



Characteristics of Learners with CHARGE Syndrome Effective Teaching Strategies

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Good Teaching Strategies for Students with CHARGE Syndrome

Characteristics	Strategies
The need to know about the schedule	Use of calendar system; clear beginning, middle end
Need to be in charge	Negotiation, choice making, people preferences
Need to be creative	Follow the child's lead, setting time in schedule for creativity, fun lessons
Need to complete tasks	Response time, signals, clear expectations/1 more than finished, 1 minute warning
Need to negotiate	Follow child's lead, clear expectations when they need to do what is expected and when negotiations are appropriate
Need to calm anxiety	Structure, routine, calendar system, clear communication, partial vs. full participation, sensory break
Need to talk about certain topics	Use of timer for this conversation, use of schedule for when this talk can happen, turn taking related to the topics
Focus on objects vs. adults	Flexible teaching and turn taking: object play then adult conversation; follow the child's lead and include adult with object so the object is "shared"
Determined	Negotiation, clear expectations, consistent responses as part of support plan, use of motivating things
Learns and remembers routines and schedules/details	Calendar system, consistency of routines, organizational skills
Good attention when motivated	Fun learning/activities, use of favorite objects/characters, exciting and changing materials as part of fun curriculum
Shows frustration when schedule is changed	Use of calendar system, use of "X" for canceled (visual and neutral); clear communication as to the "why"
May choose to use pictures communication over sign language	Use Total communication, accept the mode they choose and offer TC as response
SENSE OF HUMOR	ENJOY IT

Good teaching principles for all children who are deafblind

What?	Why?
Clear Beginning-Middle-End of Activities	Promotes understanding of the purpose of the activity; closure gives easy transition from the lesson; Security
Task Analysis	Promotes feeling of success and progress
Choice Making	Encourages communication and personal empowerment
Structure and Routine	Promotes a sense of security, anticipation, memory
Organizational Skills	Helps to structure, anticipate, and follow sequences
Motivation	Promotes attention and focus in curriculum and activities
People preferences	Promotes a positive response; fosters respect and flexibility
Following Child's Lead	Promotes empowerment and self-advocacy
Clear Expectations	Encourage positive learning outcomes And reduces frustration
Pause time for response	Allows for information to be processed more clearly using appropriate communication strategies and modes
Partial vs. Full Participation	Promotes positive participation and increase confidence when using skills

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