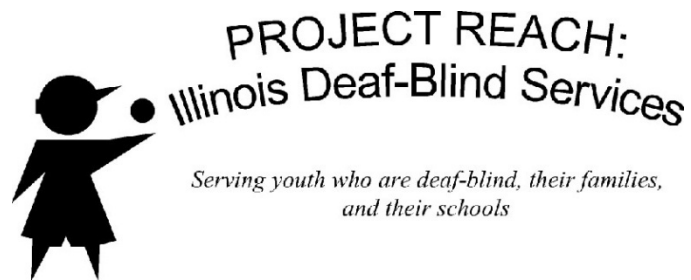




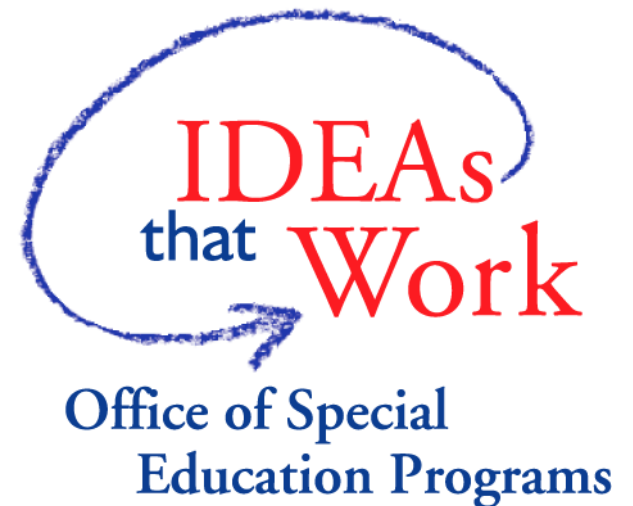
# Deaf-Blind Intervention: Providing Access to Education in Any Setting

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Deaf-Blind Services

# Brought to you by...



National Consortium  
on Deaf-Blindness



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# What will we do?

- Provide basic information about the educational needs associated with deaf-blindness
- Describe 'intervention', the provision of highly trained paraprofessionals or others who act as the eyes and ears of the young child with deaf-blindness,
- Share options for training in intervention



# Federal Definition

"Deaf-blindness is concomitant hearing and visual impairments, the combination that creates such severe communication and other developmental and educational needs that they cannot be accommodated in special education in programs solely for children with deafness or children with blindness." *FR Dept. of Education, 34 CFR Parts 300 & 303. Vol. 64, No. 48. 3/12/99*

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# What is Deaf-Blindness?

- Having a combined vision-hearing loss; does NOT have to be totally deaf and totally blind
- In Illinois, 424 students were documented as having combined vision-hearing loss by Project Reach on December 1, 2012
- There were over 100 students age birth – 8 on October 1



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# Visual eligibility

- Visual acuity of 20/70 or greater, with best correction
- Visual field of 20 degrees or less, in both eyes
- Known condition with progressive vision loss
- Documented functional vision loss
- This may include students with CVI

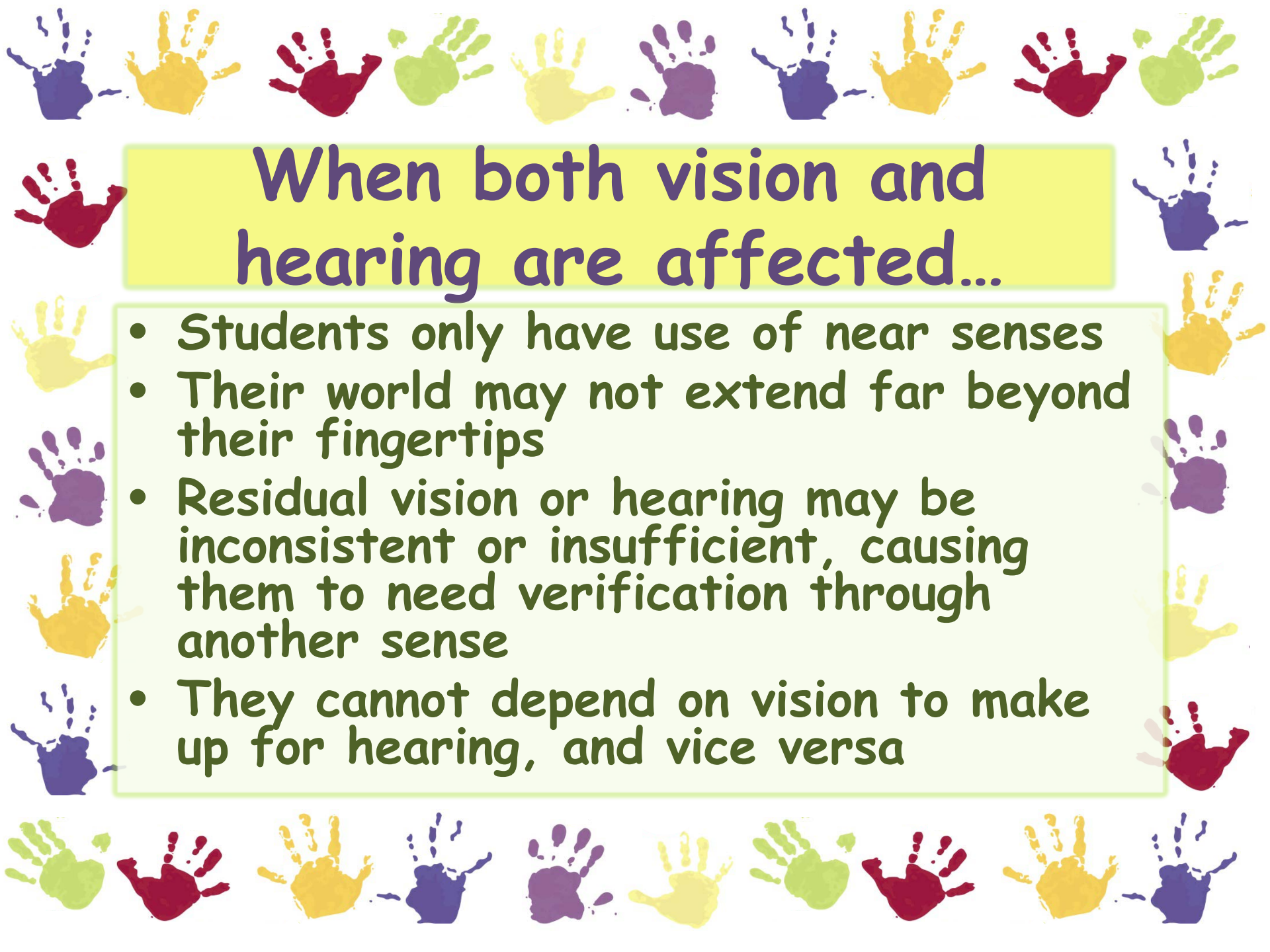
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# Hearing Eligibility

- At least at 26 dB hearing loss, with amplification, in the better ear
- Diagnosed progressive hearing loss
- Documented functional hearing loss
- This may include students with auditory dyssyncrany or auditory processing disorders

	<div> <span>←</span> <b>Degree of Hearing</b> <span>→</span> </div>				
<b>Degree of Vision</b> <div>↓</div>	Normal Hearing	Hard of Hearing (mild-moderate)	Deaf (severe to profound)	Progres- sive Loss	Auditory Neuro- pathy
Normal Vision	Normal for both	Hearing impaired	Hearing impaired	Depends on degree	Hearing impaired
Low Vision (best corrected to 20/70))	Visually impaired (VI)	Identified as DB	DB	DB	DB
Blind - (legally,light perception, field loss, totally))	VI	DB	DB	DB	DB
Progressiv e Loss	Depends on degree	DB	DB	DB	DB
CVI	VI	DB	DB	DB	DB



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## When both vision and hearing are affected...

- Students only have use of near senses
- Their world may not extend far beyond their fingertips
- Residual vision or hearing may be inconsistent or insufficient, causing them to need verification through another sense
- They cannot depend on vision to make up for hearing, and vice versa

Remember  
Deafblind is not

Deaf + Blind,

it is

Deaf X Blind

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# Effects on Development

- Social/Emotional
- Cognitive
- Motor
- Communication/Language

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# Social Emotional

- Bonding and Attachment
- Trust vs. Mistrust
- Independence
- Self Concept

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# Cognitive

- Concept Development, including
  - Cause and Effect
  - Object Permanence
  - Understanding entire process of activities
  - Complex concepts are even harder! Think of a zoo trip...



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# Motor

- Different timelines
- Delay greater for mobility milestones than for stationary motor milestones
- Decreased motivation to move



# Communication/Language

- Need to have tactile life experiences to attach so language attaches to meaning
- No matter the MODE of communication, delays are usually present. For example, just adding a cochlear implant will not bring a student to age appropriate milestones
- Any intellectual disability/delay will have an even more significant impact on communication
- May use augmentative or alternative communication systems, but need to make visual and tactile accommodations to systems


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Overall, the biggest  
disability in  
Deaf-Blindness is in  
**INFORMATION  
GATHERING**

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# Let's Play Make Believe


- Get together into groups
- Take turns using simulation goggles and ear plugs
- Pick an activity from the hat to do as a group
- Debrief, change roles, pick another activity

- 
- What did you experience? How did you feel?
  - How might young children lack access to their environments?






# One Answer: Deaf-Blind Intervention



In educational environments, intervener services are provided by an individual, typically a paraeducator, who has received specialized training in deaf-blindness and the process of intervention



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# What does intervention do?

- Provides consistent access to instruction and environmental information
- Provides access to and assistance in developing communication
- Facilitates trusting interactive relationships that promote well-being
- Supports the formation of relationships with others



Think back...

When we played make-believe,  
how might things have happened  
differently with intervention?

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# Specifically...

- How might an intervener support a student getting and giving information and communication?
- How might an intervener have supported you in connecting with potential peer friends or other adults?



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# Some possible examples

- Interveners can take what another person is saying or doing and give that information to the student in real time with:
  - a picture system
  - touch or object cues
  - sign language (visual or tactile)
  - at a pace that works for the student



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# Some possible examples

- Interveners can, by example or direct instruction, support peers or adults to use a student's communication system
- They can also explain their student's behavior to others in a way that supports relationships (She's smiling because she likes you; Oh! She is showing you her bandaid..Do you have any bandiads she can touch?)

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So, what might interveners do

- On the playground?
- During calendar?
- During free play?
- When a visitor comes to the classroom?
- When the teacher is introducing a new unit with new words and concepts?

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# So, can only Interveners provide Intervention?

- Anybody can learn and use the techniques, BUT
- Some children need a dedicated one-to-one for the techniques to be effective

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Doesn't one to one support  
foster dependence?

Students with deaf-blindness  
depend on the  
**INFORMATION** given by an  
intervener the way others  
depend on their **EYES** and  
their **EARS**



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# Training Options

- To become a credentialed national intervener: Utah State University distance classes
- College classes also available from other institutions
- To take free online modules (OHOA) with other people in Illinois and with support and a certificate of completion with Project Reach or on your own through NCDB



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# Utah State University

- Enroll in program and as a student at large
- Pay tuition
- Take 2 classes and one practicum, develop portfolio
- Submit portfolio to NRCPara; if accepted, pay \$100 fee for credential

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# Open Hands, Open Access (OHOA) Training Modules

- Uses Moodle (old, but accessible, online system)
- No cost!
- Once a registered user, you have 24/7 access
- Two options: Illinois or NCDB

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# Illinois

- Give name and contact information to Project Reach
- Project Reach submits information so that cohorts can be enrolled
- Project Reach staff act as mentors
- Broad timelines established (like one module per month)
- CPDUs offered for completion of each module

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# NCDB

- Go to NCDB website, find OHOA Modules, complete registration form online
- Take modules independently; assistance for TECHNICAL, computer issues available
- No CPDU's available

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# Current OHOA Modules

- Module 1: An Overview of Deaf-Blindness and Instructional Strategies
- Module 2: The Sensory System, the Brain, and Learning
- Module 3: The Role of Interveners in Educational Settings
- Module 4: Building Trusted Relationships and Positive Self-Image




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# Coming Soon

- Module 5: Availability for Learning
- Module 6: Understanding Communication Principles with Students who are Deaf-Blind
- Module 7: Emergent Communication
- Module 8: Progressing from Non-symbolic to Symbolic Communication and Complex Language
- Module 9: Routines and Calendars



Let's Sneak a Peek!

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## Next Steps for Intervention in Illinois

- Continue to educate parents of children with deaf-blindness
- Continue to educate educators and administrators
- Develop language to be considered by ISBE
- Continue to support OHOA and share resource about USU and NRCPara

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# You are invited to

- Take the Modules
- Request more information
- Ask questions now, or
- Contact me later with questions

Thanks for being here, completing the evaluations, and loving the kids!