TWMS at Diamanten School

Joe Gibson, Statped, Diamanten School for pupils who are congenitally deafblind, Oslo.

Overview

▶ Overview of school project

▶ Thoughts on completing the scale

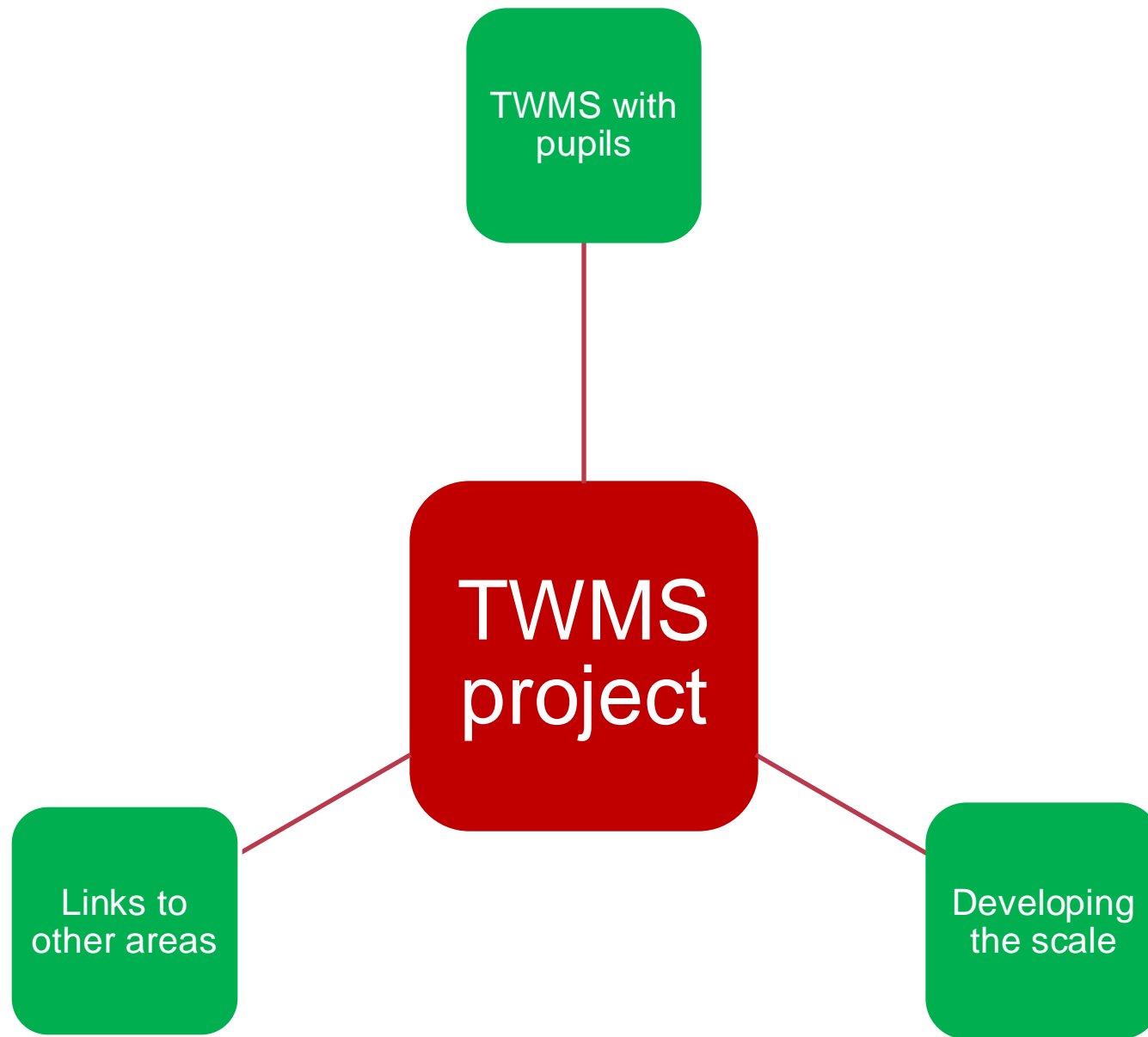▶ Thoughts on feeding back to staff teams

▶ Questions on reporting
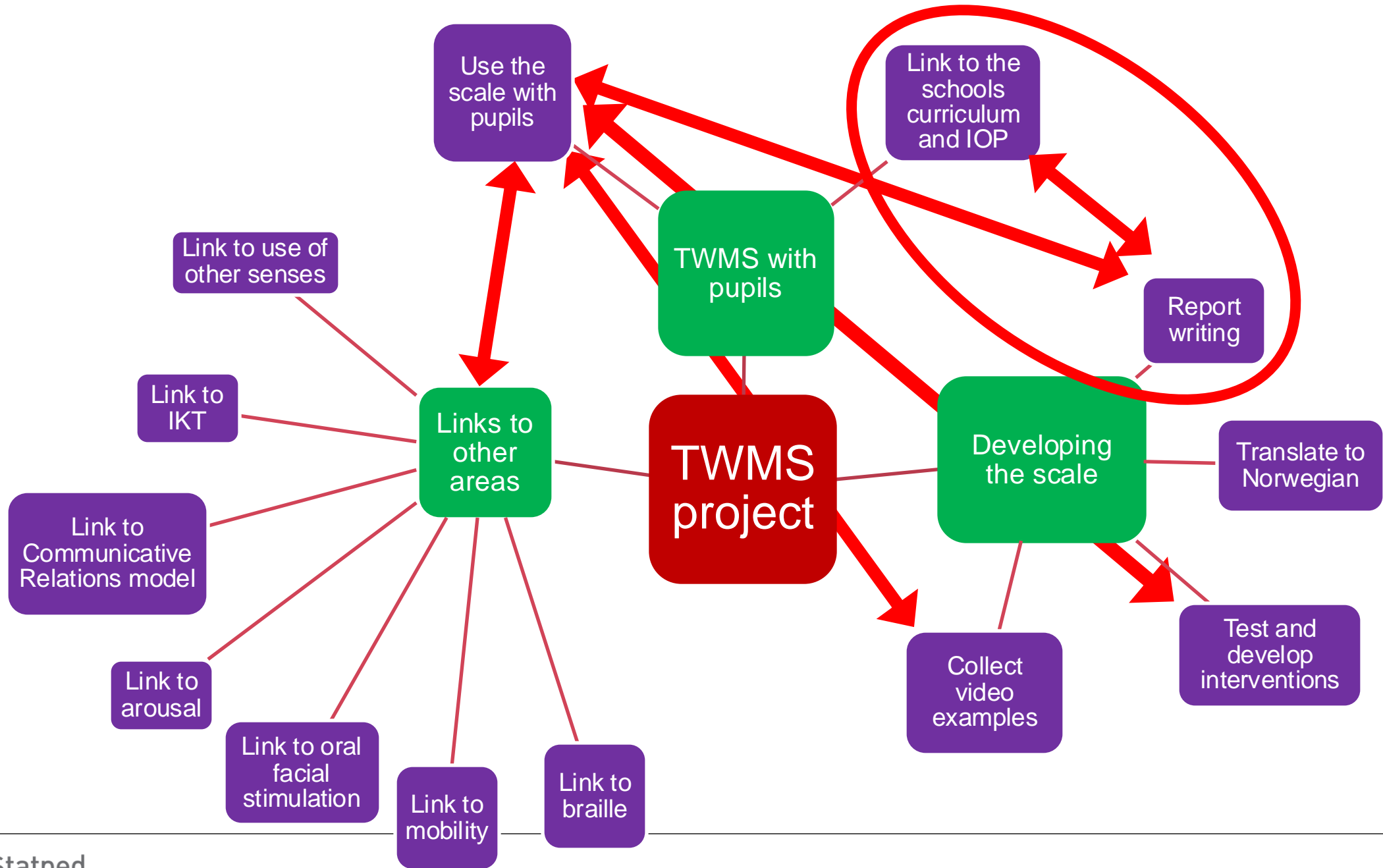
We are a school where learning is the aim.

Working memory is an essential part of learning

Our students work primarily in the tactile modality

Tactile Working Memory is key

TWMS project at Diamanten school

Very different processes

- ▶ Case one (supervisors course)
  - ▶ Watched the film sperately with another trainee supervisor and then compared our scores and reached consensus.

- ▶ Case two (not usual)
  - ▶ Jude, Anne Nafstad and I watched a film and went through the scale together. I wrote while Jue and Anne commented.

- ▶ Case three
  - ▶ Contact teacher and I completed the scale together.

- ▶ Case Four
  - ▶ I completed the scale alone then met with the contact teacher.

Process now

1. I watch film and make notes on the scale.

2. Watch together with contact teacher and / or other teachers (those in the video) add to my scale.

3. Present to the whole teacher team for feedback. This gives us an agreed scale.

4. Discuss further filming or intervention strategies with the team.

What processes do you use?

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Tactics on completing the scale

▶ Patterns or clusters of items that makes it easier to score
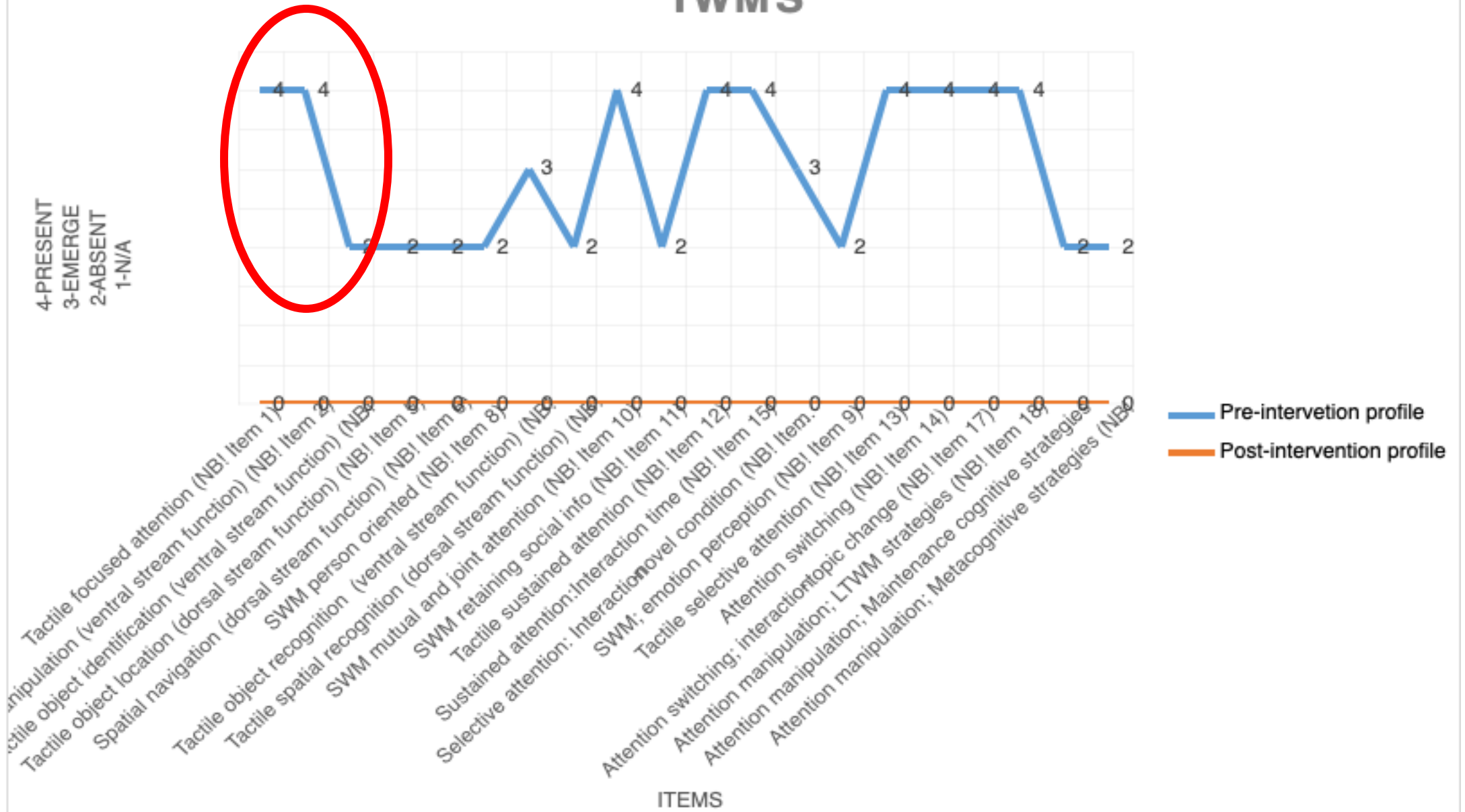
  ▶ 1,2 & 3

  ▶ 4 & 5

  ▶ 6 & 7

  ▶ 8, 9 & 10

Items	Behavioral descriptions	Domains
1) Uses active touch and motion to direct focus of attention towards an object of interest	Tactile focused attention	**ENCODE**
2) Uses active touch and motion in systematic exploration of an object of interest	Object manipulation (ventral stream function)	**ENCODE**
3) Uses active touch and motion to identify similarities or differences among objects	Tactile object identification: similarities/differences; classifying/categorizing (ventral stream function)	**ENCODE**
4) Uses active touch and motion in a purposeful manner to recognize objects in the vicinity	Tactile object recognition; retaining task-relevant information (ventral stream function)	**MAINTAIN**
5) Uses active touch and motion to identify an object in the immediate surrounding	Tactile object location (dorsal stream function)	**ENCODE**
6) Uses active touch and motion to locate a place when navigating within an environment	Tactile spatial reasoning: spatial navigation	**ENCODE**
7) Uses active touch and motion in a purposeful manner to recognize spatial relations among objects and locations	Tactile spatial recognition: retaining task-relevant information (dorsal stream function)	**MAINTAIN**
8) Uses active touch and body movements to intentionally explore and interact with the interaction partner during close bodily contact	Social working memory: person oriented	**ENCODE**
9) Uses active touch and motion to capture the emotionally triggered bodily signals or reactions of the partner	Social working memory: emotion perception	**MANIPULATE**
10) Uses active touch and motion to explore an object together with the interaction partner while displaying behaviors of social attention	Social working memory – mutual and joint attention	**MAINTAIN**
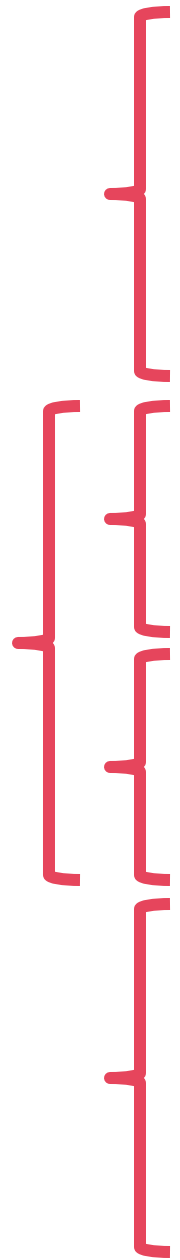
Giving feedback

- Working with the teams – how to present (frame) feedback
  - Think less «where are the holes we can fix?» and more «this film did not show item X.
    - Do we think they can do item X?
    - What activities can we do to show this?»

  - **This process is somethimes enough to think about teaching in a tactile way.**
  - **There can be easy «fixes»**

TWMS

4-PRESENT
3-EMERGE
2-ABSENT
1-N/A

ITEMS

Pre-intervetion profile
Post-intervention profile

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Reporting

- ▶ What should be in a report?
  - ▶ How does this differ depending on the audience (parents, advisors, teachers, psychologist etc.)
  - ▶ What information should be in every report?

- We now have a more structured way to think about the tactile sense.
- We can use the scale with different groups and aims.
  - Setting learning goals,
  - See cognitive potential,
  - Identification process,
  - Support transitions.

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