

Four Types of Experience Book

Experience Books may be divided into four categories that have different purposes:

Trip Books are prepared with the student before going out into the community or travels. It helps the student anticipate the steps involved in the outing. Trip Books are one of the Intervenor's strategies for developing Anticipation.

- Trip Books make a huge difference for the student's ability to make sense of new places and activities. They also reassure the learner that the sequence of events will end back home safely. Use of a Trip Book for anticipation can make an experience tolerable instead of traumatic. It can allow a student to enjoy an experience rather than fret or shut down.
- Trip Books are valuable to help the learner anticipate any kind of community activity or travel
- Doctor's appointments, hospital stays, and other potentially high anxiety experiences are especially helped by Trip Books. Knowing what will happen and when it will end can make all the difference for a learner with deafblindness.
- Trip books give concreteness to anticipation of community experiences and travel. Simply telling the learner about the experience is fleeting information that slips away from him. But a Trip book puts the information in a form he can hold in his hand, touch, and revisit.
- Physically involve the student in making the Trip Book as much as possible. He will absorb the information better if he is participating in assembling the book while the Intervenor informs him about the trip.

Memory Books are made after the activity has been finished. It helps the student remember the experience and learn from it.

- Memory Books put the student's memory in concrete form that doesn't slip away. Students with deafblindness may not have much verbal language or good visual imagery to help them hold onto memories. They need some solid, external storage for the memory.
- Must be based in the actual experience of the student. This is *the most important point* about Memory Books. The ideal is for the learner to choose what aspects he wants to remember in the book. Next best is for the Intervenor to closely observe and notice what interests the learner most during the trip, what makes the most impact on him. These are the things to include in the memory book.
- Memory Books may be built to include the Trip Book that was made before, or the Memory Book may be entirely separate.
- Valuable for reinforcing vocabulary and other learning from the trip. The Memory Book can become a resource for expanding communication.
- Physically involve the learner at all stages if possible: collecting the items to put in the book, taking the photos, colouring the drawings, cutting, pasting. His book, about him, made by him.

Concept Books are made to help develop a concept. They help the student to understand a routine activity, or specific concepts such as colours, family, shoes, parts of the body, etc.

- Students who are not interested in books and deskwork can enjoy Concept Books because they physically participated in making them; they are based in topics that motivate them; their sensory qualities (visual, tactile, smell) are designed specifically for the learner.
- Great for expanding language, using scaffolding, and upping the ante. For example, if shoes motivate the learner, do a book of shoes of different colours, one per page (Red shoe, green shoe, etc.)
- Base Concept Books in the student's strongest motivators and add the learning to it.
- Concept Books allow the student to physically make his own Language Arts materials.

Procedural Books are simply a step-by-step guide. They are sometimes prepared with the student ahead of the activity and then properly completed after the activity has been finished. They help develop an understanding of the steps needed to complete a task or activity.

- This type of experience book works great for step-by-step activities such as making a smoothie, steps to making biscuits, steps to feeding the dog, taking a book out of the library, steps to delivering fruit/veg program to three classes, etc.
- Self-care routines that the student does during the day can be helpful procedural books. This might be related to personal care such as washing hands, brushing teeth, etc.
- These books allow for expansion as the student develops skills within the routine or can do more steps within the step-by-step activity
- Anticipation and memory skills are reinforced with this type of experience book as students work on remembering the next steps within the routine or activity.