

# "Stop, Collaborate and Listen": How we all Contribute to Success

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SWOMA 2024 General Session

Monday November 4th 1:00PM-2:30PM

## Session Objectives

- Identify strategies educational service providers and professionals can best communicate and collaborate to increase success in students with vision loss and complex needs.
- Examine a multiple lens approach to discuss educational overlap to address student needs while using the expertise of multiple educators.
- Be reassured of strategies you are currently using that contributes to the success and progress of your students/clients with vision loss

## Students with Blindness and Visual Impairment + Additional Disabilities

Various vision loss etiologies, timing of loss (i.e., congenital vs. acquired), progressive or stable etc.

Various degrees of vision loss, both acuity and field loss

Varying experiences thus far in their lives

Impact on additional sensory systems such as vestibular and proprioception

Complexed with potential of additional disabilities

## All Hands on Deck (Not all hands being used)

Need of various educators and service providers working together

Increase Access

Promote Success

Continue to Challenge

ALL Having an IMPACT on the Students we Instruct

Where do you come in?

How do WE Collaborate

## Benefits

**Enhances Learning Outcomes** (of student and increase knowledge/strategies of educational service providers)

**Increased Engagement** motivated to do more, try something new or different

**Feel Supported**

**Exposure to New Ideas or Strategies**

**Increase Creativity** (shared resources)

Strategies When Collaborating

**Clear Communication** – use language members can understand and make sure others are understanding information presented, check of understanding or ask questions

**Define Roles, Responsibilities, Common Goals** – Limited time demands the need for all to be working toward common shared objective

**Encourage Open Feedback** – purpose is to improve student progress and access, foster environment accepting of additional ideas and strategies

**Build Trust & Relationships** – believe all are working for the best of the student but may come with different experiences and knowledge

## How do WE Listen

### Skills to Listen

**Focus:** Give your full attention. Put away distractions like your phone or laptop.

**Nonverbal Cues:** Use eye contact, nodding, and appropriate facial expressions to show engagement.

**Avoid Interrupting:** Let the speaker finish their thoughts before you respond. This shows respect and allows for better understanding.

**Reflect and Paraphrase:** Summarize what the speaker has said to confirm understanding. For example, “What I hear you saying is...”

**Ask Clarifying Questions:** If something isn't clear, ask questions that encourage the speaker to elaborate.

**Empathy:** Show that you understand the speaker's feelings. Phrases like “I can see why you'd feel that way” can be effective.

**Avoid Judgment:** Keep an open mind and refrain from forming opinions before the speaker has finished.

## Benefits of Actively Listening

1. **Stronger Relationships:** Listening fosters trust, helping to build deeper connections with others.
2. **Increased Understanding:** It enhances comprehension of different perspectives, reducing misunderstandings and conflicts.
3. **Better Problem-Solving:** By fully understanding a situation, you can make more informed decisions and contribute meaningfully to discussions.
4. **Improved Communication:** Active listening enhances clarity in conversations, leading to more effective exchanges of ideas.

5. **Enhanced Collaboration:** It encourages teamwork and collaboration, as team members feel valued and understood.
6. **Greater Innovation:** By listening to diverse viewpoints, you can spark creativity and innovation in problem-solving.
7. **Positive Influence:** When you listen well, others are more likely to reciprocate, creating a culture of mutual respect and understanding.

## FOUR AREAS to ACCESS

### Anticipation: Introducing Skills & Concepts

**Prep what is coming.**

**Allow time for exploration.**

**Demonstrate.** Demonstrate movement/equipment

Perform the activities **together.** (coactive movement/imitation)

**Follow the individual.** Student centered

**Add rhythm.** (turn-taking)

Match movement with a particular **word, object, symbol, or sign**

### Motivation: Use what works

Use preferred objects to implement

Discover their favorite items, tactual preference, contrast

**MAKE it FUN**

What is the incentive?

Save their favorite activity for last (First, Then or When, Then)

### Communication: Common Language

Be able to identify objects

Make choices and have control

Build meaningful vocabulary

Based on the student's level

Link language to objects/equipment

Link objects/equipment to movement, task, or activity

Gain further knowledge about same and different

Behavior is Communication

### Confirmation:

Provide Feedback

Provide information that validates their performance

Let me know how much longer or how many more

Review everything that was accomplished or the product that was developed

A simple pat on the back or high five- provide reassurance

### Adaptations

Begin with the smallest amount that will ensure desired performance and success.

Fade out adaptations as the student begins to gain more skills, awareness, and independence.

## Performance

Movement together (coactive) is better than no movement at all!

Hand under hand, moving together

When someone yells stop

Thank You!!

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