



# 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](mailto: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.

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| 1 | Videos and photos of a teacher or educator interacting with a child <ul style="list-style-type: none"><li>• A variety of ages of children are needed</li><li>• Can be in the home or in classroom setting</li></ul> |
| 2 | <del>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.</del>                                    |
| 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  | <del>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).</del>  |
| 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"> <li>• Allowing child time to process information</li> <li>• Allowing child time to explore an object and process information</li> <li>• Allowing child to shift to following their interests,</li> <li>• Altering a planned activity because of something that unexpectedly happens</li> <li>• Observing and noticing the child's needs/interests</li> </ul> |
| 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.  |
| 13 | (M1L2_36b) Photo or video of a young child with an active learning toy vest.   |

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| 14 | (M1L2_40) Video of a child that has some things we can observe and identify about their senses, preferences, etc.   |
| 15 | <p><del>Video showing a child playing (to be used for an observation exercise).<br/>Video should show things like</del></p> <ul style="list-style-type: none"> <li><del>• The sensory channels the child uses</del></li> <li><del>• The ways the child uses their senses</del></li> <li><del>• How the child tactually explores objects and materials</del></li> <li><del>• Whether the child is posturally secure, or is struggling to maintain balance</del></li> <li><del>• Child's preferences for objects, materials</del></li> </ul> <p><del>Ok to show self-stimulating activities, like rocking or pulling hair</del></p> |
| 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 | <del>Video of a student working/doing an activity at a well-organized workspace.</del>  |
| 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 | <del>Photo of a student at their primary workspace in a classroom.</del>  |
| 23 | <del>Photo of a child seated in a way that accommodates their usable vision, hearing, and/or other disabilities.</del>  |
| 24 | (M1L2_48c) Photo of a child in an area that has sound protection to reduce noise.   |

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| 25 | <del>Photo of a child in a classroom using an assistive device that requires electrical power.</del>  |
| 26 | (M1L2_50) Photo - close-up of an object cue to identify a student's workspace.  |
| 27 | <del>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].</del>   |
| 28 | (M1L2_52b) Photo of a classroom showing light coming in windows (that could cause glare).   |
| 29 | <del>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).</del> |
| 30 | <del>Video/photo of a child using an iPad or screen magnifier.</del>  |
| 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 | <del>Video/photo of a teacher working with an older child in a kitchen.</del>   |
| 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 | <del>Photo of a family member sitting directly in front of or closely next to a toddler.</del>  |
| 35 | <del>Photo of an adult engaging with a child; the adult is sitting behind the child; child should have a support device.</del>  |
| 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 | <del>Video of a teacher helping a high-school or middle-school student navigate a school hallway.</del>   |
| 38 | <del>Photo of a child in a school hallway.</del>  |
| 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       |

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|    | <ul style="list-style-type: none"> <li>• A personal identifier at the workspace</li> <li>• An uncluttered and organized workspace</li> <li>• A large window next to the workspace</li> </ul> |
| 40 | (M1L2_51) Video of another workspace that has objects/materials being put away by the child. Should look organized and clean.  |

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**[nationaldb.org](http://nationaldb.org)**

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