



## **Creating Home-Based Routines: A Framework for Supporting Families and Caregivers of Children who are Deafblind**

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### **Summary**

Children learn best in natural environments that are predictable and support their efforts to communicate (Dunst, Bruder, Trivette & Hambly, 2006). Families often have home-based routines that occur each day, in the same way, and using the same materials. Whether it's waking in the morning, sitting down to have a meal or going to sleep at night, these activities instill a feeling of comfort for the child, and provide predictable sensory input (visual, auditory, tactile) (Ferrell, 2000).

Consistent home-based routines are easy for some families but often harder for families of children with deafblindness, due to demands on caregiver time, medical issues, and atypical patterns of the child's communication and learning style (Correa-Torres & Bowen, 2016). The challenge is how best to support families and caregivers of children who are deafblind to use simple home-based routines that foster communication attempts, and use specific forms of communication that are unique to their child (e.g., use of objects, pictures, sign, spoken language).

This webinar will outline the key components necessary to build home-based routines that embed strategies to encourage communication and learning (e.g., requesting, making choices, affirmation, indicating likes/dislikes) and showcase a collection of templates that help organize self-care, and leisure activities.