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FOR  
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**ATHLETES**

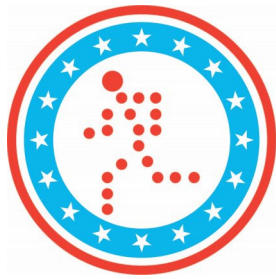
## Adapting Pre-Teaching Strategies for Students with Complex Needs

### Introductions

- Picture description: Stacey, Matt, Kirsten, and guide dog Knightley standing together at Camp Spark
- Northwest Association for Blind Athletes
  - Vision
    - To be the national leader in transforming the quality of life for all individuals who are blind and visually impaired through participation in sports and physical activity.
  - Mission
    - To provide life-changing opportunities through sports and physical activity to individuals who are blind or visually impaired
      - Core Programs
        - Sports Outreach
        - Virtual Programs
        - Camp Spark
        - Sports Adaptations
  - Core Values
    - Empower People
    - Grow Boldly
    - Strive for Excellence
    - Be Transparent
    - Be Inclusive
- Kirsten French
  - Programs Manager, Camp Spark & Sports Adaptations
- Matt Coelho
  - Programs Specialist, Camp Spark & Sports Adaptations
- Stacey Gibbins
  - Vice President of Programs and Services

### Agenda

- Picture description: Session 7 campers' picture
- Essential Need
- Expectations
- Engaging Staff
- Impactful Resources
- Generalizing Skills



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- Q & A
- Resources
- Upcoming Webinars

## Objectives

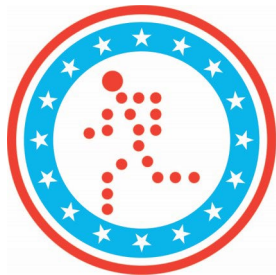
- By the end of this presentation, attendees will be able to:
  - Describe at least three positive ways that students with multiple disabilities are impacted by pre-teaching
  - Adapt at least five concepts of pre-teaching for students with multiple disabilities
  - Describe how concepts of pre-teaching can generalize across curricular and services for students with complex needs

What is important to consider when planning curriculum for students with complex needs?

- Please share some thoughts in the chat!

## Essential Need for Pre-Teaching

- Picture description: Instructor pre-teaching a court layout with a tactile map with a camper
- Explicit instruction
  - Students with visual impairments have an increased need for explicit instruction
  - Students with complex needs have an even greater need for explicit instruction
  - Pre-teaching allows for increased opportunities for explicit instruction
- Variety of staff working with student
  - Students with complex needs have an exceptional number of staff working with them
  - They receive a variety of services
  - Variety of teaching opportunities in smaller chunks of time
- Multiple instructional opportunities
  - Multiple different angles to approach a concept
  - Opportunity to break down teaching into smaller pieces
- Skill generalization
  - Opportunity to approach concept in multiple environments
  - The more environments in which students learn a skill, the more likely they will generalize the skill
- Skill crossover
  - Approach concept from multiple angles and lenses



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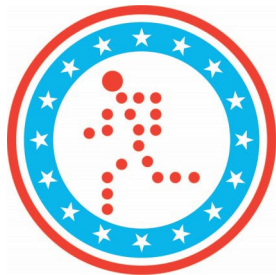
- Focus will change in different areas but will allow for multiple touches on the same pre-teaching goal

Poll Question: What are the positive outcomes of utilizing pre-teaching with students with complex needs?

- More teaching opportunities
- Building larger schema
- Generalizing information
- All of the above

### Expectations

- Staff
  - Maximize independence
    - Define the independence expectation for that student
      - Will change between students and between skills
    - Back-chaining & forward-chaining
  - Define goal
    - Will change between students & activities
    - Keep students in the learning zone
  - Set expectations
    - Student
      - Push students into the learning zone
      - Engage students in developing these expectations as much as possible
    - Staff
      - Define and communicate expectations
      - Maximize student engagement & independence
  - Communication
    - Staff
      - What you expect staff to do
      - Importance of pre-teaching
      - What everyone is covering in their respective areas
    - Parents
      - How they can be engaged
      - What they should cover and what they don't need to
  - Determine & evaluate outcomes
    - Ongoing & changing
- Student
  - Maximum Independence
    - Stretch & push students as much as possible



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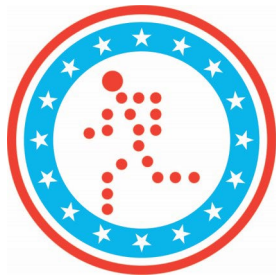
- Phase out support as able
  - Back-chaining & forward-chaining
- Generalize information
  - Multiple exposures in multiple environments
  - Essential for students with complex needs
- Exposure to materials and environment
  - Emphasize concrete and realistic exposures
  - Expose students to same material in variety of environments as much as possible
- Generalize other skills
  - Pre-teaching allows for multiple exposures of multiple skills
  - Skill focus will change depending on the curricula area but other skills can be engaged & implemented

Poll Question: What should the expectations be for students with complex needs?

- Same understanding as peers
- Depends on the specific student
- Full grasp of concept or skill
- Foundational understanding

### Impactful Resources

- Picture Description: Camper and counselor practicing goalball throw
- Virtual resources
  - Teaching videos
    - Particularly helpful for staff professional development & parents
- Physical materials
  - Emphasize using concrete & realistic materials
  - Expose student to these materials in a variety of scenarios
- Object schedule
  - Impactful for exposure to materials, developing autonomy, O&M skills, etc.
- Tactile diagrams
  - Compensatory skills
  - O&M skills
  - Tie tactile diagram/map to the environment or concept to encourage schema building
- Maximize realistic representations
  - Students with complex needs benefit from concrete examples & materials as much as possible



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- Phase in realistic representations as able while scaffolding with concrete materials & teaching
- Movement
  - Students with CVI benefit from movement when trying to see an object
- Audibility
  - Use audible equipment to help students engage and track equipment
- Color
  - Students with CVI often see specific colors, like red and yellow, best

### PE Games

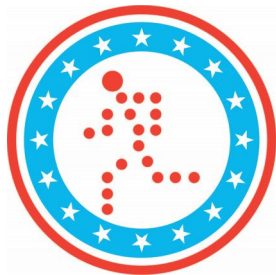
- PE games video for students with complex needs from NWABA's Video Resource Library

How can this video be utilized during pre-teaching with a student with complex needs?

- Please share some thoughts in the chat!

### Engaging Staff

- Picture description: Counselor and camper laughing in the pool
- Set clear expectations
  - Be clear about how staff are supposed to help and how they should push independence
  - Be clear about who is covering what in which curriculum areas
- Provide resources
  - Professional development resources
    - Very impactful if these are small, concise bits of information
  - Virtual teaching resources, like NWABA's virtual resource library, are very helpful
  - Materials for doing the pre-teaching
- Provide training
  - Show staff what they are expected to do during pre-teaching
- Plan together
  - Determine crossover
    - What skills or concepts can be covered through different curricula
    - How can pre-teaching concepts/skills be integrated naturally into different curricula
  - Define common goal
    - What do you want the student to accomplish?
    - How can this be covered in different curricula?
  - Work within respective areas



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- Focus on primary curricula while engaging pre-teaching concepts naturally
- Engage as many staff as possible
  - The more exposures a student with complex needs has to a skill or concept, the greater their chances of retention and generalization

Poll Question: What other service providers should be included (as applicable)?

- PT/OT
- Parents
- Paraprofessionals
- All of the above

### Generalizing Skills

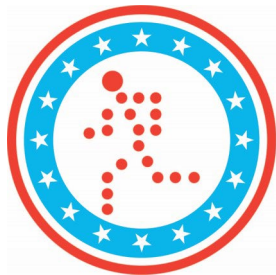
- Picture description: Camper practicing goalball throw
- Engage other curricula
  - Focus on crossover when planning
    - This is essential for generalization
    - Allows for as many exposures to the concept as possible in small bites of information
- Maximize practice opportunities
  - Emphasize practical application
    - Builds space for generalization because skills are applied in real-life, applicable situations
- Maximize practice in a variety of settings
  - Gives students the opportunity to understand and experience, with explicit instruction, how skills and concepts apply to multiple scenarios & environments
- Build on skills building schema
  - The more schema students connect and develop the more skills they can generalize
  - Exponential learning and growth

Poll Question: What other curriculum areas can be included?

- PT
- Compensatory skills
- O&M
- All areas as applicable

### Questions & Answers

- Please put any questions you have in the chat or raise your hand



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## Resources

- Picture description: Kirsten & athlete standing next to each other in a gym with a barbell in front of them filming SAL powerlifting videos
- PE Consultations
  - Reach out by phone or email to ask any questions about specific or general PE adaptations questions
- Adapted Equipment Lending Library
  - Over 400 pieces of equipment available
  - Available only to regions we serve – OR, WA, ID, and MT
- Video Resource Library
  - Videos all include adaptations manuals & tactile diagrams (when applicable)
  - More videos coming soon!
- Contact Information
  - Kirsten French
  - [Kfrench@nwaba.org](mailto:Kfrench@nwaba.org)
  - 360-859-3116
- Shared links:
  - Video Resource Library: <https://nwaba.org/sports-programs/video-resource-library-1/>
  - Pre-teaching: <https://www.youtube.com/watch?v=oEmFPf6GHjg>
  - Adaptive Equipment Lending Library: [https://nwaba.org/wp-content/uploads/2019/08/sa\\_lending\\_library\\_inventory\\_2019\\_08\\_21\\_final.pdf](https://nwaba.org/wp-content/uploads/2019/08/sa_lending_library_inventory_2019_08_21_final.pdf)
  - Lending Form: [https://nwaba.org/wp-content/uploads/2019/08/sal\\_fillable\\_lending\\_form\\_2019\\_08\\_22\\_final.pdf](https://nwaba.org/wp-content/uploads/2019/08/sal_fillable_lending_form_2019_08_22_final.pdf)
  - Contact Information: Kirsten French; [kfrench@nwaba.org](mailto:kfrench@nwaba.org); 360-859-3116

## Upcoming Webinars

- Picture Description: Session 7 group picture
- Stay tuned for spring webinars with NWABA through APH ConnectCenter!

## Thank You!

- Thank you for coming and we hope to have you join us next time!