

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.

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.

OCAI Centers



Autism Center



**Lifespan
Transitions Center**



THE OUTREACH CENTER
for Deafness and Blindness



**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**



OCAICON



LENDING LIBRARY



THE OUTREACH CENTER
for Deafness and Blindness

THE OHIO CENTER FOR

DEAFBLIND EDUCATION



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.

Learning Objectives

Definitions



Causes



Assessments



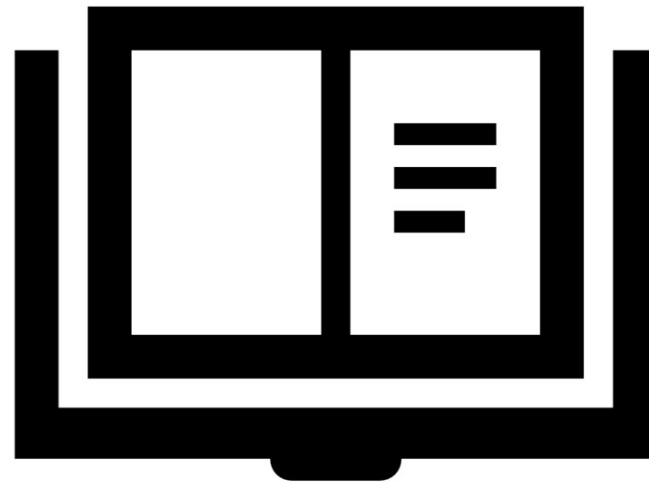
Resources



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.

Definitions



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))

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)

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))

Deafblindness = Combined Hearing-Vision Loss

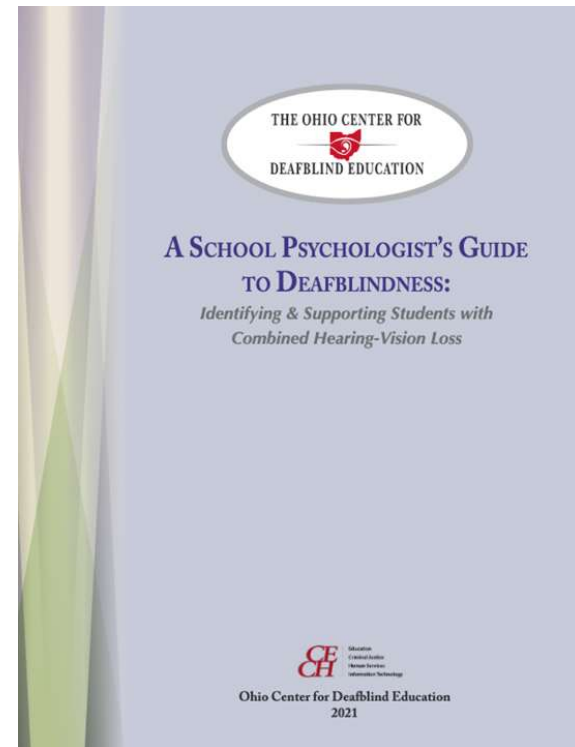
The Ohio Operating Standards for the Education of Children with Disabilities states, “Multiple disabilities does not include deaf-blindness.” (pg. 20)



A School Psychologist's Guide To Deafblindness

Identifying and Supporting
Students with Combined
Hearing-Vision Loss

<https://www.ohiodeafblind.com/resources/ocdbe-products/>



Deafblindness is a *spectrum* of combined hearing-vision loss



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

Ohio Deafblind Decision Tree



Poll Question 2

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

Causes



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

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

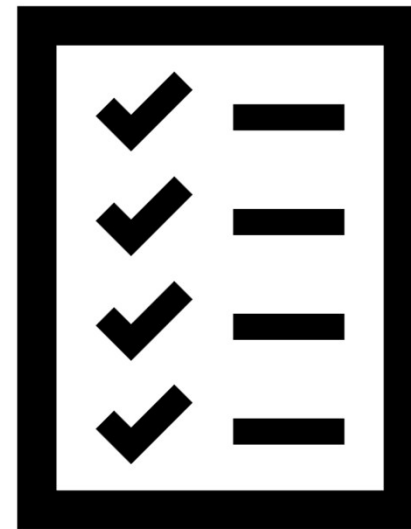
- Low vision (20/70-20/200)
- Legally blind (visual acuity of 20/200 or worse)
- Light perception only
- Totally blind
- Cortical visual impairment
- Diagnosed progressive loss
- Functional vision loss

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



Assessments



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?

ETR Evaluation Team Report

DISTRICT: _____

SCHOOL-AGE EVALUATION PLANNING FORM (Required)

DATE OF PLAN: _____ ☐ INITIAL EVALUATION ☐ REEVALUATION

CHILD'S NAME: _____ ID NUMBER: _____ DATE OF BIRTH: _____

TEAM CHAIRPERSON: _____

TEAM MEMBERS: _____

SUSPECTED DISABILITY(IES): _____

ASSESSMENT AREAS RELATED TO SUSPECTED DISABILITY(IES)	DATA FOR REVIEW	PERSON RESPONSIBLE FOR ASSESSMENT AND REPORT
Information Provided by Parent		
General Intelligence		
Academic Skills		
Classroom-based Evaluations and Progress in the General Curriculum		
Data from Interventions		
Communicative Status		
Vision		
Hearing		
Social Emotional Status		
Physical Exam/General Health		
Gross Motor		
Fine Motor		
Vocational/Transition		
Background History		
Observations		
Behavior Assessment		
Adaptive Behavior		
Braille Needs		
Audiological Needs		
Assistive Technology Needs		
Other:		

☐ The Team has taken into consideration limited English proficiency to plan this assessment

☐ The Team has taken into consideration possible sources of racial or cultural bias in planning this assessment.

SIGNATURES

School District Representative (Name/Date) _____ Parent/Guardian (Name/Date) _____



General Education Teacher (Name/Date) _____ Intervention Specialist (Name/Date) _____





PR-06 ETR FORM REVISED BY ODE: September 27, 2018 (revised 12.2002 to Microsoft Word format)

Types of Assessments

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

Resources from:

  **THE OUTREACH CENTER**
for Deafness and Blindness
deafandblindoutreach.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: An Introduction
- The Audiogram: An Introduction
- The Eye Report: An Introduction

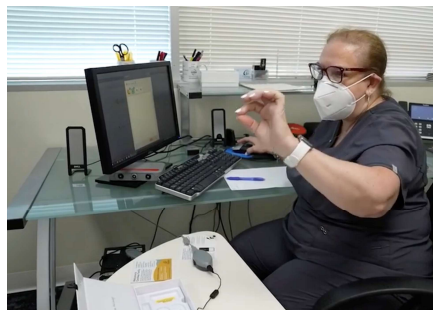


Assessment Types - Hearing

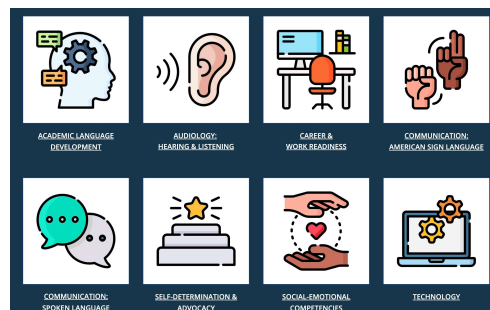
Functional Listening Evaluation



Audiological Evaluation



Expanded Core Competencies



Communication



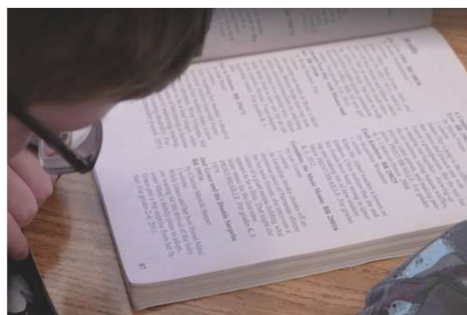
Communication Planning Guide
for Students Who Are Deaf or
Hard of Hearing

Assessment Types - Vision

Functional
Vision
Assessment



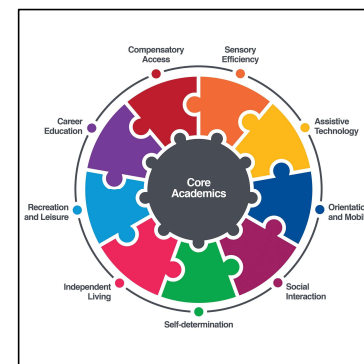
Learning
Media
Assessment



Comprehensive
Eye
Exam



Expanded
Core
Competencies



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			
DISTRICT:	NAME:	ID NUMBER:	DATE OF BIRTH:
16			
CHILDREN WITH VISUAL IMPAIRMENTS			
<small>This form shall be completed during the IEP meeting for each child who has a visual impairment, as defined by Ohio's Amended Substitute House Bill Number 164, which requires a statement specifying one or more reading and writing media in which instruction is appropriate to meet the child's educational needs. A copy of this completed form is part of, and must be attached to, the child's IEP form.</small>			
1. Annual assessment of reading and writing skills was conducted with each child in all media considered appropriate. The results of these assessments are included in "Present Levels of Academic Achievement and Functional Performance" on the IEP and indicate both strengths and weaknesses.		<input type="checkbox"/> YES <input type="checkbox"/> NO	
2. The IEP contains a requirement for instruction in Braille reading and writing when that medium is appropriate and is indicated by adding "Unified English Braille" as a special service in Section 7.		<input type="checkbox"/> YES <input type="checkbox"/> NO	
3. Instruction in Braille reading and writing was carefully considered for this child and pertinent literature describing the educational benefits of instruction in Braille reading and writing was reviewed by the persons developing this child's IEP.		<input type="checkbox"/> YES <input type="checkbox"/> NO	
4. The following visual condition(s) was taken into account and discussed in making the above decision: <ul style="list-style-type: none">• Condition is degenerative and progressive loss is expected.• Condition is currently unpredictable in nature and will be reviewed if change in visual condition is noted.• Condition is temporary and expected to improve.• Condition is stable and will be monitored.		<input type="checkbox"/> YES <input type="checkbox"/> NO	
5. Indicate the appropriate instructional media			
<input type="checkbox"/> Unified English Braille			
<input type="checkbox"/> Large Print			
<input type="checkbox"/> Regular Print			
<input type="checkbox"/> Tape/auditory			
<input type="checkbox"/> Pre-reader			
6. Complete if Braille reading and writing ARE appropriate at this time			
<input type="checkbox"/> Annual goals provided			
<input type="checkbox"/> Short-term objectives provided			
<input type="checkbox"/> Date of initiation indicated			
<input type="checkbox"/> Frequency and duration of instructional sessions indicated			
<input type="checkbox"/> Level of competency to be achieved annually indicated			
<input type="checkbox"/> Objective determinants used to measure achievement provided			
7. Reasons Braille reading and writing ARE NOT appropriate this time			
<input type="checkbox"/> Documented visual acuity allowing the choice of larger type/regular type			
<input type="checkbox"/> Child is considered a pre-reader			
<input type="checkbox"/> Other:			

Communication- Section 2

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

2

SPECIAL INSTRUCTIONAL FACTORS

Items checked “YES” will be addressed in this 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 ☐

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

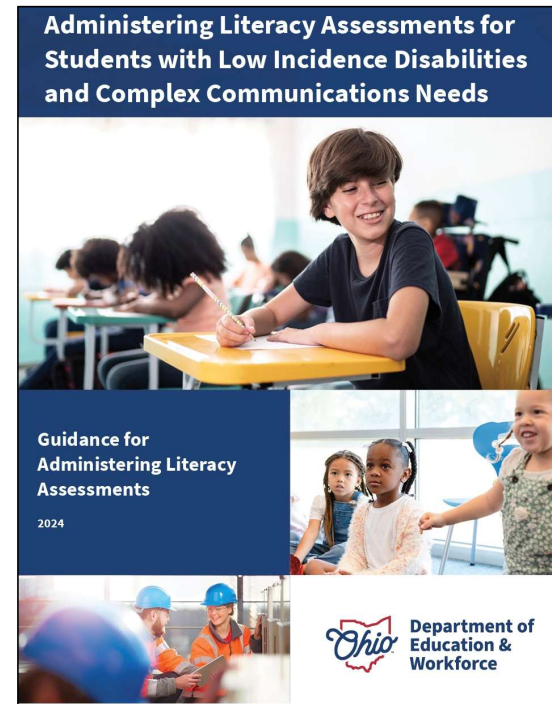


**Communication Planning Guide
for Students Who Are Deaf or
Hard of Hearing**

Literacy Assessment Guidance

Low Incidence Disabilities
and Complex Communication
Needs

- Blind or Visually Impaired
- Deaf or Hard of Hearing



Assessment Support Examples

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

Importance of the Team



Break-out Room

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?

Discussion

Services and Supports



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

OCDBE Services (cont'd)

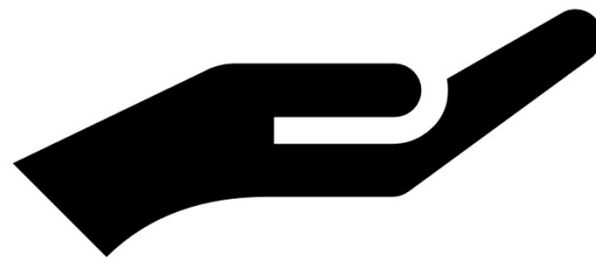


- OCDBE's website provides information on resources, training opportunities, and publications related to combined hearing-vision
 - Professional development and training opportunities for parents, early intervention providers, general education teachers, special education teachers, paraprofessionals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

Services Provided by The Outreach Center for Deafness and Blindness

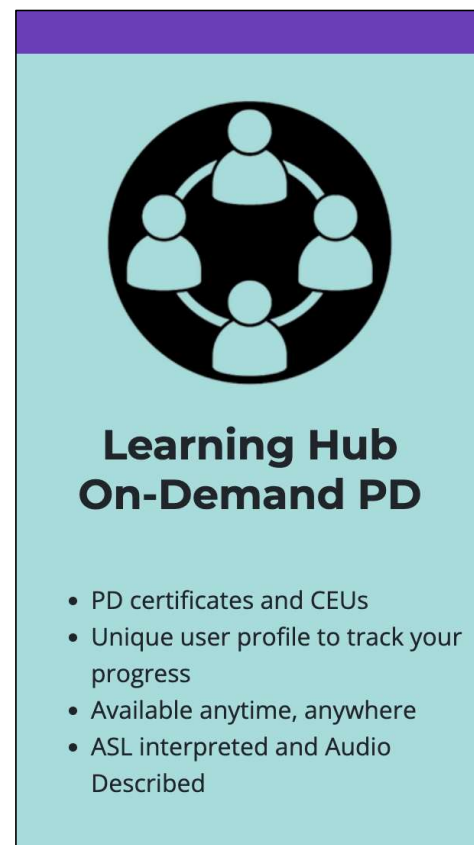
- Online training
- Professional development
- Coaching
- Technical assistance to school districts, agencies, and families.
- OCALI Lending library - Free to residents of Ohio
 - Assessments and protocols
 - Assistive Technology
 - Hearing Assistive Technology

Resources



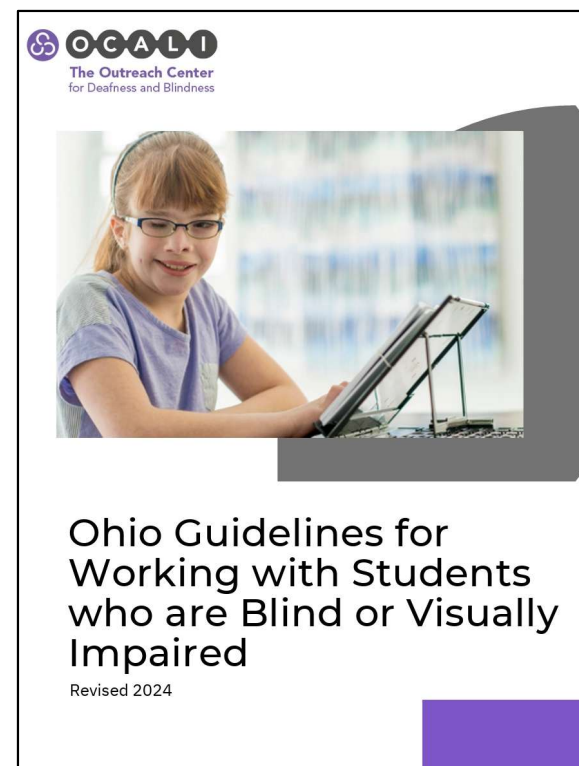
Learning Hub

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



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



Statewide Directory of Providers

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



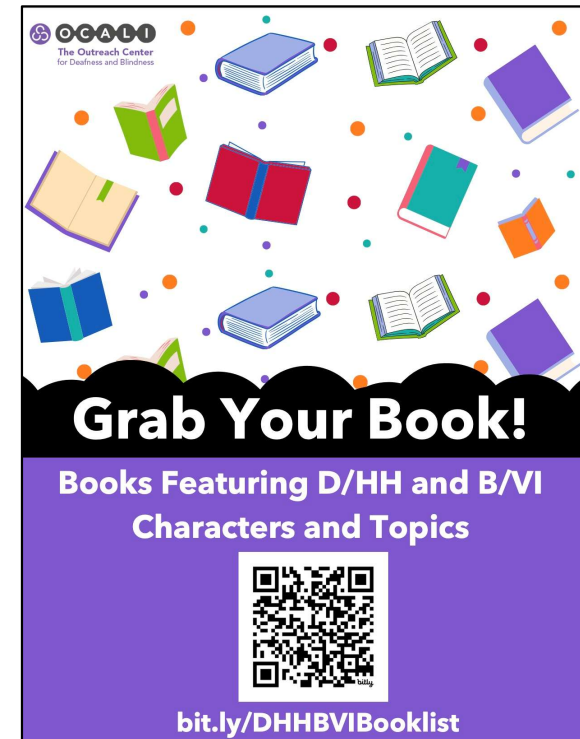
Booklist with Representative Characters and Topics

Age Categories

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

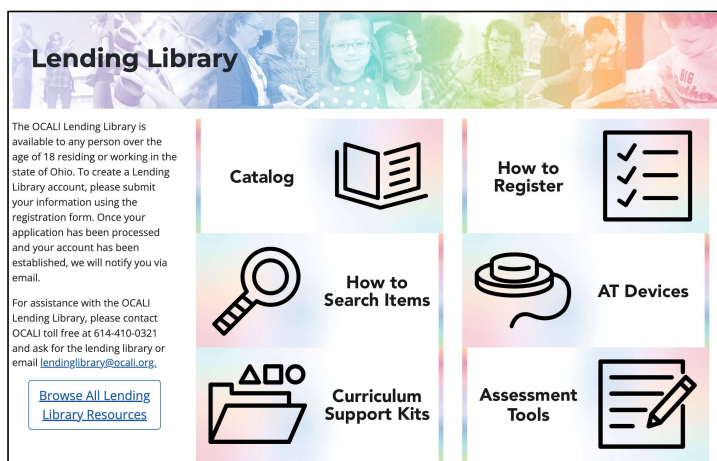
Format Descriptions

Reading Guide



OCALI Lending Library

- Assessment Tools
- Hearing Assistive Technology
- Assistive Technology Devices



LENDING
LIBRARY

OCALI

www.ocali.org/lending-library

(614) 410-0753

lendinglibrary@ocali.org



Search for Items

Website Resources

<https://deafandblindoutreach.org>

www.ohiodeafblind.com

Questions?

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

Thank You!