FOUNDATIONS FOR SOCIAL INTERACTIONS

Early Learners with Visual Impairments and Additional Disabilities

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HOW IMPORTANT IS SOCIAL INTERACTION?
INCLUSION

- NAEYC and DEC Joint position statement on Inclusion

“The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.”
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and development and learning to reach their full potential.”
BUILDING COMMUNITY
WHAT IS REQUIRED?

- Motivation to engage
- Skills to enter play
- Skills to engage and sustain
Engagement with materials is nonfunctional or exploratory
- Troster & Brambring, 1994
- Skeller, Rosenblum, & Jager, 1997
- Hughes, Dote-Kwan, & Dolendo, 1998

Rarely Engage peers or respond to peer initiations
- Crocker & Orr, 1996
- Preisler & Palmer, 1989

Skills for play are limited
- Crocker & Orr, 1996
- Preisler & Palmer, 1989
- Skeller, Rosenblum, & Jager, 1997
STUDIES OF PRACTICES TO OVERCOMING THE DEFICITS

- Cooperative Play
  - D’Allura, 2002

- Background Experience

SIGNIFICANT GAPS REMAIN
AN ORGANIZED APPROACH

- Survey of research in early childhood and in field of vision

- Organizational Strategy
  - Motivation to Engage
  - Entrance Skills
  - Building Relationships

- Consider application for visually impaired to determine direction for future research.
MOTIVATION TO ENGAGE

- **Environment (Materials)**
  - Consider perspective without vision – model/imitation is missing
  - Intrinsic Enjoyment (Troster & Brambring, 1994)
  - Knowledge of toy options
  - Knowledge of how to use materials

- **Peers**
  - Excitement for Peers (Kekelis, 1997)
  - Familiarity (D’Allura, 2002)
  - Theory of Mind (Brambring & Asbrock, 2010)
  - Purpose (Erin, 1990)
Consider the difference between early intervention and preschool.
ACTIVITY: MOTIVATION OF MATERIALS

- Choose one center in your preschool classroom

- List 5 different materials/activities in that center that might be interesting to a student with a visual impairment

- Are they visually/tactually interesting?
- What adaptations could you make?
- What materials might you add?
MOTIVATION TO ENGAGE

- **Strategies for Consideration**
  - Build Familiarity with materials, peers, environment
  - Find avenues to provide reminders of play options
  - Consider the fun factor
  - Consider needed adult support for modeling and coaching
  - Build awareness of another’s perspective (can this be done?)
  - Build awareness of purpose for play/friendship (can this be done?)
In a small group, record avenues to motivate engagement using the given strategies.

When instructed, move to a new group and build on brainstormed ideas.
ENTRANCE SKILLS

- Good Entry Tactics
- Communication Considerations
- Environmental Considerations
ENTRANCE SKILLS

- Good Entry Tactics
  - Wait and Hover
  - Mimicking
  - Group-oriented statements

- Communication Considerations

- Environmental Considerations
**Entrance Skills**

- **Good Entry Tactics**

- **Communication Considerations**
  - Direct toward a specific listener
  - Talk to both potential playmates
  - Make relevant statements
  - Respond to statements
  - Provide alternative ideas (open-ended)
  - Good/bad communication is self-perpetuating

- **Environmental Considerations**
SELF-PERPETUATING CYCLE

Reinforces Good Social Skills

Being Accepted Leads To

-Hazen & Black, 1989
Self-perpetuating cycle

- Poor Social Skills
  - Reinforces
  - Leads To
  - Being Rejected

-Hazen & Black, 1989
ENTRANCE SKILLS

- Good Entry Tactics

- Communication Considerations

- Environmental Considerations
  - Same-gender Relationships
  - Prior Play Experience
  - Peer Familiarity
ENTRANCE SKILLS

Good Entry Tactics

- Wait and Hover
- Mimicking
- Group-oriented statements
  (Dodge & Schludt, 1983; Putallaz & Palmer, 1981; Ramsey & Lasquade, 1996)

Strategies

- Can we teach this?
- Suggestions for overcoming hurdle of vision loss?
- Beilinson & Olswang, 2003
- You Can’t Say, You Can’t Play (Gussin Paley, 1992; Harrist & Bradley, 2003)
Communication Considerations

- Direct toward a specific listener
- Talk to both potential playmates
- Make relevant statements
- Respond to statements
- Provide alternative ideas (open-ended)
- Good/bad communication is self-perpetuating

Strategies

- Teach entrance scripts
- Practice good communication skills
Environmental Considerations
- Same-gender Relationships
- Prior Play Experience
- Peer Familiarity

Strategies
- Can we provide?
- Offer practice with peer communication
- Small group play (cooperative play)
SUSTAINED PLAY

- Knowledge of Typical Play Skills
- Interactional Skills
- Contingent Conversation Skills
SUSTAINED PLAY

- Knowledge of Typical Play Skills
  - HOW to play
  - HOW to use materials
  - Ability to add to play scheme

- Strategies
  - Small Groups
  - Triadic Strategies
  - Plan, Do, Review (High Scope)
- **Interactional Skills**
  - Turn-Taking
  - Adding to play (Give and Take)
  - Cooperation
  - Curiosity
  - Self-regulation
  - Consideration of others/Manners
  - Other children need some awareness of vision loss

- **Strategies**
  - Cooperative Play (D’Allura, 2002)
  - Making Friends Program (Favazza, Ostrosky, & Mouzourou, 2016)
  - Transdisciplinary Play-Based Assessment (Linder, 1993)
  - Stay, Play, Talk (Buddy Skills)
SUSTAINED PLAY

- Contingent Conversation Skills
  - On-topic
  - Turn-taking
  - Perspective
  - Anticipation
  - Empathy

- Strategies
  - Keys to Play (Nelson et al., 2007)
  - Practice with peer communication
ACTIVITY: COOPERATIVE PLAY

- Consider your students.
- Work as a group to help one another with creativity.
- Create 5 different activities that you could facilitate that would promote cooperative play.
PEER-INTERACTION CHECKLIST

- Allows you to think through child’s current skills and where you might want to focus future efforts.

- Not meant to be an evaluation
My life is ‘a chronicle of friendship.’ My friends – all those about me- create my world anew each day. Without their loving care, all the courage I could summon would not suffice to keep my heart strong for life.

When I recollect the treasure of friendship that has been bestowed upon me I withdraw all charges against life. If much has been denied me, much, very much has been given. So long as the memory of certain beloved friends lives in my heart I shall say that life is good.

Hellen Keller, 1930
References


