



# Photos and Videos Needs List

The National Center on Deaf-Blindness is creating a series of professional development modules designed to provide practical information about high quality practices for working with children who are deaf-blind. We are now working on the second module in the [Teaching Children Who Are Deaf-Blind series](#), which focuses on early intervention.

We are actively seeking photos and videos from families and practitioners to help illustrate the concepts discussed in this module. As a thanks, we pay \$50 for each video and \$15 for each photo that is selected for use. This can go to either the family or the person who obtains the items (e.g., a provider, SDBP staff). Anyone pictured (or their parent/guardian) must sign a [release form](#) giving us permission to use the photo/video.

**If using a phone to take photos and videos, please use landscape (horizontal) mode. And, if possible, use a tripod when shooting videos. Questions? Contact [support@nationaldb.org](mailto:support@nationaldb.org).**

Below is a list of the photos and videos we are currently looking for. Note that the word “child” refers to an infant, toddler, or preschooler who is deaf-blind

## MODULE 2 LESSON 3 NEEDS

### Part 1

1. Photo/video to represent the good fairy syndrome - things magically appear and disappear in front of a child (e.g., a child sitting passively while an activity or object is placed before them and then taken away)
2. Photo/video of a parent placing a pool noodle on a corner of something. OR a child's hands exploring a pool noodle on the corner of something. Option: brightly colored tape to make a corner or boundary.
3. Video/photo of a child actively engaged in playing alone with something typically found in a home, such as kitchenware, pillows, fabrics, etc.

## **Part 2**

1. An O&M working with a toddler on mobility
2. Video of a child on the floor tactually exploring a piece of adaptive equipment such as a stander or gait trainer (two different videos of this, if possible)

## **Part 3**

1. Videos/photos Toddlers in playgroups (in home or on a playground); great if we can see interactions
2. Video of a toddler in a playgroup communicating to another child something he doesn't like or wants to stop

# **MODULE 2 LESSON 4 NEEDS**

## **Part 1**

1. Photo/video of a family member meeting with preschool team members (should look like the transition meeting)
2. Photo of several providers/educators working with a child in a preschool setting
3. Photo/video of an early intervention provider talking to a parent (e.g., explaining what the IEP team does). Good if the child can be seen in the background
4. Photo/video of a family member talking to a group of EI or preschool providers
5. Photo/video of a family member putting items (e.g., photos, drawings) in a book about their child that will be passed along to preschool staff
6. Photo/video of an about-me book about a child; parents/child looking at one or showing several pages of one
7. Photo of a state deafblind project staff member talking with family members
8. Photo/video of a child visiting a preschool (could show meeting a teacher for the first time, etc.)

## **Part 2**

1. Photos/videos of a child(ren) doing activities in a preschool setting (need several shots)
2. Video/photo of an EI provider talking with preschool staff (could be passing them a folder of information) or demonstrating how a child uses a particular device to have access to information
3. Photo of an EI provider working at a desk preparing report/materials
4. Photo/video of a preschool staff member (or several) observing a child

5. Photo of a family member completing a form while watching their child (e.g., the Likes/Dislikes inventory)
6. Video/photo of an EI provider and family member collaborating to fill out a form in preparation for the preschool transition meeting
7. Videos/photos of an IEP meeting; should include the family member

### **Part 3**

1. Video/photo of a child using a skill they will need to use during preschool, such as feeding themselves or putting playthings away
2. Video/photo illustrating a class routine, such as a group activity, welcome time, lunch time, nap time, etc.
3. Video/photo of child in a setting outside the home using a skill they learned at home
4. Videos/photos of a toddler group; needs to show peer interaction (need several)

**National Center on Deaf-Blindness, March 2023**  
**[nationaldb.org](http://nationaldb.org)**

The contents of this publication were developed under a grant from the U.S. Department of Education, #H326T180026. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Susan Weigert.

