The Arkansas Project
CHILDREN AND YOUTH WITH SENSORY IMPAIRMENTS
and additional disabilities
1401 West Capitol Ave. Suite 450 Little Rock, AR 72201
(501)682-4221

CAYSI

Children And Youth with Sensory Impairments

and additional disabilities

(CAYSI)

The Arkansas Project
CHILDREN AND YOUTH WITH SENSORY IMPAIRMENTS
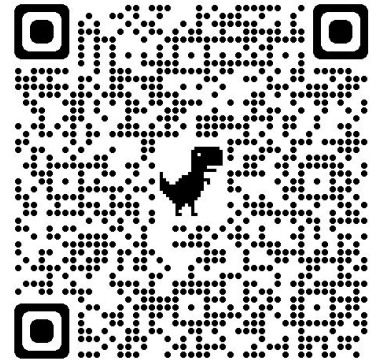**and additional disabilities**

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CAYSI

Alone we can do so little

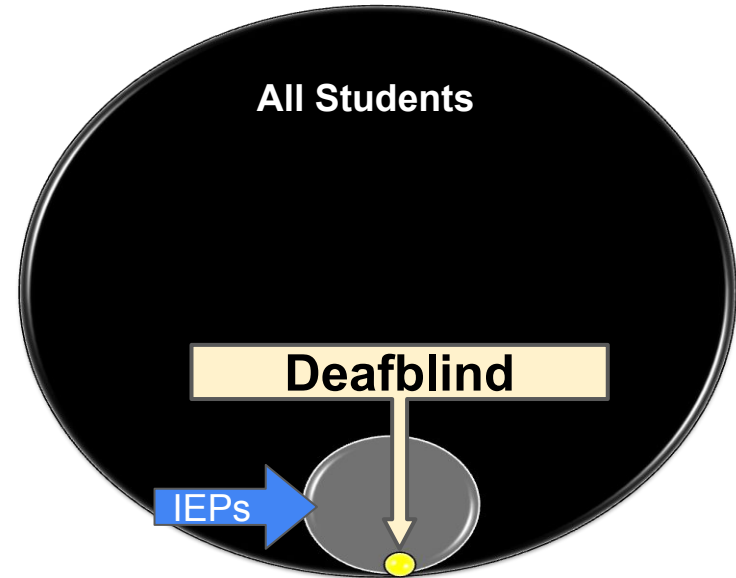Together we can do so much.

Helen Keller

Supporting professionals and striving to identify and serve all Arkansas families & their children that have a dual sensory impairment and additional disabilities.

IDEAs that Work
U.S. Office of Special Education Programs

Arkansas Collaborative Consultants

LEADERSHIP SUPPORT SERVICE

Deafblindness

- **Lowest Incidence**
  - Providers and families have **limited experience** with children who are deaf-blind
- **Requires unique strategies**
- **Limited incidental learning**
- **Limited access to information** needed for communication, learning, and development
- **Learning** is **compromised**
  - 83% Sight
  - 11% Hearing
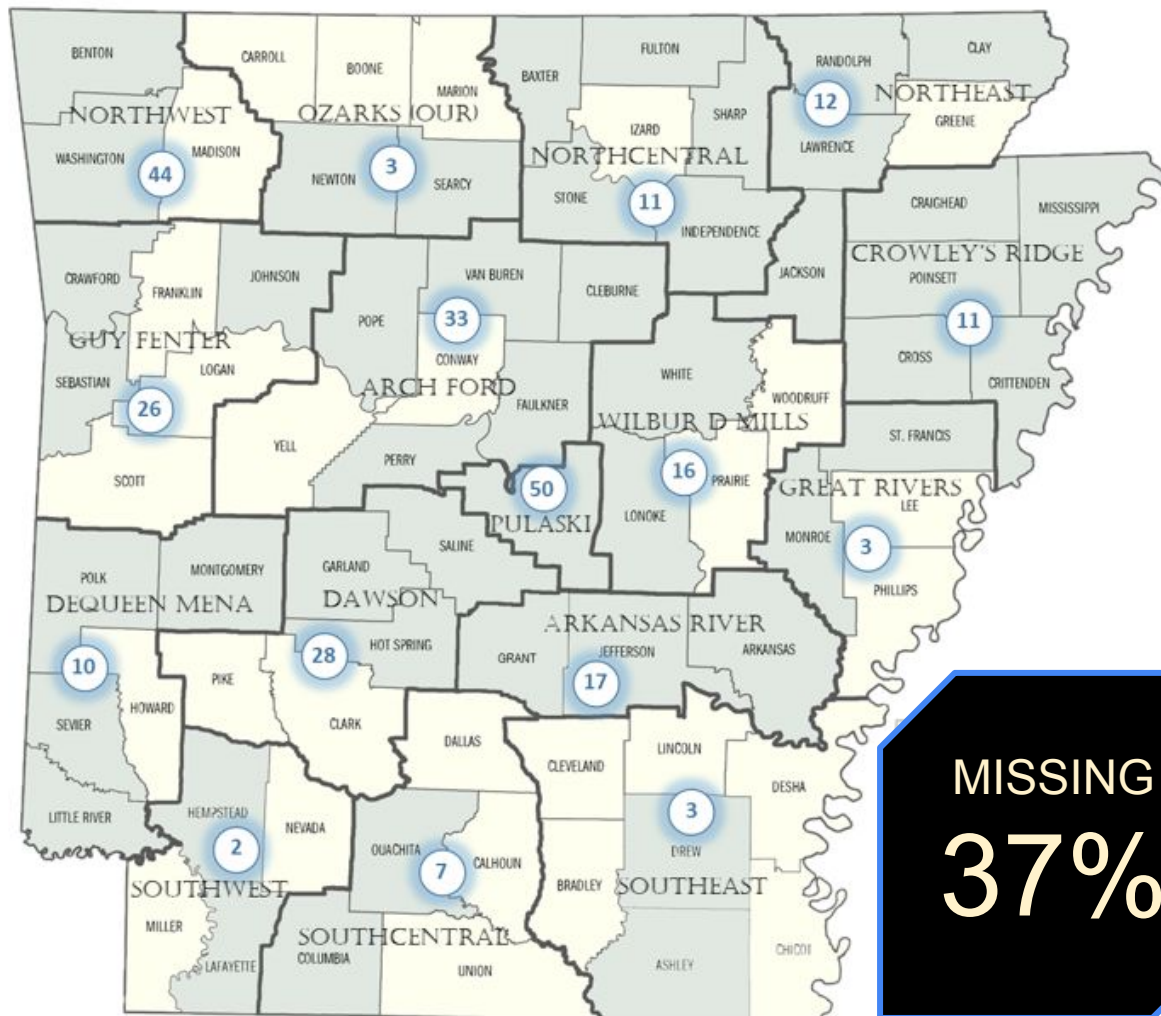 - 3.5% Smell
  - 1.5%Touch
  - 1% Taste

LOWEST INCIDENCE = MOST SUPPORTS

All Students

Deafblind

IEPs

According to researchers Dr. L.D. Rosenblum, Dr. Harold Stolovitch and Dr Erica Keeps. https://www.streetdirectory.com/etoday/using-the-five-senses-ecoflf.html
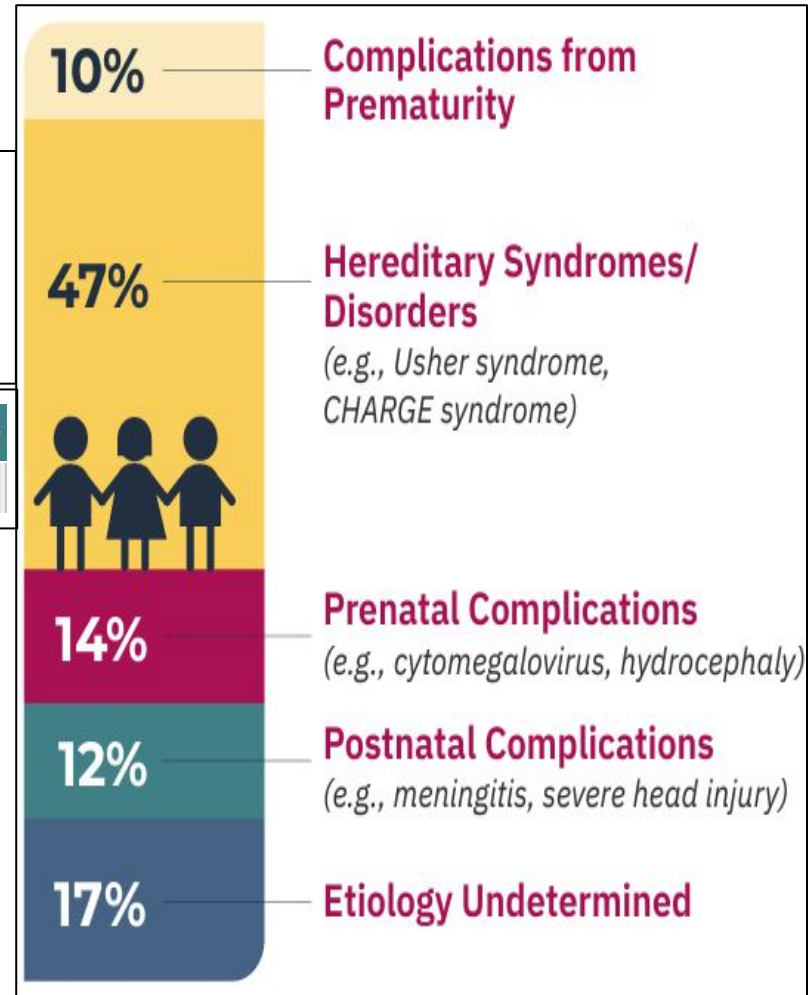
Causes of Deafblindness 2021

Most common in US with 100 or more cases of each reported every year
- CHARGE Syndrome (11 in AR)
- **Down Syndrome (9 in AR)**
- Usher Syndrome (4 in AR)
- **Congenital Cytomegalovirus (CMV) (10 in AR)**

STATE	0–2	3–5	6–11	12–17	18–21	OVER 21	TOTAL
ARKANSAS	7	23	68	83	57	0	238

Notable concerns
- Early Childhood (very few)
- Age of Referral (9 y/o)
- Transition Age
- Severe Head Injury (12 in AR)

10% — Complications from Prematurity

47% — Hereditary Syndromes/Disorders (e.g., Usher syndrome, CHARGE syndrome)

14% — Prenatal Complications (e.g., cytomegalovirus, hydrocephaly)

12% — Postnatal Complications (e.g., meningitis, severe head injury)

17% — Etiology Undetermined

Identification & Multiple Disabilities

"Unable to test…"

Of children with deafblindness...

Seizures, Ventilators, etc.

Multiple Disabilities

ATLAS or DLM

take th... grad... ...ate's ...e a...ments
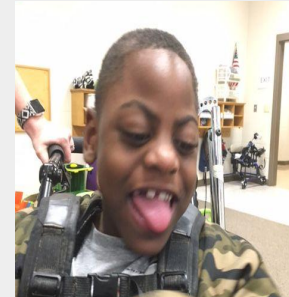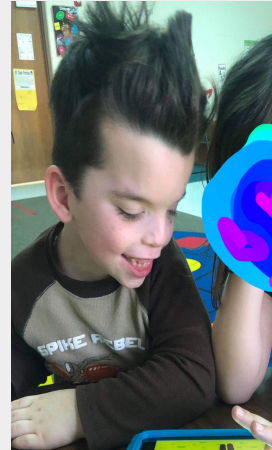
...te... ...e...cal ...eeds

Some children are born with their disability, while others lose their vision or hearing over time.

1%
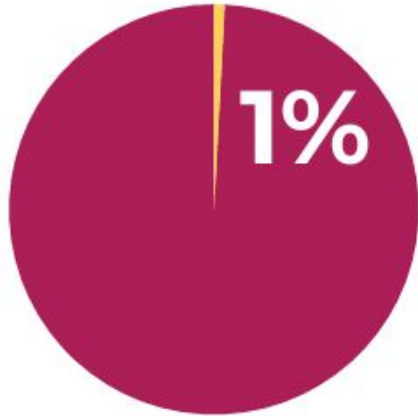
Only about **1%** of children with deafblindness have both profound hearing loss and total blindness. The other **99%** have some usable hearing or vision.

4% are totally blind

20% have profound hearing loss

Birth - 22

Eligibility Chart: Combinations of Vision and Hearing Loss

Degree of Vision Loss

	Normal 20/20	Acuity 20/70 – 20/200	Peripheral Fields <20 degrees	Acuity 20/200 – 20/400	Acuity 20/400 – 20/1000	Light Perception Only/No Vision
0 – 25 dB Normal						
26 – 40 dB Mild						
41 – 55 dB Moderate						
56 – 70 dB Moderate to Severe						
71 – 90 dB Severe						
> 91 dB Profound						

Degree of Hearing Loss

At Risk - Consult with *CAYSI*

Children/young adults with dual sensory loss as a result of congenital infections, hereditary syndromes and post-natal complications (see NYDBC Child Count Form) are at risk for compromised access to learning.

Eligible for Services – Refer to *CAYSI*

Children/young adults with more severe hearing & vision loss will experience difficulty accessing spoken language and the visual world around them. Accommodations must be made in order to provide adequate access to learning.

Cortical Visual Impairment:	• Phase III	• Phase II	• Phase I

At Risk: Consult with *CAYSI*   **Eligible for Services: Refer to** *CAYSI*

78 students

11 unknown

DeafBlind Simulations

Do With, Not For

Learning for a Typical Child

Direct Learning

Secondary Learning

Incidental Learning

Providing Access to Learning

Interveners, Paraprofessionals, & Interpreters
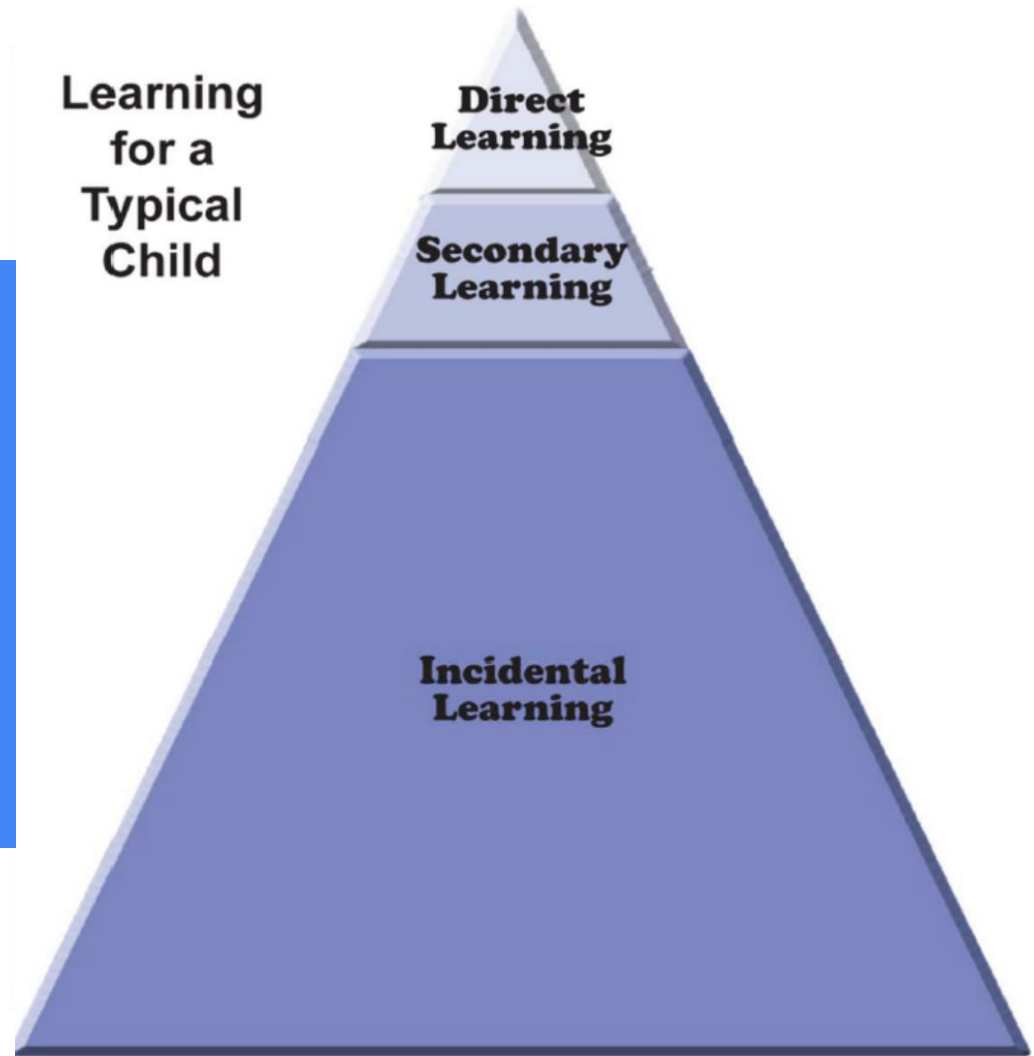
Characteristics of Students Who Might Benefit from Interveners, Paraprofessionals, and Interpreters

Interveners	Paraprofessionals	Interpreters
Student has both a vision and a hearing loss, necessitating specialized one-on-one support to participate in/provide access to activities, instructional and non-instructional, on and off site.	**Student** functions well in small groups, may occasionally require 1:1 assistance.	**Student** requires translation of information, from one language to another. The student is able to process the information and determine key points with minimal support.
Student support needs necessitate ready accommodations by a person trained in deafblindness in order to participate.	**Student** support needs can be met by someone with basic training in deafblindness.	**Student** requires the skill level of a nationally or state certified interpreter, who can provide appropriate accommodations for access (e.g. restricted field, tactile).
Student requires support for communication, language, interactions, concept development, curricular modifications, sensory losses, etc.	**Student** requires only minimal adaptations of classroom materials that can easily be accommodated by the team.	**Student** is able to access interpreted information independently, and is able to seek information or clarification as needed independently.
Student requires support to connect with and interact with others.	**Student** requires only minimal support when interacting with peers and others.	**Student** interacts independently, with the support of an interpreter, as needed.
Student needs prompts and individualized support to attend/participate.	**Student** requires occasional prompts and support to attend/participate.	**Student** is able to attend for long periods of time with little to no redirection.
Student performance is significantly improved by a support provided by a consistent, trusted person.	**Student** interacts with and performs comparably with a variety of people.	**Student** performance is typically not impacted by presence or absence of specific people.
Student requires support to enhance her/his independence.	**Student** requires occasional support/prompts to work independently.	**Student** is able to function independently, and makes independent decisions without prompts.

Support for Districts and Families

- On-site coaching and consultation Technical Assistance)
- Intensive TA
- Transition
  - Kindergarten
  - Teachers (grade level)
  - High School
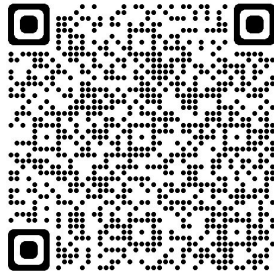- Home visits, parent groups, parent trainings

Support for Districts and Families

- Professional Development
- Assistive Technology
- Access to the GEC
  - Instructional Strategies
  - Communication
  - Literacy
  - Informal Assessments w/ Action Plan

Aug. 4th

FREE

Available: SUMMER 2023
Time: 8:30-3:30

INSPIRING COMMUNICATION AND LITERACY
Instructional Strategies for Students with Dual Sensory Impairments and Multiple Disabilities

Workshop Includes

- Overview of the continuum of students with deafblindness/dual sensory impairments including those with multiple disabilities
- Understanding complex communication levels and reasons for communication
  - Basic and practical instructional strategies for communication
  - Basic and practical instructional strategies for literacy
- How students can learn using Inclusive Practices with the Least Dangerous Assumption

Presenters

CAYSI
Jennifer Bishop M.S.E.
Easterseals
Amy Orman M.S., CCC-SLP
Caryn Allison M. Ed.
ESVI
Christi Dixon, Ms.Ed. TVI, COMS

Intended Audience:
Educational Teams working with children and youth (birth-22) who have complex educational needs (two or more disabilities and/or sensory impairments)

- Teachers
- Administrators
- Early Childhood Providers
- Families
- Speech Language Pathologists
- Occupational Therapists
- Physical Therapists
- Paraprofessionals
- TSVIs/TODs

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easterseals
esOPTS

esvi
EDUCATIONAL SERVICES FOR THE VISUALLY IMPAIRED

COMMUNICATION PLAN

Student Name:	Start Date:
School:	Grade:

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CAYSI

Support for Districts and Families - Communication

Overview

Background	CAYSI will facilitate the process of creating a comprehensive communication plan for the student. With the active participation of the family and educational staff, the communication plan will include a report based on the team's feedback that will provide strategies for the team to implement.
Objectives	- Identify the student's level of communication - Provide effective strategies for classroom and home that creates consistency and improvement in communication for the student - Create an effective Personal Communication Dictionary
Key Stakeholders/Team Members	- Families (Parents/Grandparents/Caregivers/Siblings/Relatives) - Friends of the student (Community/School) - School Team (Teachers/Paras/Therapists)

Event TIMELINE

Information Gathering	This will be an informal conversation to gather the student's likes and dislikes with the family, friends, and education providers. This can be done on an individual basis or as a team and should take no more than an hour for the conversation. Depending on the student, a separate student observation may be scheduled.
Communication Matrix & Report Review	The Communication Matrix is approximately 90 minutes in length but may very depending on the student. These can be conducted on Zoom and require active participation. Once an initial report has been generated, a follow up meeting will be conducted to refine the report and edit to customize the content. This meeting will last 60-90 minutes.
Creation of Personal Communication Diary & Strategy Follow Up	Identify specific gestures and their meanings while directing repetitive acknowledgement and responses for mutual understanding of the student's wants, needs, and desires.

Support for Districts and Families - Communication

Communication Matrix.org

Communication Dictionary

Calendar/Schedules

Support for Districts and Families - Literacy & Access to the GEC

First Step

[Literacy Skills Checklist](#)

Building a Foundation

Child demonstrates some of the following skills:

- Demonstrates little or no interest in people around him/her
- Uses behavior as communication
- Seems reluctant to engage in the environment
- Engages in self-stimulating behavior for a significant part of the day
- Demonstrates behaviors that are difficult to interpret

Early Emergent Literacy

Child demonstrates some of the following skills:

- Attends to a communication partner
- Participates in turn-taking activities
- Attends to objects and/or pictures in a familiar routine or activity
- Is beginning to use consistent objects/symbols/signs for communication
- Child is beginning to understand that people and objects have names/labels/signs
- Enjoys and/or participates in music and rhythm activities
- Shows interest in books, stories and/or others engaged in literacy activities
- Handles, mouths or explores books (even in non-traditional ways)
- Attends to pictures (or objects) in traditional or adapted books
- Shows interest in writing materials

Emergent Literacy

Child demonstrates some of the following skills:

- Holds, carries and/or turns pages of a book
- Lets someone know he/she wants to look at a book/be read to
- Searches for favorite pictures/objects
- "Reads" to self
- Participates in story reading using child's preferred communication method(s)
- Begins to prefer certain stories
- Shows interest in print, Braille and/or tactile representations
- Notices and/or protests when adult leaves or changes part of the story
- Repeats familiar parts of stories using his/her preferred communication method(s)
- Scribbles, stamps, finger-paints, places stickers or uses alternative pencils
- Points to and/or names (or signs) objects
- Understands that text/pictures convey meaning
- Makes the connection between signed or spoken language and print, Braille or tactile representations

[Literacy for Children with Combined Vision and Hearing Loss](#)

Support for Districts and Families - Literacy & Access to the GEC

All Children Can Read: Literacy Skills Checklist

Think about the child/student and place mark the box that best describes if/how often each of the following literacy-related behaviors are observed at home, school or in the community. The box at the end of each section provides information about where to locate strategies and resources on the literacy website to assist in developing and improving literacy skills.

Section 1

	YES	NO	SOME-TIMES	DONT KNOW
Uses behavior as communication				
Demonstrates behaviors that are difficult to interpret (e.g. cries for unknown reason)				
Demonstrates little or no interest in people around him/her				
Disengages when invited to participate in a learning activity				
Demonstrates passive behavior throughout the day				
Seems reluctant to engage in the environment				
Engages in self-stimulating behavior for a significant part of the day				
Has little or no experience with rhythm activities				
Has little or no experience with books or stories				
Has little or no experience with writing materials				
Has little or no experience with literacy learning activities				

Results:
- ➤ If you answered **YES** or **SOMETIMES** to several of the items above then *Building a Foundation* is where you will want to begin on the literacy website.
- ➤ If you answered **NO** to most of the items above then continue to the next section.
- ➤ If you answered **DON'T KNOW** to most of the items *or* if no clear pattern exists it is suggested that you begin with *Building a Foundation*.

Section 2

	YES	NO	SOME-TIMES	DONT KNOW
Actively participates in turn-taking activities				
Attends to a communication partner				
Demonstrates beginning understanding that people and objects have names/labels/signs				
Attends to objects and/or pictures in a familiar routine or activity				
Enjoys and/or actively participates in music and rhythm activities				
Shows interest in books, stories and/or others engaged in literacy activities				
Handles or explores books, even in non-traditional ways (e.g. mouthing, tapping, or smelling)				
Attends to pictures (or objects) in traditional or adapted books				
Is beginning to use familiar objects/symbols/signs for communication				
Shows interest in or actively engages with writing materials				

Results:
- ➤ If you answered **NO** or **SOMETIMES** to several of the items above then *Early Emergent Literacy*

Literacy

Support for Districts and Families - Transition

- Person-Centered-Planning
- Additional Training with ATS
- Pre-ETS and Work Experiences
- Connections with Outside Agencies
  - ARS
  - DSB
- Improve Communication across multiple stakeholders and families
- Discovery

CAYSI'S ROLE IN TRANSITION

CONNECTING

CAYSI begins laying the foundation with schools and families by establishing a trusting relationship to work together for greater parent/professional collaboration

PREPARING

We work with parents and professionals to change the perception of what Transition can mean for the DeafBlind individual

ACTION

We work to connect families and schools to our partners and work as a liaison as the new relationships are established and put the plan into motion.

Support for Districts and Families -
For our Most Complex Students

Active Learning Videos:

https://activelearningspace.org/video-index

Lucas with Slinky

Mardi Gras Bead Curtain (Lightbox)

Jack Using a Little Room

Jack's Progression

Using a Resonance Board

Voozeki with Beach Chair

Red Mylar Pompom

Support for Districts and Families - For our Most Complex Students

Support for Families and Districts

Some ways CAYSI can provide technical assistance during the IEP process are:

Before the IEP meeting	During the IEP meeting	After the IEP meeting
• Assist with person-centered plan development • Provide professional learning opportunities for teams and/or families • Share websites and resources about strategies and issues related to deafblindness • Provide information about appropriate assessment tools and instruments for learners with deafblindness • Observe the learner in the instructional environment	• Share information from the observations of the learner • Serve as an expert consultant for best practice instructional strategies for learners with deafblindness • Inform about resources and professional learning opportunities for teams and/or families	• Coach service providers and team members using best practice strategies for learners with deafblindness • Provide training and professional development learning for teams and/or families • Assist with progress monitoring • Assist with adapting/creating instructional materials specific to the learner's conceptual and communication needs

Considerations in the IEP

Unique Considerations for the IEP

Hand-*UNDER*-Hand

Processing Time

Personal Identifiers

Same Vocabulary / consistency

Schedule/routines
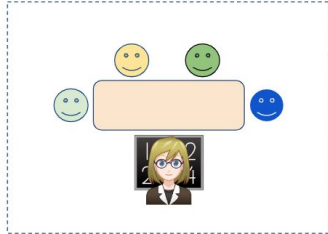
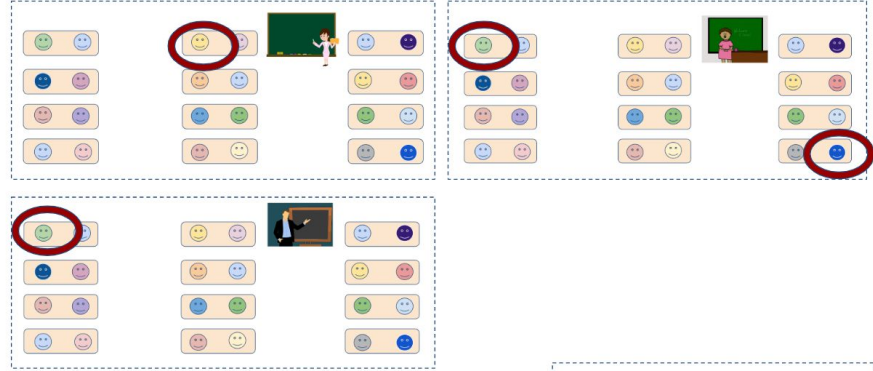Single Color

Communication Matrix Recommendations

Active Learning:

- Familiar objects
- Add Movement
- Add Light
- Quiet Environment

Object representation

Good Contrast (black background) (on person)

Interveners

Inclusion

Least Restrictive Environment & Least Dangerous Assumption

Arkansas Division of Elementary and Secondary Education

Mrs. Nichols provides specially designed math instruction to Gabriel and another student with an IEP who has the same skill deficits. Two students without IEPs also struggle with these skills and are included in the group. This support is provided for 20 minutes three days each week.

Universal Design For Learning

Considerations for the student using the UDL Principles

Principle 1: Provide Multiple Means of Engagement

- Does the student feel safe in the learning environment?

- Does your student understand their goals?

- Is the information or activity being presented in a meaningful way?

- Is the amount of choices or options appropriate for optimizing learning?

- What supports are needed to meet class and activity challenges?

- Do they need assistance with communicating with other students and teachers?

- How can you help them stay motivated and engaged in class or in an activity?

- Is your feedback helping to increase learning efforts and motivation?

Principle 2: Provide multiple means of representation.

- Is the information accessible to your student in a meaningful way? Can they connect the new information to what they already know?

- Is the information being presented in their main mode of communication (ASL, Spanish, touch, speech, braille)?

- What different ways can information be presented to optimize learning (video, pictures, digital books)?

- Do they understand the vocabulary and symbols used in class?

- Do they need assistance in simplifying the information being presented? What learning strategies or supports do they need to optimize learning?

Principle 3: Provide multiple means of action and expression.

- Does your student need assistance with navigating the physical environment?

- What tools and assistive technology do they need to optimize learning and participation in class?

- What are the different ways they demonstrate what they know?

- What are the different ways they approach problem-solving?

- How many opportunities are there for them to practice what they are learning?

- Do they need assistance in accessing information?

- How do they know if they are learning or not?

Inclusion for students with Deafblindness

Inclusion for students with Deafblindness

How *you* can help CAYSI

- **Make Connections in your Community**
  - With early childhood facilities
  - With potential employers
- **Sharing our Information**
  - Families
  - Part C Providers
  - EIDT Centers UAMS Kids First, Friendship, Pediatrics Plus, etc.
  - Pediatric Facilities
  - Medical Professionals (Nurses, Optometrists, Opthamologists, TSVIs, TODs, Audiologists, etc)
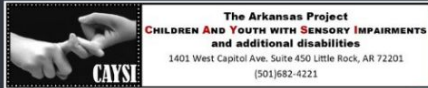
- **Make Referrals**
  - Early Childhood
  - School Age
  - Look at your students with Complex needs and Multiple Disabilities
- **Complete the Census**
  - Deadlines
  - Contact Information
    - Service Providers
    - Family
  - Accuracy
    - Syndrome
    - Category
    - Current School

Contact Us

Jennifer Bishop

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Michelle Alvarez

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