

# HOME Talk

a Family  
Assessment of  
Children  
who are Deafblind



U.S. Office of Special  
Education Programs

Developed by the **Bringing It All Back Home** Project

## **HomeTalk**

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**Copies of HomeTalk**  
**are available from DB-LINK:**

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# General Instructions

*HomeTalk* is an assessment tool for parents and care providers of children who are deaf-blind and who have other disabilities. Its purpose is to help you participate in the planning of your child's educational program. As a parent or care provider, you have the best opportunities to make observations of your child at home and in the community. *HomeTalk* can provide a broad picture of your child's skills, special interests, and personality.

*HomeTalk* was developed by a group of parents and professionals who know the importance of collaboration. Your assessment will be very helpful to members of your child's educational team, such as teachers, therapists, special instructors, and aides, who may not know your child well or have the chance to observe your child outside of the school. You can use *HomeTalk* to:

- help develop an Individualized Educational Plan (IEP)
- review your child's progress and needs at a school meeting
- introduce your child to new staff members
- summarize important information about your child.

There are four parts to *HomeTalk*.

**Part 1** will provide basic information about your child's home and family, health, hearing and vision, communication skills, and development.

**Part 2** will describe your child's interests, talents, habits, routines, special needs, and behaviors. This part allows other people to learn who your child is and what he or she is really like.

**Part 3** will rate your child's skills in four different areas: People Skills (social interaction), Solving Everyday Problems, Exploring the Environment, and Discovery and Learning. Many skills and tasks are listed here (e.g., "Stops for traffic before crossing the street."). ***HomeTalk* presumes that every child can accomplish every task**, and that some children will need more help than others. Therefore, you will rate your child in terms of how much help he or she needs from you or another person in order to perform each task with success. In some cases, your child may need total assistance. In other cases, your child may be able to perform the task or activity with little or no help. You will end up with a total "score" for each skill area. These scores will be used in Part 4 of *HomeTalk*.

**Part 4** is designed as a "parent-professional worksheet." It is highly recommended that you complete Part 4 with another member of your child's educational team (e.g., teacher, speech-language therapist, education coordinator). Part 4 explains how each skill area is involved in school and classroom activities. It then provides a list of educational goals and activities within each skill area. Using the scores from Part 3, you can identify those goals and activities that match your child's skills and needs. Note, however, that Part 4 is merely a "worksheet," a tool to help you think about your child's educational program. You may need to modify goals, consider other needs, or think of learning tasks and activities that are better suited to your child's interests and abilities.

As you go through *HomeTalk*, it may be helpful to keep these things in mind:

- **Take your time.** You do not have to complete this assessment within a certain period. It might even help to stop and observe your child from time to time as you do the assessment.
- **Work with your child's teacher or another member of the educational team.** Some parents and care providers may find it helpful to complete some or all of this tool with a professional.
- **Provide examples or explanations** of your child's skills and behaviors in the spaces provided. Don't be afraid to state the obvious. Observations that might not seem important to you can be very helpful to others.
- **Be as specific as possible** in your responses. For example, an item in Part 2 asks you to describe your child's favorite things to do. Instead of simply writing something like "play, listen to music, go to the park" describe the activities as completely as you can (e.g., "set up a parking garage and pretend to park the toy cars; sing and clap and lipsynch when we listen to the Beatles; go down the slide at the playground head first").
- **Ask friends or relatives who know your child to participate** in the assessment by offering their opinions and observations.
- **Don't worry about exact scores.** The scores are not "grades" and do not mean that your child is above or below average. These scores are meant to be used only to help identify appropriate educational goals. If, for example, you can't decide whether to use a rating of 3 or 4, just choose one and move on. The scoring procedures allow for this flexibility.

Child's Name _____	Date of Birth _____
Child's School _____	Class or Grade _____
Parents or Primary Care Provider _____	
Child's Home Address _____	
_____	Phone _____
Person Completing <i>HomeTalk</i> _____	Today's Date _____

## **Part 1: The Basics**

### **Instructions**

Part 1 of this assessment tool helps you provide background information about your child. Part 1 has five sections:

#### **A. My Child at Home**

#### **B. Health and Medical Information**

#### **C. Hearing and Vision**

#### **D. Communication Skills**

#### **E. Cognitive and Physical Development**

Attach photo  
of your child  
here.

Read each statement carefully. Provide the information about your child and/or check the box which best describes your child. If a statement does not apply to you or your child, write "NA" across the item. Feel free to add details on the back page, or to attach other important information (e.g., medical reports, reports of previous assessments, your own notes).

## A. My Child at Home

**1** My child lives with (list all members of household and their ages):

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**2** Other people who know my child well or who provide care (describe relationship):

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**3** The primary language at home is \_\_\_\_\_

We also use the following language(s) at home: \_\_\_\_\_

**4** Additional background information about my child:

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## B. Health and Medical Information

**1** (a) My child's medical diagnosis is: \_\_\_\_\_

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(b) Some important things to know about my child and this condition are: \_\_\_\_\_

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(c) More information about this condition is enclosed:  yes  no

**2** My child's medical condition (or changes in health) affects his/her moods or behaviors in the following ways: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3** My child tells me that he/she does not feel well in the following ways:  
\_\_\_\_\_  
\_\_\_\_\_

**4** Keep in mind the following things about my child's eating (e.g., G-tube; restrictions; appetite; weight): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5** My child sleeps  well  so-so  poorly (describe): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6** My child takes the following medication:

Medicine	Taken at Home/School	Special Concern/Effects on My Child

**7** Other important health-related problems to keep in mind:

Health-Related Concern	What it Affects
<b>Example:</b> Reflux	feeding and eating skills
<b>Example:</b> Seizures	alertness and mood

## C. Hearing and Vision

**1** (a) My child can be described as deafblind:  yes OR  no

**2** (a) I would describe my child's visual ability as follows:

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(b) My child's vision is:  stable  will get worse over time OR  not sure

**3** My child has been blind/visually impaired since:  birth OR age \_\_\_\_\_

**4** My child's visual acuity (e.g., 20/200) is: left \_\_\_\_\_  
right \_\_\_\_\_ both \_\_\_\_\_

**5** My child's vision impairment is due to (e.g., Cataracts; Glaucoma; Cortical Impairment):

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**6** My child uses the following devices and aids for vision (e.g., glasses, contact lenses):

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**7** (a) I would describe my child's hearing ability as follows:

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(b) My child's hearing is:  stable  will get worse over time OR  not sure

**8** My child has been deaf/hearing impaired since:  birth OR age \_\_\_\_\_

**9** The degree of decibel loss is: \_\_\_\_\_

**10** My child's hearing impairment is (e.g., conductive; sensorineural; auditory processing):

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**11** My child uses the following devices and aids for hearing (e.g., hearing aids, FM system, cochlear implant):

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## D. Communication Skills

**1** Forms of communication used by my child include, but are not limited to (choose all that apply):

- Emotional Responses (e.g., facial grimaces, crying, smiling, looking)
- Direct Behaviors (physical actions on people and things; e.g., grabs for toy, pushes away bowl of food, tugs on person's arm)
- Gestures (specific physical movements and actions which convey certain meanings; e.g., waves hello)
- Vocalizations and sounds (word approximations such as "mo" for "more", whining, squealing)
- Signs (manual production of letters and words in a recognizable language; e.g., ASL)
- Speech (oral production of words in a recognizable language; e.g., English, Spanish)
- Augmentation (aids or devices used for expression and/or reception; e.g., picture or object symbols, voice systems)

**2** The primary form of communication used by my child (e.g, the one form used most often) is:

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**3** My child's communication skills are best described by the following statement:

- He/she makes reactions or noises or behaviors which I need to interpret, and which are difficult for an unfamiliar person to understand (e.g., opens eyes wide when loud music is played, thereby making me think he/she wants music).
- He/she uses behaviors such as gestures, sounds, and body movements which most people can interpret or understand.
- He/she uses single words, signs, picture symbols, or object symbols to represent basic needs (e.g., signs "more"; points to a desired object; says "ut" which can mean either "up" or "cup").
- He/she uses some 2- to 5-word phrases and sentences using speech, signs, picture symbols, etc.
- He/she uses verbal or sign language in complete sentences (e.g., uses language to tell about his/her day at school or to call a friend).

## **E. Cognitive and Physical Development**

**1 (a)** My child has a cognitive delay, which means that he/she learns skills and concepts more slowly than other children of the same age:

- yes     no    OR     unknown

**(b)** I would describe my child's cognitive delay as follows:

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**2** My child's hand use/preference is:

- right     left     neither     unknown

**3** My child's specific physical disabilities or limitations are:

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**4** My child uses:

wheelchair     white cane     braces or orthotics     walker     other:

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**5** My child has tactile and/or oral defensiveness (sensitivity to textures or touches):

yes OR  no (describe)

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**6** I would describe my child's physical abilities as follows:

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## **Part 2: Who is my Child?**

### **Instructions**

Part 2 of HomeTalk will help others get to know your child. What are your child's likes and dislikes? Special interests? Habits and routines? How would you describe your child's personal qualities and strengths? What do you observe about your child that others might not have the opportunity to see? Part 2 has three sections:

#### **A. A Few of my Child's Favorite Things**

#### **B. Talents and Quirks**

#### **C. Habits and Routines**

Section A asks you to "fill in the blanks" or complete the sentences. Read each statement and write down some thoughts about your child's interests. In some cases, you might need to imagine what your child's preferences are. Use examples when you can. This will help others picture what your child enjoys doing. Feel free to write more detailed information on additional pages. In Section B, circle "yes" or "no" and use the blank spaces to describe your child's special skills. In Section C, fill in the blanks with information about your child's daily routines.

## **A Few of my Child's Favorite Things**

**1** My child's favorite things to do include:

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**2** Some things I think my child would enjoy doing with other children the same age would be:

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**3** A book or story that my child would want to read or listen to over and over again would be:

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**4** My child gets very excited when:

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**5** On a long trip, my child might want to have (favorite toy or object):

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**6** Some snacks that my child will rarely turn down are:

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**7** I think my child's favorite sport would be (explain why):

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**8** If my child were watching TV, he/she would watch (explain why):

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**9** I would say that my child's favorite color is:

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**10** Musical activities of interest to my child involve (e.g., specific songs; performers; rhythm; instruments; type of music):

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**11** If my child had a hobby it would most likely be (explain why):

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**12** My child would prefer to be with (e.g., specific friends or relatives):

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## **B. Talents and Quirks**

*Please circle **yes** or **no** for the following statements; include an explanation if desired.*

**1** My child can do things at home that are not often seen in other places (e.g., read books or magazines; use independent living skills) **yes** **no**

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**2** Crowds make my child uncomfortable **yes** **no**

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**3** There is usually one particular thing that other people really like about my child. Explain. **yes no**

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**4** My child has "hot buttons" (e.g., things that immediately get him/her upset) Describe. **yes no**

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**5** My child can handle changes well (e.g., ending an activity or saying good-bye) **yes no**

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**6** My child shows when he/she is becoming upset or frustrated (e.g., becomes quieter than usual; starts rocking). Provide examples. **yes no**

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**7** My child has repetitive or self-stimulation behaviors. Describe. **yes no**

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**8** People are often surprised when they see that my child can do the following:

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**9** I would describe my child's personality as:

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## C. Habits and Routines

(Special considerations or "tips" for helping my child during everyday routines)

**1** Positioning, moving, or lifting my child:

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**2** Helping my child with toileting/changing:

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**3** Helping my child with eating:

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**4** Helping my child with dressing:

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**5** Helping my child with special equipment (e.g, braces, cane, glasses, hearing aids):

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**6** Gaining my child's participation or attention during tasks:

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**7** Helping my child play or interact with others:

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**8** Using "free time" such as recess or after lunch:

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**9** Other regular activities and routines:

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## Part 3: What are my Child's Competencies?

### Instructions

In Part 3, you will assess your child's skills and behaviors in four areas:

#### A. People Skills

#### C. Exploring the Environment

#### B. Solving Everyday Problems

#### D. Discovery and Learning

Each of these four areas is divided into sections. For example, under **People Skills**, there are three sections: Social Interaction, Responding, and Basic Expression.

Each section consists of several statements. These statements describe a specific behavior or activity (e.g., "My child seeks out a peer or sibling to initiate play."). You are to identify how much help your child needs in order to succeed in that activity. That is, you will rate the amount of support or help you or someone else must give your child to perform each activity.

You will use a rating scale that goes from 1 to 5. It is presumed that each child can perform each task on some level. As the numbers get larger, the child requires less help or support. Use the **Key – Level of Assistance** rating scale to describe the help your child requires to succeed on each activity or task.

At the end of each section, there is a space for a **Subtotal** score. Add up all of your ratings and enter it here. These scores will be transferred to Part 4.

### Example

#### Key – Level of Assistance

- 1 = I interpret my child's behaviors or communicate for my child/I give total assistance
- 2 = I provide a lot of help
- 3 = I provide help or prompts about half of the time
- 4 = I offer a little bit of help
- 5 = I don't offer any assistance

#### My child...

1 1. Seeks out a peer or sibling to initiate play.

*This means that I give my child total assistance. She does not look for her brother or go up to him by herself, even if he's in the same room.*

## A. People Skills

People skills refer to how your child communicates and interacts with others. You might observe these skills when your child plays with siblings or friends, is greeted, or lets you know that he or she wants your attention. What does your child do in the presence of others? How does he or she communicate? How can you tell what your child needs or wants? Think about how your child behaves at the playground, with a brother or sister, or when visitors come to the home. Read the statements in this section. Use the key to describe how much help your child needs.

### Key – Level of Assistance

- 1 = I interpret my child's behaviors or communicate for my child/I give total assistance
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- 4 = I offer a little bit of help
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## 1 Social Interaction

### My child...

- \_\_\_\_\_ 1. Seeks out a peer or sibling to initiate play.
- \_\_\_\_\_ 2. Waits his or her turn while playing a game.
- \_\_\_\_\_ 3. Attempts to share toys or snacks.
- \_\_\_\_\_ 4. Responds appropriately when someone gives a "high five" (e.g., lifts hand in air).

\_\_\_\_\_ **Subtotal**

## 2 Responding

- \_\_\_\_\_ 5. Follows a simple command (e.g., "Give that to me;" "Throw that away").
- \_\_\_\_\_ 6. Responds (e.g., smiles, nods, has excited facial expression) when another person approaches.
- \_\_\_\_\_ 7. Makes comments, even if very simple (e.g., single words or signs), during conversation.
- \_\_\_\_\_ 8. Laughs, smiles, giggles when we joke around or engage in silly behavior.
- \_\_\_\_\_ 9. Relates something that happened during the day (e.g., "what did you do in music class?").

\_\_\_\_\_ **Subtotal**

### **3 Basic Expression**

- \_\_\_\_\_ 10 Makes a choice between two alternatives that are presented (e.g., milk vs. juice, reading vs. listening to music).
- \_\_\_\_\_ 11. Has a way to let others, including unfamiliar people, know when he or she wants attention.
- \_\_\_\_\_ 12. Indicates "Thank you" to another person at the appropriate time.
- \_\_\_\_\_ 13. Has a way to indicate "yes" or "no."
- \_\_\_\_\_ 14. Calls family members by name ("ma"; "dad").
- \_\_\_\_\_ 15. Makes request for desired objects (e.g., toy, snack).
- \_\_\_\_\_ 16. Lets me know that he or she is upset.
- \_\_\_\_\_ 17. Lets me know that he or she wants more of something.
- \_\_\_\_\_ **Subtotal**

## B. Solving Everyday Problems

Children engage in problem solving in many daily activities. For example, turning on a light or using the T.V. remote control unit means that your child knows something about cause-and-effect. How does your child demonstrate knowledge and understanding of these concepts to you? Listed below are some everyday skills that your child might use at home. Use the key to describe the level of assistance your child needs to succeed in problem solving everyday activities.

### Key – Level of Assistance

1 = I interpret my child's behaviors or I give total assistance

2 = I provide a lot of help

3 = I provide help or prompts about half of the time

4 = I offer a little bit of help

5 = I don't offer any assistance

### 1 Object Use

#### My child...

- \_\_\_\_\_ 1. Uses remote controls at home to turn household appliances (e.g., television) on or off.
- \_\_\_\_\_ 2. Tries to use an object as a tool (e.g., uses stick to reach something under the couch, stands on a book to get something on a shelf).
- \_\_\_\_\_ 3. Puts simple objects together (e.g., Lego pieces, puzzles with a few pieces).
- \_\_\_\_\_ 4. Uses switches (e.g., for toys or computer).
- \_\_\_\_\_ 5. Tries to move something in the way of a desired object (e.g., reaches behind pillow to get the remote control unit).

\_\_\_\_\_ **Subtotal**

### 2 Classification and Matching

- \_\_\_\_\_ 6. Recognizes differences between similar objects (e.g., finds own tooth brush or own coat among others).
- \_\_\_\_\_ 7. Understands that a picture or object stands for something (e.g., knows picture of golden arches means going to McDonald's; Mom holding car keys means going for a ride).

- \_\_\_\_\_ 8. Can organize objects in groups (helps empty dishwasher by making a pile of spoons, pile of forks, etc.).
- \_\_\_\_\_ 9. Rotates shapes to fit in shape sorter or puzzle.
- \_\_\_\_\_ **Subtotal**

### **3 Early Academic Concepts**

- \_\_\_\_\_ 10. Completes at least one task involving a few steps (e.g., turning on the computer and starting a program, reaching for the water faucet and turning it on).
- \_\_\_\_\_ 11. Opens birthday presents (with or without ribbon).
- \_\_\_\_\_ 12. Follows familiar sequence of steps when certain things occur (e.g., picks up telephone when it rings, reaches for towel when water is turned off).
- \_\_\_\_\_ 13. Engages in symbolic or imaginary (make believe) play (e.g., races toy cars, makes action figures wrestle, pretends to cook).
- \_\_\_\_\_ 14. Counts out a few items, such as three napkins or six cookies.
- \_\_\_\_\_ 15. Demonstrates an understanding of size (e.g., chooses larger cookie, wants the bigger toy).
- \_\_\_\_\_ 16. Identifies different shapes (e.g., circles, squares).
- \_\_\_\_\_ 17. Has some sense that there are certain routines for the morning, afternoon, and evening (e.g., bath time is at night).
- \_\_\_\_\_ 18. Knows that money can be spent to buy things.
- \_\_\_\_\_ 19. Knows different letters of the alphabet.
- \_\_\_\_\_ 20. Has a basic understanding of letters and words (e.g., tries to read single words).
- \_\_\_\_\_ **Subtotal**

## C. Exploring the Environment

In this section, we ask about how your child gets around and explores the environment. For example, what is your child's sense of his or her surroundings? How does your child get from here to there? What are your child's experiences with distance or direction? These skills focus on your child's awareness of surroundings, physical movement, knowing which way to go, dealing with obstacles, and recognizing landmarks. Use the key to describe the amount of help your child needs to negotiate his or her environment.

### Key – Level of Assistance

1 = I interpret my child's behaviors or I give total assistance

2 = I provide a lot of help

3 = I provide help or prompts about half of the time

4 = I offer a little bit of help

5 = I don't offer any assistance

### 1 Spatial Relationships

#### My child...

- \_\_\_\_\_ 1. Demonstrates an understanding of basic positions like up/down through actions (e.g., reaching up or bending down to get object).
- \_\_\_\_\_ 2. Demonstrates an understanding that certain things are on the right or left (e.g., paper towels in the bathroom, location of fork)
- \_\_\_\_\_ 3. Anticipates the difference in height from the curb to the street in familiar places.
- \_\_\_\_\_ 4. Anticipates hurdles, barriers, or obstacles (curbs, lampposts, chairs in the way).
- \_\_\_\_\_ 5. Crawls or climbs or otherwise gets up and down stairs.
- \_\_\_\_\_ 6. Knows where to find things if they are in the same place (e.g., coat, napkins, books).

\_\_\_\_\_ **Subtotal**

### 2 Awareness of Surroundings

- \_\_\_\_\_ 7. Moves from one room in the house to another (e.g., from kitchen to bedroom).
- \_\_\_\_\_ 8. Moves around outside the house (e.g., walks or rides around the neighborhood, negotiates the playground).

- \_\_\_\_\_ 9. Gives some indication that he/she recognizes familiar buildings or places when we approach (e.g., school; market; park; favorite restaurant).
- \_\_\_\_\_ 10. Realizes when I have left the room or when she or he is in the room alone.
- \_\_\_\_\_ 11. Stops for traffic before crossing the street.
- \_\_\_\_\_ 12. Is aware of moving objects within vicinity (e.g., knows car is approaching based on sight or sound).
- \_\_\_\_\_ 13. Looks around for something that he or she wants (e.g., doll ).
- \_\_\_\_\_ 14. Recognizes our home when we approach it (e.g., when coming from down the block).
- \_\_\_\_\_ **Subtotal**

### **3 Multi-Sensory Learning**

- \_\_\_\_\_ 15. Turns head toward source of sound or otherwise indicates awareness of where sound is coming from.
- \_\_\_\_\_ 16. Uses vision to try to locate objects.
- \_\_\_\_\_ 17. Moves head or shifts body position in order to get a better look at something.
- \_\_\_\_\_ 18. Spontaneously reaches out for a desired object when it is presented to him or her.
- \_\_\_\_\_ 19. Purposefully and actively searches for desired object.
- \_\_\_\_\_ 20. Uses natural supports to find way around (e.g., trailing wall).
- \_\_\_\_\_ 21. Seeks the support of others to move around or walk (e.g., turns toward sighted guide).
- \_\_\_\_\_ **Subtotal**



## D. Discovery and Learning

The skills described in this section are the “tools” for learning. They include, for example, paying attention, showing curiosity, having motivation, being determined, sticking to it, participating, and having initiative. The key below describes different levels of assistance that your child might need during learning and play. Fill in the number which best describes the level of assistance your child needs to discover, learn, and play.

### Key – Level of Assistance

1 = I interpret my child’s behaviors or I give total assistance

2 = I provide a lot of help

3 = I provide help or prompts about half of the time

4 = I offer a little bit of help

5 = I don’t offer any assistance

### 1 Attention and Motivation

My child...

- \_\_\_\_\_ 1. Listens to a favorite bedtime story without losing interest.
- \_\_\_\_\_ 2. Stays focused on chores or tasks at home that need to be done (e.g., getting dressed, homework).
- \_\_\_\_\_ 3. Will persist with, or “stick-to,” a task even when it gets difficult.
- \_\_\_\_\_ 4. Shows me that he is motivated to learn a new skill by practicing so that he gets better.

\_\_\_\_\_ **Subtotal**

### 2 Self-Determination

- \_\_\_\_\_ 5. Is curious and interested when I bring home a new toy.
- \_\_\_\_\_ 6. Can figure out how new devices or toys work (e.g., flashlight, radio, game).
- \_\_\_\_\_ 7. Examines an object that I give to her by touching or manipulating it.
- \_\_\_\_\_ 8. Tries to solve problems in an organized way, such as figuring out how to stack bowls from largest on the bottom to smallest on top when emptying the dishwasher.
- \_\_\_\_\_ 9. Chooses to perform an activity at home that he finds interesting (e.g., getting a book, turning on the T.V., finding and playing with a favorite toy).

\_\_\_\_\_ 10. Can imitate us when we do something interesting, funny, or different (e.g., making faces, blowing a whistle, winding up a toy).

\_\_\_\_\_ 11. Invents games or new activities (e.g., jumping game, "Catch the Monster," find the hidden rings).

\_\_\_\_\_ 12. Knows when and how to seek help from others.

\_\_\_\_\_ 13. Knows how to join in when siblings or neighbors are playing together (e.g., playing house, tag, basketball).

\_\_\_\_\_ **Subtotal**

# Part 4: Summing Up & Moving Forward

## Instructions

Part 4 is designed as a “parent-professional worksheet.” It is best if you can complete Part 4 with another member of your child’s educational team (e.g., teacher, speech-language therapist, education coordinator). Part 4 will help you consider and develop educational goals and activities that may be appropriate for your child. You will use the 11 subtotal scores you obtained from Part 3.

### A. People Skills

- 1** Social Interaction
- 2** Responding
- 3** Basic Expression

### B. Solving Everyday Problems

- 1** Object Use
- 2** Classification and Matching
- 3** Early Academic Concepts

### C. Exploring the Environment

- 1** Spatial Relationships
- 2** Awareness of Surroundings
- 3** Multi-Sensory Learning

### D. Discovery and Learning.

- 1** Attention and Motivation
- 2** Self-Determination

For each skill area (e.g., Social Interaction), there are two sets of Educational Goals and Activities. Each set corresponds to a specific range of scores (e.g., Score 4 to 12, Score above 12). Look at the set that corresponds to the subtotal score for your child.

For example, if your child’s subtotal score for *People Skills: Social Interaction* was 15, you would look at the goals and activities listed under Score above 12. These items give you a sense of the social interaction goals that might be relevant, such as helping your child learn to play with other children. Similarly, if your child’s score for *Exploring the Environment: Spatial Relationships* was 12, you would examine the goals and activities under Scores 6 to 18 in that section.



It is important to understand that the list of goals and activities for each skill area only represent examples. **Not all of them may be appropriate for your child, and there may be more important goals and activities that are not even listed.** Therefore, it is best to think of Part 4 as an outline or a planning tool to get you started. This is your opportunity to state what goals are most important to you.

## Example

Chris had a subtotal score of 8 in Social Interaction in the area of People Skills. One of the Most Important Goals listed for Chris is to “increase opportunities to play and interact with other children.” Several specific situations are listed to describe how the goal can be implemented.

<b>Educational Goals &amp; Activities</b>	
✓ mark the appropriate goals & activities	
Score 4 to 12	Score above 12
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Increase natural opportunities for peer interaction.</li> <li><input checked="" type="checkbox"/> Promote participation during structured play sessions.</li> <li><input checked="" type="checkbox"/> Participate in cooperative or group learning activities.</li> <li><input type="checkbox"/> Increase awareness of the presence of others (e.g., point out who is in the immediate environment).</li> <li><input checked="" type="checkbox"/> Increase direct interactions between students (e.g., model appropriate behavior in group situation).</li> <li><input type="checkbox"/> Develop basic response when others approach (e.g., nod head or develop a greeting).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increase conversation skills with peers (e.g., direct a question to peer).</li> <li><input type="checkbox"/> Participate in turn-taking activities.</li> <li><input checked="" type="checkbox"/> Increase involvement in age-appropriate games.</li> <li><input type="checkbox"/> Learn and use names of peers.</li> </ul>

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented
<ul style="list-style-type: none"> <li>- increase opportunities to play and interact with other children</li> </ul>	<ul style="list-style-type: none"> <li>- Given decreasing amounts of adult assistance, Chris will participate in playtime activities with his classmates while on the playground.</li> <li>- Chris will sit next to his classmates in the cafeteria during lunch.</li> <li>- Chris will choose a partner to walk with in the halls.</li> </ul>

# People Skills

## 1 Social Interaction

**Relevance:** Social interaction refers to the understanding of various social rules, norms, sequences, and responses in situations involving two or more persons, and leads to the development of social relationships. Social interaction skills are observed and used in classroom discussions, question-answer activities, group learning tasks, social conversation, social modeling, and play activities. Creating environments which promote peer interaction is a critical component in the overall development of meaningful social relationships for students who are deafblind.

**Subtotal score:** \_\_\_\_\_ [write the subtotal score from Part 3, A1, page 19]

<b>Educational Goals &amp; Activities</b>	
✓ mark the appropriate goals & activities	
<b>Score 4 to 12</b>	<b>Score above 12</b>
<input type="checkbox"/> Increase natural opportunities for peer interaction.	<input type="checkbox"/> Increase conversation skills with peers (e.g., direct a question to peer).
<input type="checkbox"/> Promote participation during structured play sessions.	<input type="checkbox"/> Participate in turn-taking activities.
<input type="checkbox"/> Participate in cooperative or group learning activities.	<input type="checkbox"/> Increase involvement in age-appropriate games.
<input type="checkbox"/> Increase awareness of the presence of others (e.g., point out who is in the immediate environment).	<input type="checkbox"/> Learn and use names of peers.
<input type="checkbox"/> Increase direct interactions between students (e.g., model appropriate behavior in group situation).	<input type="checkbox"/> Develop ongoing relationships based on mutual interests (e.g., hobbies, sports) with one or more peers outside of school setting.
<input type="checkbox"/> Develop basic response when others approach (e.g., nod head or develop a greeting).	

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented

## 2 Responding

**Relevance:** Receptive/responsive communication refers to the individual's ability to interpret and respond to an incoming message. Receptive skills reflect the level of one's ability to understand communication directed toward them (e.g., decoding messages). "Responsive" skills refer to whether and to what degree an individual can provide an appropriate response to someone else's communication. These skills are commonly observed in the classroom when, for example, a student is required to follow instructions or commands, listen to stories, and respond to the communication of others.

**Subtotal score:** \_\_\_\_\_ [write the subtotal score from Part 3, A2, page 19]

<b>Educational Goals &amp; Activities</b>	
✓ mark the appropriate goals & activities	
<b>Score 5 to 15</b>	<b>Score above 15</b>
<input type="checkbox"/> Increase ability to follow one-step commands.	<input type="checkbox"/> Increase ability to independently complete multiple-step commands.
<input type="checkbox"/> Increase ability to imitate specific behaviors (e.g., waving "hello").	<input type="checkbox"/> Increase ability to answer or respond to questions during classroom lessons or conversation.
<input type="checkbox"/> Be introduced to multiple ways to communicate (e.g., making a sign, pointing to a picture symbol).	<input type="checkbox"/> Demonstrate understanding (comprehension) of a story or event by making simple comments.
<input type="checkbox"/> Develop understanding that an object (e.g., ball) can represent something else (e.g., going outside).	<input type="checkbox"/> Increase ability to understand symbols that stand for persons, things, and activities.
<input type="checkbox"/> Increase ability to recognize basic choices being offered.	
<input type="checkbox"/> Develop understanding of basic signs (e.g., "want," "no").	

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented

### 3 Basic Expression

**Relevance:** Expressive communication refers to one’s ability to communicate ideas and thoughts. It includes the ability to make associations between objects, persons, and events by using words, signs, gestures, pictures, and other mental representations. Expressive communication skills are involved in all language-related classroom activities, including discussions, group activities, social interactions, and day-to-day communication. Expressive communication skills may range from the ability to convey basic needs (e.g., crying, smiling) to more elaborate forms of interactions (e.g., group discussions).

**Subtotal score:** \_\_\_\_\_ [write the subtotal score from Part 3, A3, page 20]

<b>Educational Goals &amp; Activities</b>	
✓ mark the appropriate goals & activities	
<b>Score 8 to 24</b>	<b>Score above 24</b>
<input type="checkbox"/> Engage in co-active movement (e.g., use movement as a way to express needs or desires).	<input type="checkbox"/> Expand use of simple word combinations to include more complex sentences.
<input type="checkbox"/> Increase use of behaviors that may have communicative intent (e.g., vocalization that might indicate desire for attention or discomfort).	<input type="checkbox"/> Increase vocabulary use of abstract concepts (e.g., discussing feelings, concept of time, things that happened yesterday or last week).
<input type="checkbox"/> Increase approximations of single signs or words.	<input type="checkbox"/> Demonstrate ability to ask questions (e.g., Who; What).
<input type="checkbox"/> Increase ability to make choices of daily activities (e.g., stay inside or go outside; go for walk or to playground).	<input type="checkbox"/> Increase language fluency by engaging in conversations with same-age peers.
<input type="checkbox"/> Increase ability to make choices during natural situations (e.g., milk vs. juice for snack).	
<input type="checkbox"/> Increase consistent use of basic signs (e.g., want, more).	

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented

## B. Solving Everyday Problems

### 1 Object Use

**Relevance:** "Object Skills" include the ability to understand functions of objects (e.g., a pen is for writing, a fork for eating), object permanence (e.g., knowing that the pencil is in the closed desk drawer), cause-and-effect relationships (e.g., pressing a switch turns on the fan), and actions related to objects (e.g., banging on a drum during music class, putting together a puzzle, drawing or making scratch marks with pencil on paper). These skills are observed in early learning activities (including playing with puzzles and blocks), arts and crafts activities (painting, drawing), recreational activities (such as playing baseball), and daily living (eating, cooking, dressing).

**Subtotal score:** \_\_\_\_\_ [write the subtotal score from Part 3, B1, page 21]

<b>Educational Goals &amp; Activities</b> ✓ mark the appropriate goals & activities	
<b>Score 5 to 15</b>	<b>Score above 15</b>
<input type="checkbox"/> Learn to use sound to locate objects in the environment (e.g., auditory tracking).	<input type="checkbox"/> Increase use of objects as tools during every day activities (e.g., pushing chair to cabinet to reach desired item).
<input type="checkbox"/> Engage in visual tracking (using eyes to follow moving object).	<input type="checkbox"/> Work with objects in complex manner (e.g., build a model airplane; construct sophisticated puzzle; sculpt clay).
<input type="checkbox"/> Increase understanding of cause-effect relationships (e.g., press switch to turn on toy).	<input type="checkbox"/> Use technology meaningfully throughout various daily activities.
<input type="checkbox"/> Increase functional use of objects during natural situations (e.g., feeding self with spoon, using comb).	<input type="checkbox"/> Use multiple objects while working on one activity (e.g., switch back and forth between glue, scissors, and tape as needed).
<input type="checkbox"/> Increase understanding of how to locate items hidden from view (e.g., find favorite book or toy in cabinet).	

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented



## 2 Classification and Matching

**Relevance:** Classification and matching refer to one's ability to associate objects on the basis of physical properties and attributes such as size, shape, number, color, texture, function, and category. The presence of these skills means that someone understands differences and similarities between objects. This knowledge can take simple forms (such as matching green things) or complex forms (for example, grouping reptiles). Classification and matching skills are observed in many typical classroom routines, including organizing markers and paints in the art room, collating papers, or sorting materials for a science project.

**Subtotal score:** \_\_\_\_\_ [write the subtotal score from Part 3, B2, page 22]

<b>Educational Goals &amp; Activities</b>	
✓ mark the appropriate goals & activities	
<b>Score 4 to 12</b>	<b>Score above 12</b>
<input type="checkbox"/> Increase understanding of differences between objects based on specific attributes and properties (e.g., big-little).	<input type="checkbox"/> Increase recognition of symbols and letters (e.g., by matching or identifying environmental signs such as Boys' Room, Girls' Room, Exit, etc.).
<input type="checkbox"/> Increase ability to match similar objects during functional activities (e.g., separating markers by color for art project).	<input type="checkbox"/> Recognize similarities and differences between words and letters (e.g., recognize rhyming words, identify words that have same beginning letter).
<input type="checkbox"/> Increase understanding of functions of objects (e.g., ball, utensils, crayon).	<input type="checkbox"/> Increase level of symbolic understanding (e.g., use computer programs with increasing levels of difficulty to teach abstract symbols such as word-to-word matching).
<input type="checkbox"/> Learn to match pictures to objects (e.g., picture cue of bathroom to physical location of bathroom).	<input type="checkbox"/> Demonstrate understanding of how things differ by size, shape, color, number, or other physical properties (e.g., simple math or drawing activity).
<input type="checkbox"/> Increase understanding of familiar persons by voice, sign, or other quality.	<input type="checkbox"/> Organize objects in basic groups (e.g., animals, tools, foods, transportation).

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented

### 3 Early Academic Concepts

**Relevance:** Academic curricular content includes reading, writing, and mathematics development. Sequencing, or understanding the meaningful order of information and recognizing the steps involved in organizing information is an early component of these academic skills. Basic academic skills are used across various environments and curricular domains, including early reading (e.g., letter identification; sight words), math (e.g., one-to-one correspondence), and sequencing (e.g., following several steps to complete a task). Assessment and teaching of academic skills for deafblind students should also emphasize meaningful, functional, and developmentally age appropriate activities as well as the identification of personal preferences (e.g., individual interests in music, books, sports teams, etc.)

**Subtotal score:** \_\_\_\_\_ [write the subtotal score from Part 3, B3, page 22]

<b>Educational Goals &amp; Activities</b>	
✓ mark the appropriate goals & activities	
<b>Score 11 to 33</b>	<b>Score above 33</b>
<input type="checkbox"/> Demonstrate understanding of basic concepts (e.g., soft-hard, big-little, up-down).	<input type="checkbox"/> Demonstrate ability to sequence steps within a task (e.g., craft project involving use of multiple materials).
<input type="checkbox"/> Increase awareness of simple patterns (e.g., rhythm in music).	<input type="checkbox"/> Increase functional literacy by recognizing letters and words (e.g., printed name).
<input type="checkbox"/> Increase participation in reading activities (e.g., maintain interest in highly motivating book).	<input type="checkbox"/> Increase understanding of basic arithmetic including counting and concepts of addition and subtraction.
<input type="checkbox"/> Increase understanding of simple attributes such as shape, color and size.	<input type="checkbox"/> Increase acquisition of functional skills during peer-mediated activities (e.g., games that focus on word recognition and require basic reading or computation).
<input type="checkbox"/> Increase ability to follow a set of directions during natural activities (e.g., cleaning up after an art project).	

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented

# C. Exploring the Environment

## 1 Spatial Relationships

**Relevance:** This concept refers to the knowledge of two- and three-dimensional space, and reflects an understanding of directionality, orientation, distance, location, and juxtaposition of objects (e.g., putting together a model). It includes a basic sense of understanding of where one is in the environment (e.g., telling left from right, moving around within the immediate environment, finding or locating objects in familiar places). Knowledge of spatial relationships also involves the placement or location of objects, such as doing puzzles, putting away materials, or finding a favorite book or CD.

**Subtotal score:** \_\_\_\_\_ [write the subtotal score from Part 3, C1, page 23]

<b>Educational Goals &amp; Activities</b>	
✓ mark the appropriate goals & activities	
<b>Score 6 to 18</b>	<b>Score above 18</b>
<input type="checkbox"/> Learn locations of objects used during familiar routines (e.g., placement of utensils at lunch table).	<input type="checkbox"/> Increase understanding of concepts of left/right (e.g., left turn at familiar junction).
<input type="checkbox"/> Increase awareness of general direction (such as finding own classroom from hallway, or turning the right way when leaving the classroom to go to the library).	<input type="checkbox"/> Increase ability to put together or assemble toys, puzzles, or other objects.
<input type="checkbox"/> Search for and explore objects within immediate reach (e.g., on desk top).	<input type="checkbox"/> Demonstrate knowledge of abstract spatial concepts (e.g., recognize familiar landmarks).
<input type="checkbox"/> Increase awareness that pictures in book are in correct position (versus upside down).	<input type="checkbox"/> Develop concepts of distance (e.g., how far away some place is or how long it may take to get there) through functional or direct experiences.
<input type="checkbox"/> Increase awareness of obstacles or barriers in the immediate environment.	

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented

## 2 Awareness of Surroundings

**Relevance:** Awareness of surroundings is directly involved in orientation and mobility, or the ability to get from one location to another. This concept involves a complex and extensive set of subskills. At basic levels, this concept includes understanding simple position and movement, as in tracking an object by sound or vision as it moves through space (e.g., rolling ball). At higher levels, orientation skills involve having knowledge about the destination of travel, constructing a mental map, planning a route, or circumventing barriers independently. Both perceptual and conceptual learning is involved, since awareness implies that one can recognize and remember important environmental information.

**Subtotal score:** \_\_\_\_\_ [write the subtotal score from Part 3, C2, page 24]

<b>Educational Goals &amp; Activities</b>	
✓ mark the appropriate goals & activities	
<b>Score 8 to 24</b>	<b>Score above 24</b>
<input type="checkbox"/> Increase awareness of location of objects within close proximity (e.g., favorite toy within reach).	<input type="checkbox"/> Participate in meaningful travel within the community (e.g., using public transportation).
<input type="checkbox"/> Increase goal-directed movement in the classroom (e.g., exploring materials).	<input type="checkbox"/> Develop an understanding of location relative to own neighborhood or community.
<input type="checkbox"/> Increase partial participation of movement (e.g., showing readiness or helping to stand up when moving from one activity to another).	<input type="checkbox"/> Anticipate and successfully negotiate potential obstacles or hazards during travel.
<input type="checkbox"/> Recognize familiar landmarks (e.g., classroom door).	<input type="checkbox"/> Increase ability to represent distance in meaningful terms (e.g., length of time it takes to get somewhere).
<input type="checkbox"/> Develop enriched sensory experiences involving gross motor skills.	

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented

### 3 Multi-Sensory Learning

**Relevance:** This concept reflects the individual's ability to gather information from a variety of senses. It involves the integration of auditory, visual, tactile, kinesthetic, and/or olfactory information. Communication is often contingent on the ability to use other senses to convey thoughts, as in tactile signing, pointing to picture cues, and reading braille. Multi-sensory learning involves recognition of differences in object properties (e.g., soft, hard, rough, smooth), detecting subtle differences in incoming signals (e.g., tactile signs, braille letters), or learning to use feedback through other senses (e.g., recognizing familiar odors such as from the cafeteria).

**Subtotal score:** \_\_\_\_\_ [write the subtotal score from Part 3, C3, page 24]

<b>Educational Goals &amp; Activities</b>	
✓ mark the appropriate goals & activities	
<b>Score 7 to 21</b>	<b>Score above 21</b>
<input type="checkbox"/> Increase ability to recognize familiar objects by touch.	<input type="checkbox"/> Demonstrate knowledge and ability to learn position of keys on a braille.
<input type="checkbox"/> Develop tolerance for touching different textures and materials.	<input type="checkbox"/> Use labels to identify a specific category of objects (e.g., shirts of a certain color).
<input type="checkbox"/> Increase discrimination of objects based on recognizable properties such as square side or curved side.	<input type="checkbox"/> Increase functional skills requiring specific tactile-perceptual abilities such as recognizing coins or threading a needle.
<input type="checkbox"/> Demonstrate recognition of familiar sounds.	<input type="checkbox"/> Use computer keyboard for typing and word processing programs.
<input type="checkbox"/> Increase understanding of touch cues or prompts to initiate a familiar routine (e.g., extend arms when touched on the elbow).	<input type="checkbox"/> Discriminate different types of clothes by touch.

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented

# D. Discovery and Learning

## 1 Attention and Motivation

**Relevance:** Attention and motivation are important for learning and remembering new information. They reflect interest and curiosity in acquiring knowledge, and affect the student’s rate of learning. Attention refers to the ability to sustain focus and concentration on a task or activity. It involves the ability to focus on essential information and ignore irrelevant “background noise.” Motivation implies a sense of gratification for the process of learning. In other words, discovery and acquisition of knowledge are experienced by children as rewards of learning.

**Subtotal score:** \_\_\_\_\_ [write the subtotal score from Part 3, D1, page 25]

<b>Educational Goals &amp; Activities</b>	
✓ mark the appropriate goals & activities	
Score 4 to 12	Score above 12
<input type="checkbox"/> Increase exploration of varied materials.	<input type="checkbox"/> Discover different ways to solve the same problems (e.g., different ways to add numbers).
<input type="checkbox"/> Increase attention to specific stimuli or tasks, such as turning toward source of sound or social stimulation.	<input type="checkbox"/> Participate in ongoing projects (e.g., art projects) which require more than one work period to complete.
<input type="checkbox"/> Demonstrate interest in continuing desired activities (e.g., requesting “more”).	<input type="checkbox"/> Initiate or engage independently in learning activities (e.g., select and look through book).
<input type="checkbox"/> Engage in meaningful classroom lessons that relate to individual preferences and interests.	<input type="checkbox"/> Increase involvement in complex or lengthy activities of interest (e.g., participating in board game).
<input type="checkbox"/> Increase motivation and ability to perform tasks with greater independence.	

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented

## 2 Self Determination

**Relevance:** Self determination refers to those skills involved in making decisions or taking actions which promote independence. Self determination skills are involved in virtually all aspects of learning and socializing, such as making preferences known, communicating needs and interests, and identifying and pursuing goals. It is especially important for students with disabilities to experience opportunities to “think for themselves” so as to promote a sense of self-reliance, responsibility, and confidence. These skills are involved in all routines where students engage in problem solving, exploration, decision making, or discussion

**Subtotal score:** \_\_\_\_\_ [write the subtotal score from Part 3, D2, page 26]

<b>Educational Goals &amp; Activities</b> ✓ mark the appropriate goals & activities	
<b>Score 9 to 27</b>	<b>Score above 27</b>
<input type="checkbox"/> Increase curiosity toward highly interesting multisensory stimuli.	<input type="checkbox"/> Indicate desire to participate in specific social activities.
<input type="checkbox"/> Increase ability to make choices between two or more alternatives.	<input type="checkbox"/> Make own contributions when involved in special projects involving imagination and creativity (e.g., art, make-believe play).
<input type="checkbox"/> Participate in all group or classroom learning tasks.	<input type="checkbox"/> Express opinion (including basic form, such as “I like ...”).
<input type="checkbox"/> Indicate preference for materials used during specific activities, such as music class or reading time.	<input type="checkbox"/> Engage in independent discovery (e.g., click mouse to change computer activity, explore materials used in science).
<input type="checkbox"/> Make “simple” decisions across natural situations (e.g., which color crayon to use first, playing indoors vs. outdoors, selecting a book to read rather than an adult selecting one).	<input type="checkbox"/> Increase ability to complete or participate in a project from start to finish.
	<input type="checkbox"/> Develop strategies for problem solving (e.g., solving problem through trial-and-error, knowing who to ask for help).

<b>Most Important Goals</b>	<b>Situations</b> where goals & activities can be implemented