

Tools Useful for Teams Working with Students Who Have Combined Vision and Hearing Loss

- Determining Support Needs for Students with Combined Vision and Hearing Loss: An IEP Discussion Guide to help teams determine appropriate supports for students with both vision and hearing loss. <http://gsap.coe.uga.edu/wp-content/uploads/2015/09/need-for-supports-website.docx>
- *Deafblindness: Educational Service Guidelines - Deafblindness: Educational Service Guidelines* offers state and local education agencies a framework from which meaningful, appropriate programming for students who are deafblind can be developed. These guidelines identify the knowledge and skills educators need to assist their students who are deafblind reach their full potential and become successful, contributing members of our society. You may request a bound copy from GSAP or find it on-line at http://www.spannj.org/resources/Deaf_Blindness_Ed_Service_Guidelines.pdf
- *Documenting Instructional Considerations for the Student with Combined vision and hearing loss* by Robbie Blaha, Education Specialist and Kate Moss, Education Specialist, Texas Deafblind Outreach - Students with deaf-blindness frequently require many adaptations, accommodations, modifications, related and supplemental services in the delivery of their instructional services. Without them, the child with deaf-blindness may be unable to access information from the instructional environment. This form lists typical instructional considerations for the student with deaf-blindness and allows IEP teams to capture all this information in one place. https://www.tsbvi.edu/attachments/1746_AppIDBInstructional-Modifications.doc
- *IEP Quality Indicators for Students with Deafblindness* developed by Texas Deafblind Outreach – A document designed to help educational teams develop appropriate IEPs for students with deafblindness. Indicators not present may indicate a training need for the team. The

presence of these indicators demonstrates a well-designed IEP in areas related specifically to the impact of Deafblindness. https://www.tsbvi.edu/attachments/other/IEP_Indicators.pdf

- *10 Issues to Always Consider When Intervening for Students with Deafblindness* by David Wiley, Texas Deafblind Outreach – This tool provides a framework for analyzing ten common issues a teacher, intervener, or caregiver must address when effectively supporting a student who is deafblind. Questions are provided to help guide a team in planning the best sensory access for the student in all environments. <http://www.tsbvi.edu/outreach-staff/3114-10-issues-to-always-consider-when-intervening-for-students-with-deafblindness>
- *Assessment of Deafblind Access to Manual Language Systems (ADAMLS)* by Robbie Blaha & Brad Carlson- An assessment tool for all children with a dual vision and hearing sensory loss (deaf-blindness) in educational settings that use a form of manual communication. <http://www.dblink.org/pdf/adamlis.pdf>
- *Assessing Communication and Learning in Young Children Who are Deafblind or Who Have Multiple Disabilities*: This guide is intended for all professionals who are responsible for assessing and developing interventions for young children who are deaf-blind. The strategies and materials described here are applicable to many children who have multiple disabilities as well as to children who are deafblind. <http://www.designtolearn.com/uploaded/pdf/DeafBlindAssessmentGuide.pdf>
- *HomeTalk: A Family Assessment*: HomeTalk is an assessment tool designed for use by parents and care providers of children who are deaf-blind and who have other disabilities. Its purpose is to help you participate more actively in the planning of your child's educational program. HomeTalk is designed to provide a broad picture of your child's skills, special interests, and personality. <https://nationaldb.org/library/page/789>