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Impacts of vision
and hearing
impairment on
learning and its
implications for
therapy



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Nafsika Tsopanidou

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Emily Danvers

is a Qualified Teacher for the Multisensory Impaired at Linden Lodge School. She has studied in Kapodestrian University of Athens Philosophy, Pedagogy and Phycology with specialism in Pedagogy, has a Masters in Special Education from University of Nicosia and a PGDip in Multisensory Impairment from Birmingham University. Amongst other interests she has a special interest in developing communication skills for deafblind learners.

is an Occupational Therapist, who graduated with an honours degree from the University of Cape Town and has many years of experience in various countries and settings including acute and community as well as international schools and social enterprise work. Kim's special interest is the hand, and has just completed the Sensory Integration practitioner course.

is a Speech and Language Therapist at Linden Lodge School who graduated from the University of Cape Town. Emily is passionate about ensuring that everyone has opportunities, reasons and a means to communicate throughout their day, both at home and at school.

MSI & VI

- The impact of VI is a separate topic/ subject from the impact of MSI because they are 2 distinct disabilities
- If you would like to learn more about the impact of VI on students' learning and the links with therapy and how we support these students in Linden Lodge please contact **David Shaw, Deputy Head & QTVI**



Understanding MSI

- Nordic definition for deafblindness

“Deafblindness is a combined vision and hearing impairment of such severity that it is hard for the impaired senses to compensate for each other. Thus, deafblindness is a distinct disability.”

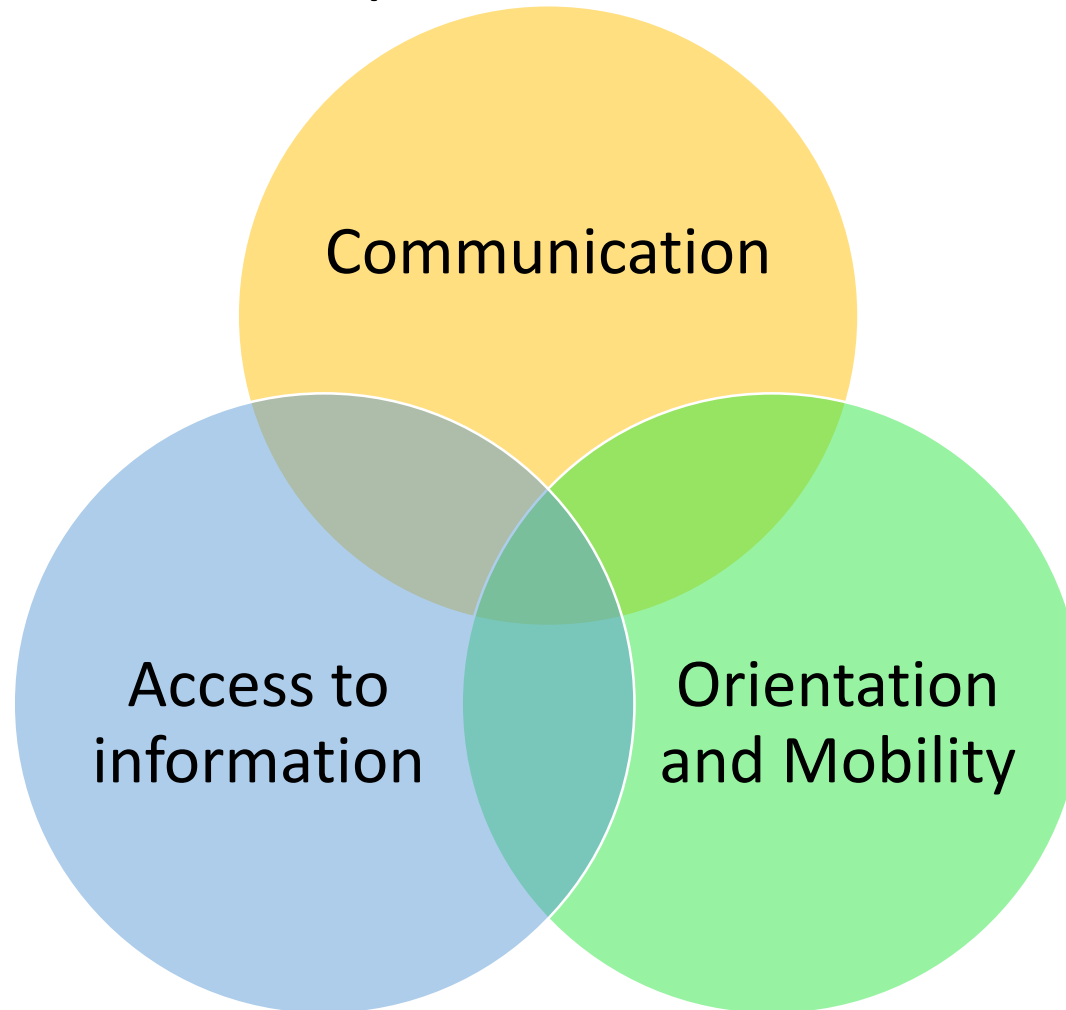
- Main implications: “To varying degrees, deafblindness limits activities and restricts full participation in society. It affects **social life, communication, access to information, orientation and the ability to move around freely and safely.**”

<https://nordicwelfare.org/en/disability-issues/the-deafblind-field/> visited at 1/3/2023

(Bold formatting for the presentation)

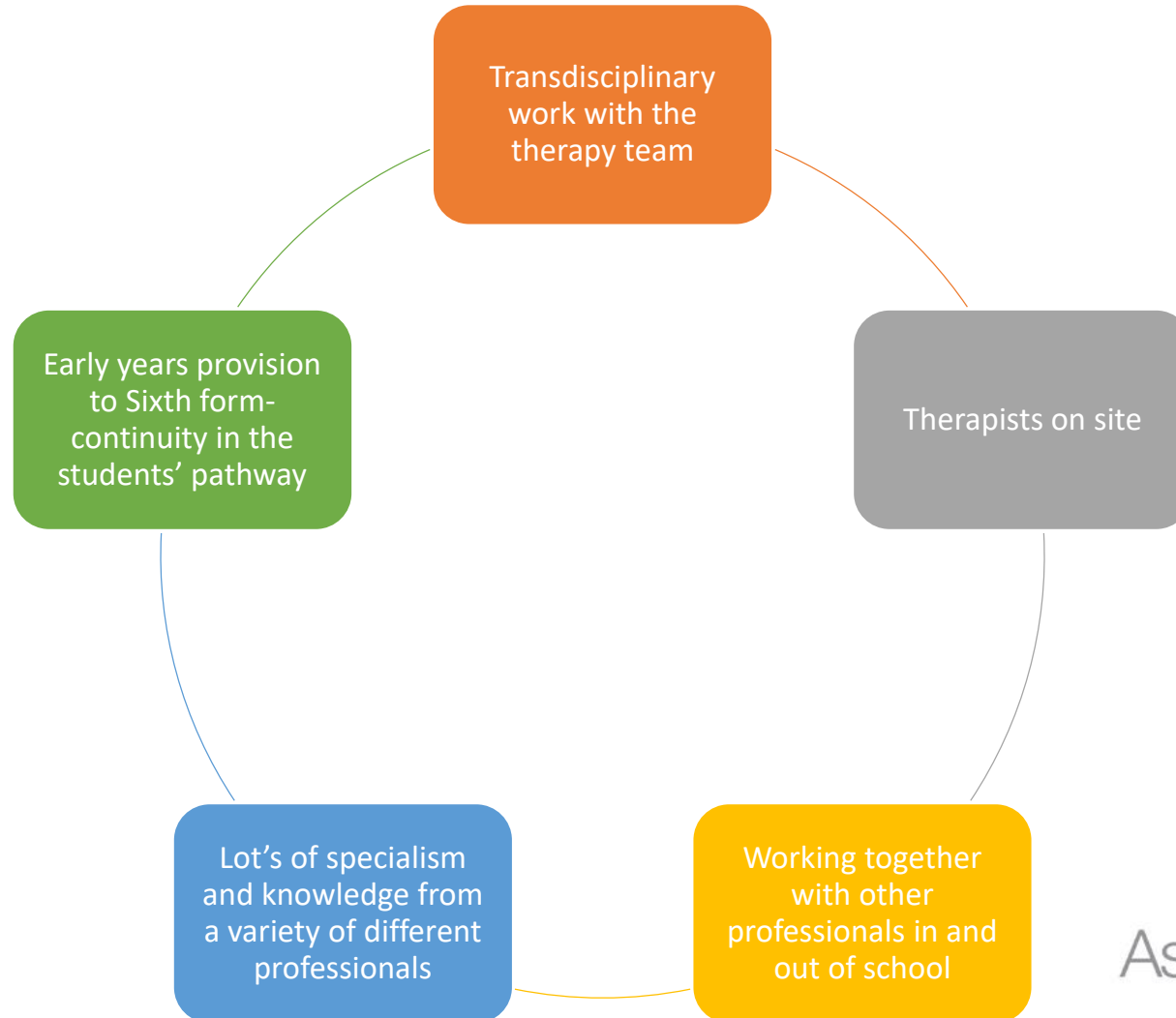


Impact on Students



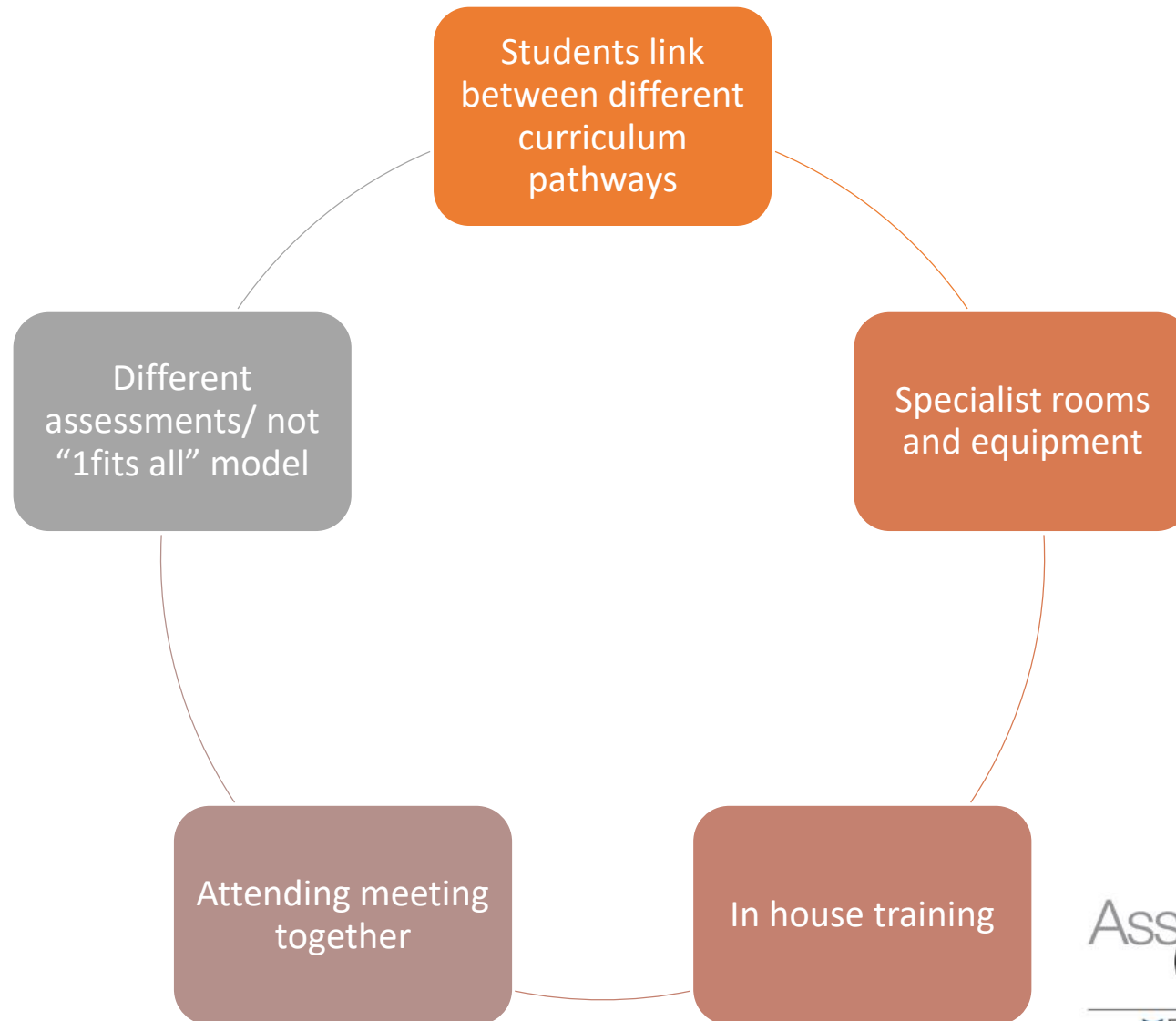
Implementation

How we work together with the therapy team



Implementation

How we work together with the therapy team



An Integrated Approach to MSI Education

The therapy team work in collaboration with education staff
to

Set goals

Optimise
Sensory
awareness

Encourage
social skills

MDT : open
access and
informal
chats/office
sharing/hand
overs/water
cooler
discussions
make a big
difference

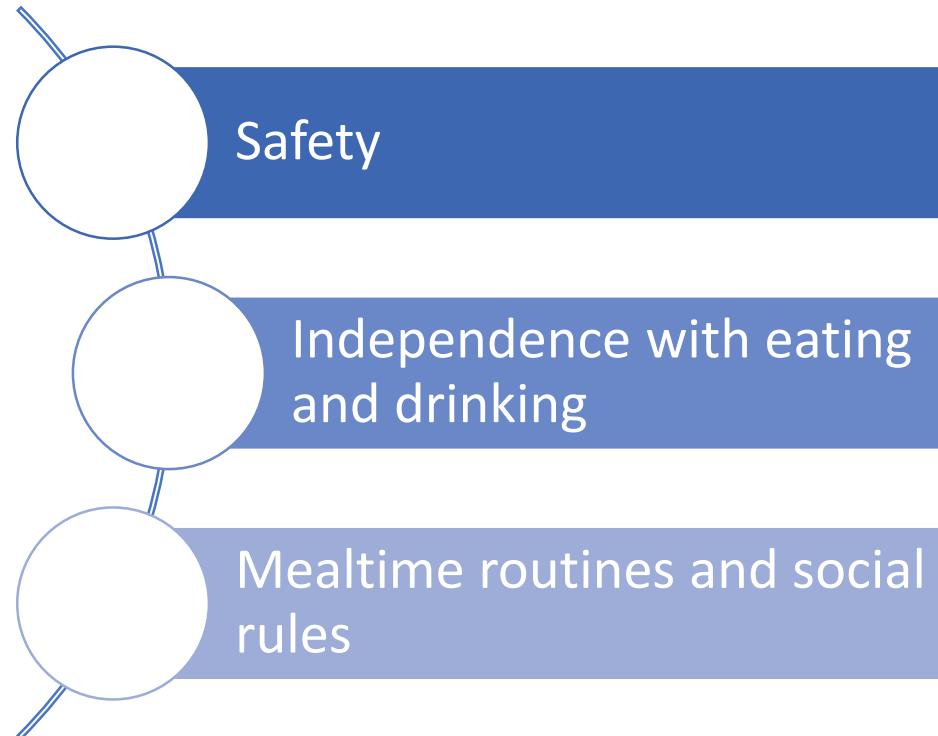
Work within
class in many
ways with
overarching
themes that
permeate
throughout
the sessions



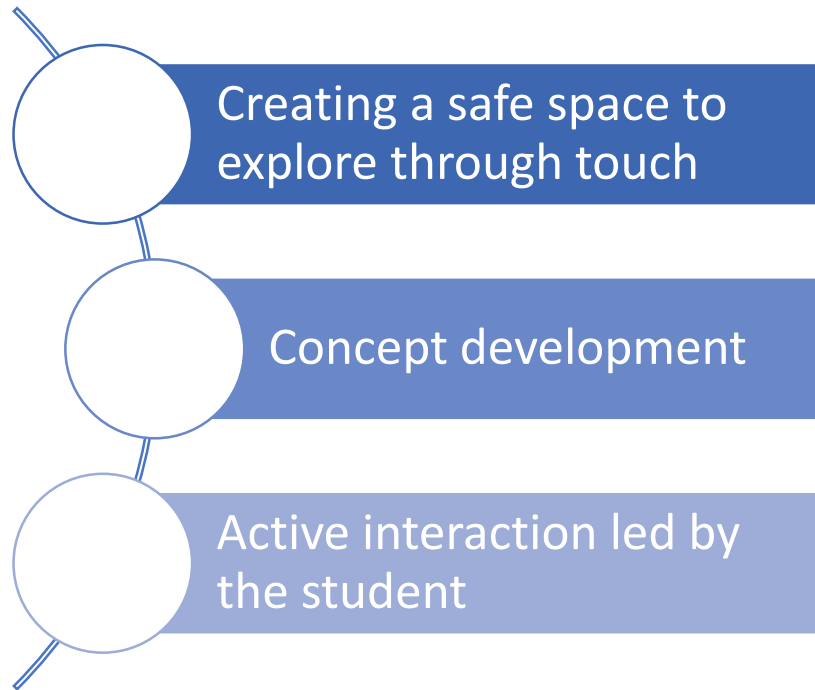
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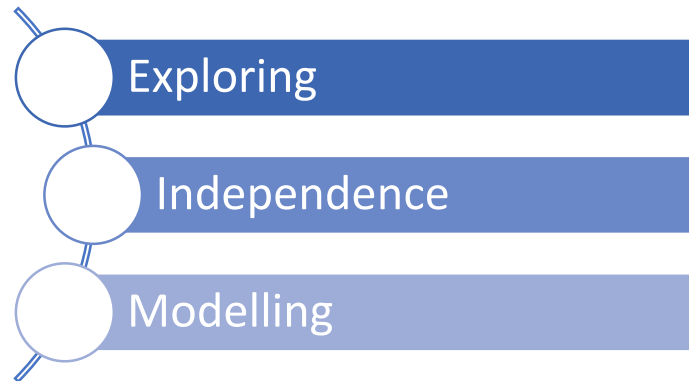
Mealtime support and social skills in the dining hall



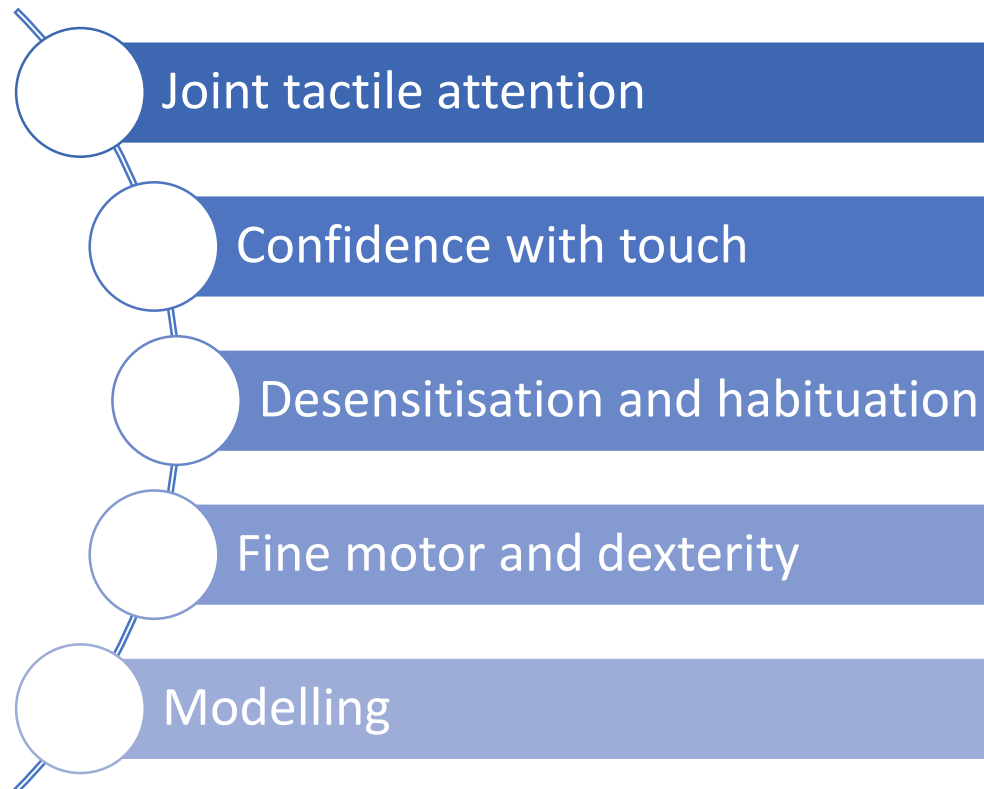
Active exploration group



Cooking class & Food group



Exploring through touch and tactile signing



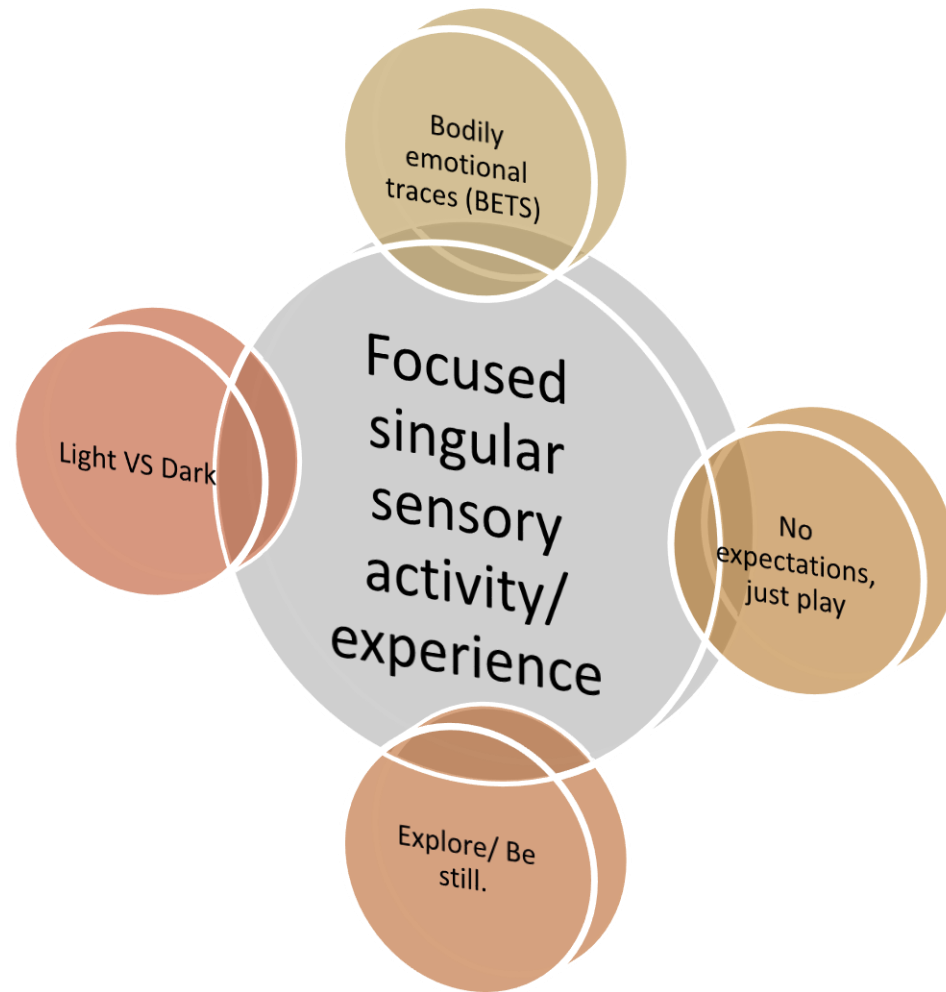
Timetables and transitions



Support in the gym and playground



Sensory rooms



Questions/ Discussion

Useful Links

<https://nordicwelfare.org/en/>

<https://www.sense.org.uk/>

<https://www.deafblindinternational.org/networks/>

<https://sites.google.com/view/the-sensory-classroom/home>

<https://edbn.org/>

<https://deafblind.org.uk/>



Thank you for you time 😊



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