

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's 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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OCALI Centers



Autism Center



Lifespan Transitions Center



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Center for the
Young Child



Teaching Diverse
Learners Center



Assistive Technology &
Accessible Educational
Materials Center



Family and Community
Outreach Center



Universal Design
for Learning Center



Multi-System
Navigation Center



OCALICON



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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.



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Learning Objectives

Definitions

Causes

Assessments

Resources



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Poll Question

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

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Definitions



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Definition: Deaf or Hard of Hearing

"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. (OAC 3301-51-01 (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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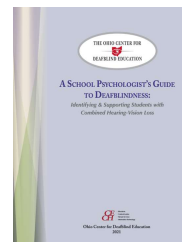
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A School Psychologist's Guide To Deafblindness

Identifying and Supporting Students with Combined Hearing-Vision Loss

<https://www.ohiodeafblind.com/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



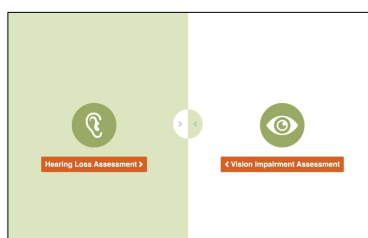
- Have some usable vision and hearing
- Only around 6% are profoundly deaf and totally blind
- May be educationally identified under IDEA as having multiple disabilities, vision impairment or hearing impairment
- May have other physical and developmental disabilities
- May experience hearing-vision loss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

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Causes



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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
- Other
- 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

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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

Resources from:

OCALI THE OUTREACH CENTER for Deafness and Blindness deafblind@outreach.org

Introductory Series on Deafness and Blindness: **ASSESSMENTS**

All one-hour webinars have been approved for CEUs:

- Hearing Screenings and Audiological Evaluations: An Introduction
- Vision Screenings and Comprehensive Eye Exams: An Introduction
- Functional Listening Evaluation: An Introduction
- Functional Vision Assessment: An Introduction
- Learning Media Assessment: The Audiogram: An Introduction
- The Eye Report: An Introduction

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Assessment Types - Hearing

Functional Listening
Evaluation



Audiological
Evaluation



Expanded Core
Competencies



Communication



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Assessment Types - Vision

Functional
Vision
Assessment



Learning
Media
Assessment



Comprehensive
Eye
Exam



Expanded
Core
Competencies



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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?

IEP Individualized Education Program

NAME: _____ DATE: _____

CHILDREN WITH VISUAL IMPAIRMENTS

1. Does the child have a visual impairment that affects learning? (Cite ICF) _____

2. Does the child have a visual impairment that affects learning? (Cite ICF) _____

3. Does the child have a visual impairment that affects learning? (Cite ICF) _____

4. Does the child have a visual impairment that affects learning? (Cite ICF) _____

5. Does the child have a visual impairment that affects learning? (Cite ICF) _____

6. Does the child have a visual impairment that affects learning? (Cite ICF) _____

7. Does the child have a visual impairment that affects learning? (Cite ICF) _____

8. Does the child have a visual impairment that affects learning? (Cite ICF) _____

9. Does the child have a visual impairment that affects learning? (Cite ICF) _____

10. Does the child have a visual impairment that affects learning? (Cite ICF) _____

11. Does the child have a visual impairment that affects learning? (Cite ICF) _____

12. Does the child have a visual impairment that affects learning? (Cite ICF) _____

13. Does the child have a visual impairment that affects learning? (Cite ICF) _____

14. Does the child have a visual impairment that affects learning? (Cite ICF) _____

15. Does the child have a visual impairment that affects learning? (Cite ICF) _____

16. Does the child have a visual impairment that affects learning? (Cite ICF) _____

17. Does the child have a visual impairment that affects learning? (Cite ICF) _____

18. Does the child have a visual impairment that affects learning? (Cite ICF) _____

19. Does the child have a visual impairment that affects learning? (Cite ICF) _____

20. Does the child have a visual impairment that affects learning? (Cite ICF) _____

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Communication- Section 2

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

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SPECIAL INSTRUCTIONAL FACTORS

Have checked "YES" and the address in the IEP:

Does the child have behavior which impedes his/her learning or the learning of others?

YES ☐ NO ☐

Does the child have limited English proficiency?

YES ☐ NO ☐

Is the child blind or visually impaired?

YES ☐ NO ☐

Does the child have [communication needs](#) (required for deaf or hearing impaired)?

YES ☐ NO ☐

Does the child need assistive technology devices and/or services?

YES ☐ NO ☐

Does the child require specially designed physical education?

YES ☐ NO ☐

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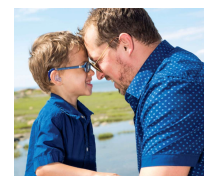
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Communication Planning Guide

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

- Emergency drills
- Swimming
- Lunch
- Provider absences



Communication Planning Guide
for Students Who Are Deaf or
Hard of Hearing

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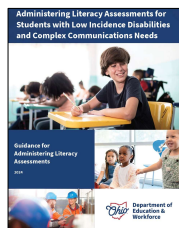
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Literacy Assessment Guidance

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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Break-out Room

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Break-out Room Questions

- Do you know which assessments to consider for their planning of the assessment process?
- Are your learners registered on the deafblind census?
- Are you prepared to complete the assessment planning form?
- Do you need to reconsider any services and supports or assessment plans for students you have right now?
- Reflect on a challenging case where you assessed a student who was deaf or blind. What strategies did you use, and what lessons did you learn from the process?

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Discussion

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Services and Supports



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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 hearing-vision
- 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

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Services Provided by The Outreach Center for Deafness and Blindness

- Online training
- Professional development
- Coaching
- Technical assistance to school districts, agencies, and families.
- OCALI Lending library - Free to residents of Ohio
 - Assessments and protocols
 - Assistive Technology
 - Hearing Assistive Technology

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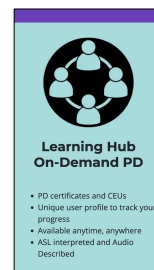
Resources



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Learning Hub

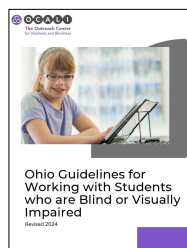
- Introductory Assessment Series
- Guidance Document
- Functional Listening Evaluation
- Functional Vision Learning Media Assessment



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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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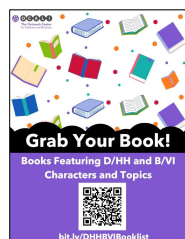
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Booklist with Representative Characters and Topics

Age Categories

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

Format Descriptions
Reading Guide



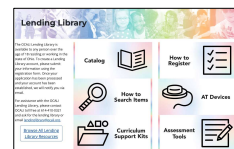
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OCALI Lending Library

- Assessment Tools
- Hearing Assistive Technology
- Assistive Technology Devices



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Website Resources

<https://deafandblindoutreach.org>

www.ohiodeafblind.com

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Questions?

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Contact Information

Ohio Center for Deafblind Education (UC SDI)

- Website: www.ohiodeafblind.com
- Email: lbjohnoff01@gmail.com
- Phone: 614-897-0020

The Outreach Center for Deafness and Blindness at OCALI

- Website: www.deafandblindoutreach.org
- Email: outreach_info@ocali.org
- Phone: 614-410-0380



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Thank You!



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