Equipping School Psychologists: Essential Resources for Supporting Deaf, Blind or Deafblind Learners

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What is the Ohio Center for Deafblind Education (OCDBE)?

- The Ohio Center for Deafblind Education, associated with the University of Cincinnati Systems Development & Improvement Center, is a federally funded project under the United States Department of Education, Office of Special Education Programs.
- All children with deafblindness, birth through age 21, are eligible for services offered by OCDBE.

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What is the Outreach Center for Deafness and Blindness at OCALI?

- One of 11 centers at OCALI.
- Our funding is through the Office for Exceptional Children at the Department of Education and Workforce.
- We serve those who provide direct service to learners who are deaf, hard of hearing, blind, or visually impaired.
 - Evidence-based strategies with real-life examples
 - We help to increase people's knowledge and enhance their practices to better serve and support individuals, families, and professionals.
- · There is no eligibility requirement for our services.

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About Language

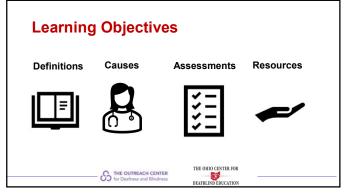
Before moving forward, it is worth mentioning that there is a language consideration you may notice. **Person-first language** emphasizes the person before the identity or disability, such as person who is deaf or a child with autism.

Identity-first language puts the identity or disability first in the description, as in deaf person or autistic person, recognizing the culture or community.

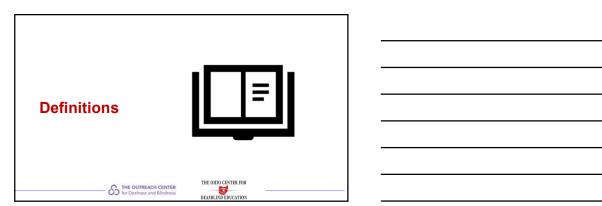
When referring to learners in this presentation you may notice the use of **both** person-first and identity-first language to ensure that all people have their preferences respected and represented.







□ I know who qualifies as deaf, blind, deafblind.
□ I know which assessments are needed.
□ I know where to find resources for this population.



Definition: Deaf	or Hard of	ⁱ Hearing
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"Deafness" means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance. (OAC 3301-51-01 (B)(10)(D)(iv))

"Hearing impairment" means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this rule. (OAC3301-51-01 (B)(10)(D)(vi))





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Definition: Blind or Visually Impaired

"Visual impairment" including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance.

The term visual impairment includes both partial sight and blindness; (b)The term "visual impairment" does not include a disorder in one or more of the basic psychological processes, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Operating Standards for the Education of Children with Disabilities (2024)





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Definition - Deafblindness

"Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs that they then cannot be accommodated in special education programs which are solely for children with deafness or children with blindness" (OAC 3301-51-01 (B)(10)(d)(iii)



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Deafblindness = Combined Hearing-Vision Loss

The Ohio Operating Standards for the Education of Children with Disabilities states, "Multiple disabilities does not include deaf-blindness." (pg. 20)



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A School Psychologist's Guide To Deafblindness

Identifying and Supporting Students with Combined Hearing-Vision Loss

https://www.ohiodeafblind.co m/resources/ocdbe-products/



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Deafblindness is a spectrum of combined hearing-vision loss









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Many Children with Combined Hearing-Vision Loss



- Have some usable vision and hearing
- Only around 6% are profoundly deaf and totally blind
- May be educationally identified under IDEA as having multiple disabilities, vision impairment or hearing impairment
- May have other physical and developmental disabilities
- May experience hearing-vision loss over time due to a syndrome

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Ohio Deafblind Decision Tree



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Poll Question 2

Does a student have to be identified under IDEA as Deafblind to receive services from OCDBE?



Etiologies of Deafblindness Include:

- Hereditary/chromosomal syndromes and disorders (e.g., CHARGE syndrome, Usher syndrome)
- Pre-Natal/congenital complications (e.g., CMV, Fetal Alcohol Syndrome, maternal drug use)
- Post-Natal/non-congenital causes (e.g., lack of oxygen, meningitis, severe head injury)
- · Complications associated with prematurity
- Categories Source: National Center on Deaf-Blindness





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Spectrum of Hearing-Vision Loss for Deafblind Identification

Hearing Loss with correction

- Mild (26-40 dB loss)
- Moderate (41-55 dB loss)
- Mod.- Sev. (56-70 dB loss)
- Severe (71-90 dB loss)
- Profound (91+ dB loss)
- Diagnosed progressive loss
- Auditory processing disorder
- Auditory neuropathy Functional hearing loss

Vision Loss with correction

- Low vision (20/70-20/200)
- Legally blind (visual acuity of 20/200 or worse)
- Light perception only
- Totally blind
- Cortical visual impairment
- Diagnosed progressive loss
- Functional vision loss



Ohio Deafblind Census

- · Ohio deafblind census report completed annually.
- Data used to determine funding to provide services.
- Home school district responsibility for annual record updates.

 • Website for registration or update
- records. www.ohiodeafblind.com







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Assessments







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Assessment Planning

- Do you complete or participate in the team for planning evaluations for learners in your school or district?
- Have you had to complete this for learners who were blind, visually impaired, deaf or hard of hearing, or deafblind?

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Types of Assessments

- · Functional Listening Evaluation
- · Learning Media Assessment
- · Functional Vision Assessment
- Expanded Core Competencies
- Audiological Evaluation
- Comprehensive Eye Exam
- Communication





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Assessment Types - Hearing

Functional Listening Audiological











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Assessment Types - Vision

Functional Vision Assessment Learning Media Assessment













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Learning Media

IEP section 16: "Children with Visual Impairments"

What is the assumed media if a learning media assessment has not been conducted?







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Communication-Section 2

"Does the child have communication needs (required for deaf or hearing impaired?"





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Communication Planning Guide

Understand how each learner's communication access will happen in every setting and activity of the day.

- · Emergency drills
- Swimming
- Lunch
- Provider absences





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Literacy Assessment Guidance

Low Incidence Disabilities and Complex Communication Needs

- Blind or Visually Impaired
- · Deaf or Hard of Hearing







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Assessment Support Examples

- Hearing Assistive Technology
- Accessible Educational Materials (large print, braille)
- Assistive Technology
- Visual Phonics, Cued Language, Signed Language
- Fingerspelling
- · Tactile Manipulatives





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Importance of the Team



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Services Provided by OCDBE



- Consultation services for children with deafblindness, birth through 21, provided in the home, school, and community
- No-cost
- Written report
- Annual Parent Retreat
- · Family Scholarships
- · Parent-to-Parent Mentoring





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OCDBE Services (cont'd)



- OCDBE's website provides information on resources, training opportunities, and publications related to combined hearingvision
 - Professional development and training opportunities for parents, early intervention providers, general education teachers, special education teachers, paraprofessionals and related services providers
 - Publications on deafblindness related to identification, families, early intervention, school-age, literacy, transition, and census





Services Provided by The Outreach Center for Deafness and Blindness

- · Online training
- Professional development
- Coaching
- Technical assistance to school districts, agencies, and
- OCALI Lending library Free to residents of Ohio
 Assessments and protocols

 - Assistive Technology
 - Hearing Assistive Technology





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Learning Hub

- Introductory Assessment Series
- · Guidance Document
- Functional Listening Evaluation
- Functional Vision Learning Media Assessment



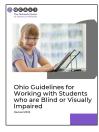
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Guidance Documents

- Ohio Guidelines for Working with Students who are Blind or Visually Impaired
- Guidelines for the Assessment and Educational Evaluation of Students Who are Deaf or Hard of Hearing
- Educational Service Guidelines for Students who are Deaf and Hard of Hearing







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Statewide Directory of Providers

- Teacher of the Visually Impaired
- · Teacher of the Deaf
- Certified Orientation and Mobility Specialist
- Educational Audiologist





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Booklist with Representative Characters and Topics

Age Categories

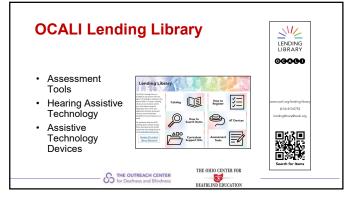
- Birth to Age Three
- Elementary
- · Middle School
- High School
- Adult

Format Descriptions Reading Guide









Website Resources https://deafandblindoutreach.org www.ohiodeafblind.com



Contact Information		
0	Phio Center for Deafblind Education (UC SDI)	The Outreach Center for Deafness and Blindness at OCALI
	ebsite: ww.ohiodeafblind.com	• Website: www.deafandblindoutreach.org
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• Ph	one:614-897-0020	• Phone: 614-410-0380
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Thank You!



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