Children 0-18 years old with Usher Syndrom–Intervention.

Educational Consultant
Bettina Kastrup Pedersen
Who are we?

• Center for deafblindness and hearing loss
  
• National Counselling service.

• 9 consultants for children
• 5 consultants for adults
• 2 psychological consultant.
• 1 consultant on the Center
• 2 leaders of department
• 1 coordinator
• 2 administrative workers
Collaborators.

- Parents
- Educational staff in the local environment
- Local authority and regional caseworkers
- The local authority PPR offices
- Local and regional eye and ear doctors, and vision and hearing consultants
- Local and regional physio and occupational therapists
- Local and regional communication centers.
- Geneticist.
How do we start?

• Contact from either, counsellors, schools or families.

• Establishing contact.

• Individual plans.
How many?

- Usher 1 (18)
- Usher 2 (2)
Who are they? And where do they go to school?

- Deaf/hearing loss. (earlier) schools for the deaf. Signers. *Aalborg, Copenhagen, Frederecia.*

- Hearing loss, CI, language skills can be limited. *Center classes: Ringsted, Ballerup, Århus.*

- Mainstream schools. Inclusion
How do we work in the schools?

• Meetings with teachers and other professionals.

• Courses.

• Work with the children and their classmates.

• Support in creating networks.

• Projects.
Project 2011-2014

- A project with all children with acquired deafblindness and their professionals.

- A school in Copenhagen and a collaboration with children from Center for deafblindness and hearing loss and 2 teachers.
WHY?

- Counselling individuals.
- Difficult to make a common platform for understanding deafblindness.
- A need to create a feeling of community, both children and professionals.
- A need to make the children be more self-confident and able to reflect on their own situation.
- An focus on joy, laughter, success, peers, coping strategies.
How and where?

- Collaboration with all the professionals and their leader. 2011
- Creating a project. 2012-2014
- Meetings; before, in between and after.
What. Activities

• Yoga

• Rapelling

• APA, visiting another school similar to their own

• Climbing

• Visiting a ZOO and walking in the dark

• Meetings with others. (Interviews)
Adapted Physical Activities (APA)

- An idea that gives possibility to people with function reductions to participate in physical activities adapted to their needs.

- Headlines are Joy and motivation/Empowerment and self-efficacy.

- And the aims are to develop bodily skills and social competences.

- http://cdh rn dk/Afdelinger/Hoeretabsomraadet/APA---Adapted-Physical-Activity
Did it work?

- Professionals:
  more united in their focus on deafblindness! Wanted to share their experiences

- Children:
  Started to feel as a group
  Talks about their experiences
  Feeling of succes
  Saw that the professionels also had difficulties in the activities.

- Parents:
  Could see the skills in their children
  Hope
What else do we do?

• Write articles about our experiences
• Give presentations about Usher Syndrom.
• Collaborate with CFD, National Board of Social Services.
• Collaborate with National Organisations FDDB, parents.
• Nordic Network
• National Usher Conference 2015
Challenges in our work.

- Usher I, school for the deaf. (4)

- Usher I and II, center classes. (6)

- Usher I and II, Mainstream Schools (6)

- 4 Children in either kindergarten or school for special needs.
Transition into adulthood.

- Meetings. (CFD)

- Individual plans. (STU)