

Sensory impairments

	Knowledge	Skills	Competences
Level 3			
Learning Outcome	She/he describes the main types of early childhood visual and hearing impairments.	She/he structures a stable and secure learning environment in order to provide optimal visual and auditory conditions.	She/he is looking for further information about sensory impairments and extends her/his knowledge.
Exercise	What are the main types of early childhood visual and hearing impairments (causes and degrees)?	<p>Please describe the proven use of one or two components / methods from practice for the work place</p> <ul style="list-style-type: none"> • In order for a child with visual impairments can transition as independently as possible • for a child with hearing impairments distracting background noise is largely prevented or reduced. 	Do you know further information about visual and hearing impairments that you can recommend? (Articles, website, brochure, etc.)
Level 4			
Learning Outcome	She/he lists characteristic indicators for impairment of sight and hearing.	She/he is able to support communication skills and exploration activities of children with sensory impairment.	She/he is able to explain the aim of educational strategies for children with sensory impairment and is able to set them ineffective practice interventions.
Exercise	What are the indicators for impairment of sight and hearing? From your observations can you suggest strategies for sight and	The hands are considered "tools" for communication (gestures, expression of emotions) and as a	Do you know of any professionals/establishments in your region that offer technical advice and to which educators can use?

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	hearing impairments?	<p>"medium" in order to explore the world, to discover and understand.</p> <p>Which ways are best known to you:</p> <ul style="list-style-type: none"> • to motivate the use of the hands • to promote the mobility and coordination of the fingers and hands • the touch sensitivity of the hands and especially the palms of the hands to promote • exploration activities to pave the way of touching and groping and accompany <p>Please choose an option and make a practical example available!</p>	<p>Have you ever sourced outside expert advice and, if so, on what subjects?</p> <p>What was helpful?</p>
Level 5			
Learning Outcome	She/he outlines the social-emotional difficulties which can be caused by deaf blindness with simultaneous learning disability.	She/he knows how to enable shared playing and learning situations for children with or without sensory disabilities.	She/he cooperates with parents and relevant others to consolidate and to successfully implement the same life-practical and communicative skills at home and in the institution.
Exercise	Which social-emotional difficulties can be caused by deaf blindness with simultaneous learning disability?	What practical ideas do you have to enable shared play and learning situations for children with and without	In what way do you cooperate with the parents to allow the child to practice the same life practical and communicative skills in the institution and at home,

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		<p>sensory disabilities?</p> <p>Do you have proven evidence on how? or do you have an idea to change a well-known game? This refers to practical ideas such as to change the classic Start Playing so, so that all children can actively play in the group? (Change of rules, pitch, tempo, use of material, be on the road in which social form,)</p> <p>The example does not affect the range of motion. Have an idea for a board game, an educational game similar?</p> <p>What skills promote the game? Can observe this in the game? Which observation questions do you ask yourself?</p>	<p>consolidate and successfully implement can?</p> <p>Which communication structures do you have with the parents? How regularly do you exchange views with the parents? How do you ensure that parents can bring in as experts for their child?</p>
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