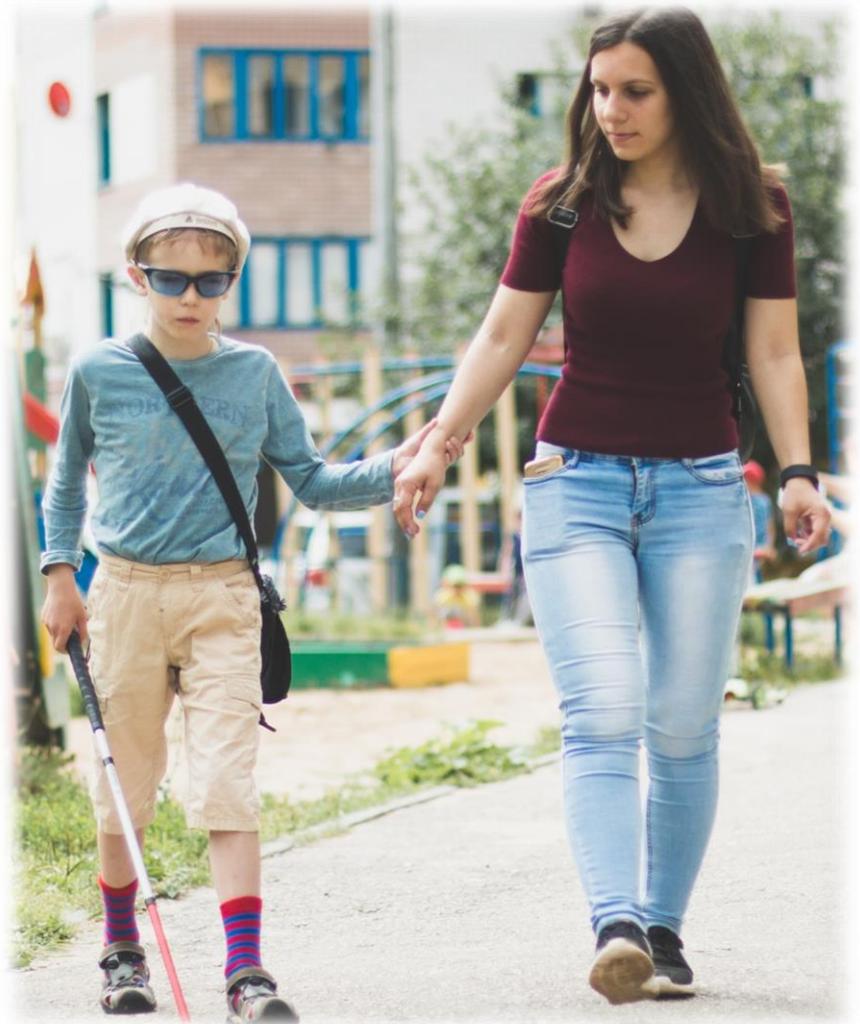
# The fourth direction is a spatial orientation and mobility (continuation)

➤ The identification of the ability to navigate in the environment: the ability to examine the environment; the perception of the features of the subject, their recognition; the definition of common characteristics of premises, objects, etc.

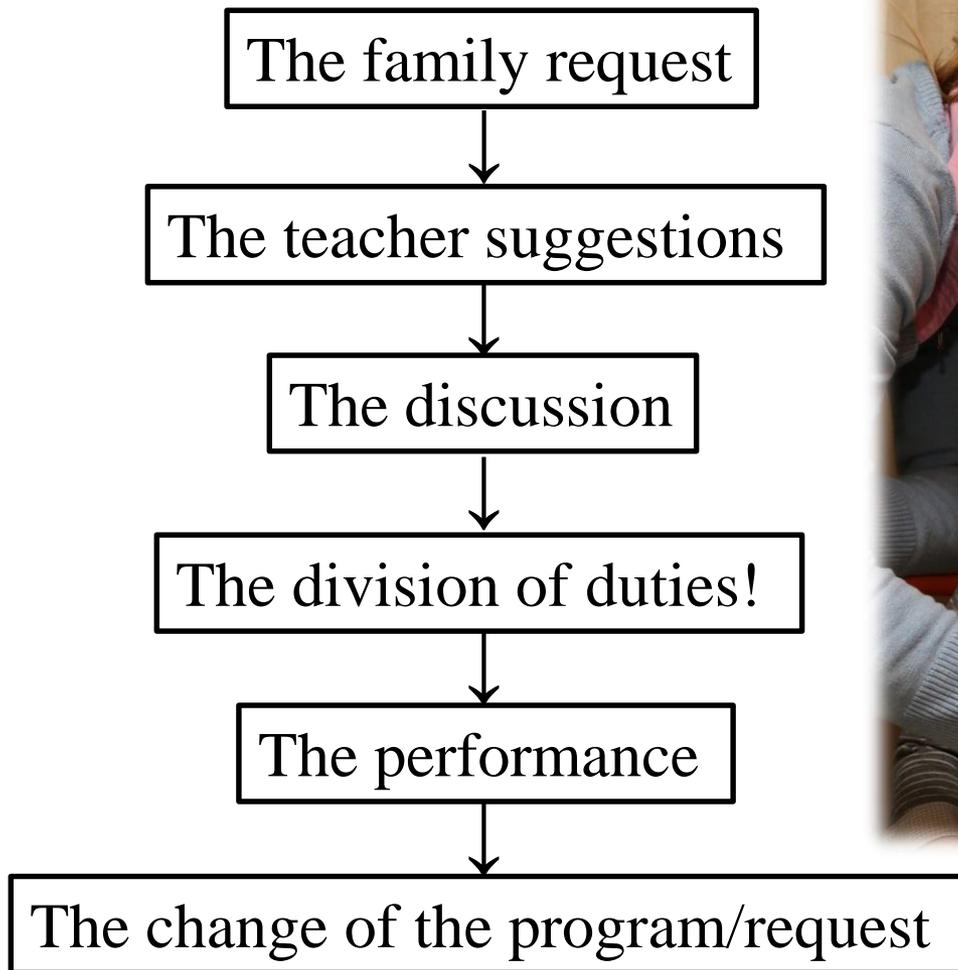


# The fourth direction is a spatial orientation and mobility (continuation)

➤ The identification of mobility features of the child: whether he uses the techniques of a safe movement, what this technique is.



# The preparation of an educational program for a deaf-blind child in everyday life





**We are now trying to apply the scheme presented for another child with similar health and behavior conditions**



**Thank you for listening!**

