



# Communication Strategies for Persons with Deafblindness

**Missouri Deafblind Technical Assistance Project**

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**Adapted from training module developed by**

**St. Louis Deafblind Task Force**

**&**

**Missouri Deafblind Project**

**Missouri School For the Blind**

**Susan Bonner and Larry Rhodes**



## WORKBOOK

**Name of Participant:**

**Position:**

**Agency:**

**Supervisor:**

**Focus Consumer Initials:**

**Age:**

## Module I: What Is Communication?

**How does consumer express self regarding:**

- **Anger:**
- **Happiness:**
- **Discomfort:**
- **Wants/needs:**
- **Other expressive communication observations:**



**How does consumer understand messages received using these senses?**

- **Hearing:**

- **Seeing:**
  
- **Feeling:**
  
- **Other receptive communication observations:**

**Additional pertinent information regarding consumer's means of communication:**

## Module II: Expressive and Receptive Communication



Review Module I's description of consumer's expressive communication. List the reasons the consumer communicates and how the consumer communicates for each reason:

Consumer: \_\_\_\_\_ Expressive Communication

Reasons to Communicate	How Communicates
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

**From Module I, look at what you have written about your consumer's receptive communication. Describe how the consumer uses each sensory area to receive information.**

- **Hearing:**
  
- **Seeing:**
  
- **Touch:**
  
- **Other**
  - **Vestibular Sense (Movement):**
  - **Proprioceptive Sense (Deep pressure):**
  - **Gustatory Sense (Taste):**
  - **Transitional/Adjustments (environmental Changes):**

**Additional pertinent information regarding consumer's expressive and receptive communication:**

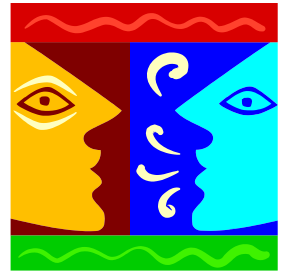
## Module III: Communication Forms and Modes



**Based on previous information about your consumer, what is the most effective means for your consumer to receive information? Why?**

**Based on previous information about your consumer, what is the most effective means for your consumer to express information? Why?**

## Module IV: Reasons to Communicate



**Observe your consumer. Based upon your observations, what are your consumer's purposes for communication?**

1.

2.

3.

4.

5.

6.

7.

8.

9.

**Describe any challenging behaviors. What are possible functional purposes of the behavior?**

<b>Challenging Behaviors</b>	<b>Functional Purposes</b>



**Additional information concerning behavior:**

## Module V: Communication Partners



**Identify how your consumer communicates with others:**

**What are your consumer's preferences/likes? How does your consumer communicate preferences/likes?**

<b>Preferences</b>	<b>How Communicated</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

**Who are your consumer's communication partners and describe their relationship with each other (parent, employer, support person, friend, etc.)?**

- 1.
- 2.
- 3.
- 4.
- 5.

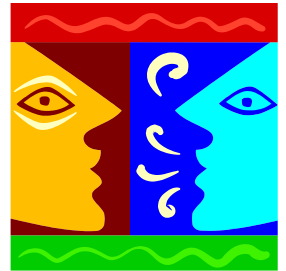
**What are your consumer's communication routines for a typical day?**

<b>Time</b>	<b>Communication Routine</b>
<b>6 to 8 AM</b>	
<b>8 to 9 AM</b>	
<b>10 AM</b>	
<b>11 AM</b>	
<b>12 PM</b>	
<b>1 PM</b>	
<b>2 PM</b>	
<b>3 PM</b>	
<b>4 PM</b>	
<b>5 PM</b>	
<b>6 PM</b>	
<b>7 PM</b>	
<b>8 to 10 PM</b>	
<b>10 PM to 12 AM</b>	
<b>12 to 6 AM</b>	

**How are you going to utilize these preferences throughout the consumer's daily schedule?**

<b>Time</b>	<b>Communication Routine</b>	<b>Building Preferences within Natural Routines</b>
<b>6 to 8 AM</b>		
<b>8 to 9 AM</b>		
<b>10 AM</b>		
<b>11 AM</b>		
<b>12 PM</b>		
<b>1 PM</b>		
<b>2 PM</b>		
<b>3 PM</b>		
<b>4 PM</b>		
<b>5 PM</b>		
<b>6 PM</b>		
<b>7 PM</b>		
<b>8 to 10 PM</b>		
<b>10 PM to 12 AM</b>		
<b>12 to 6 AM</b>		

## Module VI: Levels of Communication



Identify the communication skills that your consumer has for each level of communication both expressively and receptively.

Level of Communication	Expressively	Receptively
<b>Intentional Communication</b>		
<b>Conventional Communication</b>		
<b>Concrete Communication</b>		
<b>Abstract Communication</b>		

**Identify the consumer’s mastery, instructional, and emergent levels of communication.**

**Mastery:**

**Instructional:**

**Emergent:**

**Sketch out strategies to promote communication:**

*Example:*

<i>Level of Communication</i>	<i>Mastery Express</i>	<i>Instructional Express</i>	<i>Emerge Express</i>	<i>Mastery Receptive</i>	<i>Instructional Receptive</i>	<i>Emerge Receptive</i>
<i>Intentional Communication</i>	<i>Withdraws hand when touches something cold</i>	<i>Grimaces when moved</i>	<i>Relaxes muscles when seated in bean bag chair</i>	<i>Smiles when cheek is stroked</i>	<i>Moves arms when a familiar person approaches</i>	

<b>Level of Communication</b>	<b>Mastery Express</b>	<b>Instructional Express</b>	<b>Emerge Express</b>	<b>Mastery Receptive</b>	<b>Instructional Receptive</b>	<b>Emerge Receptive</b>
<b>Intentional Communication</b>						

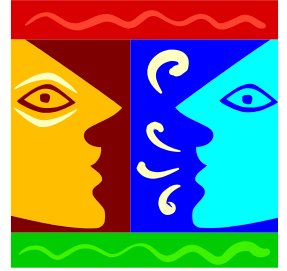
<b>Conventional Communication</b>						
<b>Concrete Communication</b>						
<b>Abstract Communication</b>						

**Module VI Completed:** (Date)

**Signed by Participant:**

**Signed by Supervisor:**

## WHERE TO GO NEXT



### Ideas for Consumer's Support Team:

- **How may you utilize therapists to support implementation of communication systems?**
- **Identify any uses of adaptations / assistive technology required for communication**
- **Identify how you plan to review progress and strategize instructional changes**

### Communication Strategies for Persons with Deafblindness

**Completed:** (Date)

**Signed by Participant:**

**Signed by Supervisor:**



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