



Photo/Video Needs List:

Lesson 2

Updated 1/13/2022

We are actively seeking the following photos and videos for our professional development training program and other materials. Anyone who contributes photos/videos selected for use will receive an Amazon gift card or check in the following amounts:

\$50 per video

\$15 per photograph

If you already have or can shoot one or more of the items listed below, please contact us as soon as possible at support@nationaldb.org. We will follow-up with additional information, basic instructions for shooting and uploading your videos and photos, and a link to our media release form for those pictured.

DESCRIPTION

“Child or children” below should be deafblind unless otherwise noted.
Items below with strikethroughs indicate we have received these shots
and they are no longer needed.

1	Videos and photos of a teacher or educator interacting with a child <ul style="list-style-type: none">• A variety of ages of children are needed• Can be in the home or in classroom setting
2	Video with audio of a teacher interacting with a child in a classroom setting. The video should show the teacher being patient as she waits for the child to respond.
3	(M1L2_14) Photo of a child who seems very focused on an object or activity.
4	(M1L2_43) Video of a child playing by themselves (e.g., in a little room or with an activity board)

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5	Photo/video of an intervener helping to provide a child access to information or communication; would be great if this could show a social situation with other children (hearing-sighted or deafblind).
6	(M1L2_19) Video/photo of an IEP team meeting around a conference table (needs to show 5-6+ people, if possible).
7	(M1L2_15) Video of a toddler and parent interacting with objects while an early intervention provider looks on nearby. The parent tries to get the child interested in a different object, but the child seems more interested in something else. The EI indicates it's ok to allow the child to follow where the child's interest leads them.
8	(M1L2_20-20c) Photo of a teacher of the deaf or hard of hearing working with a child or by themselves. Photos of the same TDHH talking to two other team members. Photo of the same TDHH, a child, and other team members interacting.
9	(M1L2_21) Video of an O&M specialist meeting with a teacher, discussing a child's communication method. Video of the same O&M specialist meeting in a different setting with a TDHH. The O&M is learning about the child's functional hearing. Video of the same O&M specialist working with the student in a classroom (show other students, if possible, in background).
10	(M1L2_26) Video of a middle-school child and his or her teacher. We need to see the teacher using strategies to promote learning such as <ul style="list-style-type: none"> • Allowing child time to process information • Allowing child time to explore an object and process information • Allowing child to shift to following their interests, • Altering a planned activity because of something that unexpectedly happens • Observing and noticing the child's needs/interests
11	(M1L2_28) Video of a teacher looking at files/documentation at their desk and on a computer.
12	(M1L2_33) Photo of a teacher observing a child.

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13	(M1L2_36b) Photo or video of a young child with an active learning toy vest.
14	(M1L2_40) Video of a child that has some things we can observe and identify about their senses, preferences, etc.
15	Video showing a child playing (to be used for an observation exercise). Video should show things like <ul style="list-style-type: none"> • The sensory channels the child uses • The ways the child uses their senses • How the child tactually explores objects and materials • Whether the child is posturally secure, or is struggling to maintain balance • Child's preferences for objects, materials Ok to show self-stimulating activities, like rocking or pulling hair
16	(M1L2_42) Video with audio of a busy classroom environment with lots of activity and noise. Would be great if we see a child who is deafblind in the middle of this environment.
17	(M1L2_44) Photo /video of a well-functioning learning environment that enhances a child's learning.
18	Video of a student working/doing an activity at a well-organized workspace.
19	(M1L2_46) Photo of a toddler in the home environment doing an activity with a parent and an early intervention provider.
20	(M1L2_46b) Photo of a child in a learning environment that is well suited to the child's needs.
21	(M1L2_46c) Photo of a group of educators conferring around a child (e.g., about the need for an assistive device, to discuss positioning).
22	Photo of a student at their primary workspace in a classroom.

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23	Photo of a child seated in a way that accommodates their usable vision, hearing, and/or other disabilities.
24	(M1L2_48c) Photo of a child in an area that has sound protection to reduce noise.
25	Photo of a child in a classroom using an assistive device that requires electrical power.
26	(M1L2_50) Photo - close-up of an object cue to identify a student's workspace.
27	Video of a child who is working on something and is using additional illumination (from above or to the side). [make sure a window is not in this shot].
28	(M1L2_52b) Photo of a classroom showing light coming in windows (that could cause glare).
29	Video/photo of a child working on an activity that uses a solid-colored background to eliminate visual clutter (e.g., a dark background to emphasize light objects or a light background to emphasize dark objects).
30	Video/photo of a child using an iPad or screen magnifier.
31	(M1L2_57) Photo of child in a workspace that has things that would reduce noise, such as room dividers/panels, pillows, curtains, etc.
32	Video/photo of a teacher working with an older child in a kitchen.
33	(M1L2_59) Video/photo of an Early Intervention provider and/or parent working and a toddler washing hands at a bathroom or kitchen sink.
34	Photo of a family member sitting directly in front of or closely next to a toddler.
35	Photo of an adult engaging with a child; the adult is sitting behind the child; child should have a support device.

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36	(M1L2_62b) Photo/video of an OT or PT helping a teacher better position a child so that the child is posturally secure.
37	Video of a teacher helping a high-school or middle-school student navigate a school hallway.
38	Photo of a child in a school hallway.
39	(M1L2_66) Photo of a well-organized, clutter-free student’s workspace with a student who is using an electronic device we can tell is turned on (e.g., it lights up to help the student see letters). Image needs to show <ul style="list-style-type: none"> • A personal identifier at the workspace • An uncluttered and organized workspace • A large window next to the workspace
40	(M1L2_51) Video of another workspace that has objects/materials being put away by the child. Should look organized and clean.

National Center on Deaf-Blindness, January 2022

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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.

