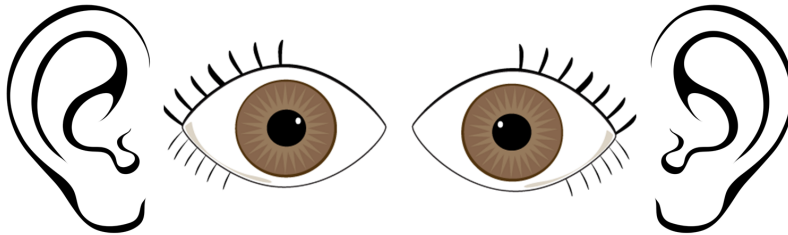


DECEMBER 13, 2016 • TALKS ON TUESDAYS WEBINAR

## Senses & Census-ability

Identifying Children with Vision & Hearing Loss



PRESENTED BY:

Ira Padhye, M.Ed

The Virginia Project for Children & Young Adults with Deaf-blindness



AUDIO DETAILS:

1-866-842-5779

Enter Code: 463-661-9330

## Have You Worked With Children with Sensory Impairments?

- a. Children with Vision Loss
- b. Children with Hearing Loss
- c. Children with Hearing Loss & Children with Vision Loss
- d. Children with Combined Vision & Hearing Loss
- e. No experience

## What is “deaf-blindness”?

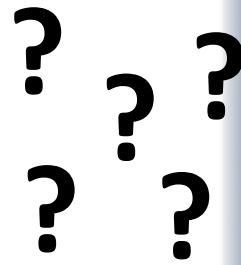


## What is Deaf-Blindness?

...the term “deaf-blind”, with respect to children and youth, means having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated in special education programs solely for children and youth with hearing impairment, visual impairment, or severe disabilities, without assistance to address their educational needs due to these dual, concurrent disabilities (IDEA)

## What does the DB Project do?

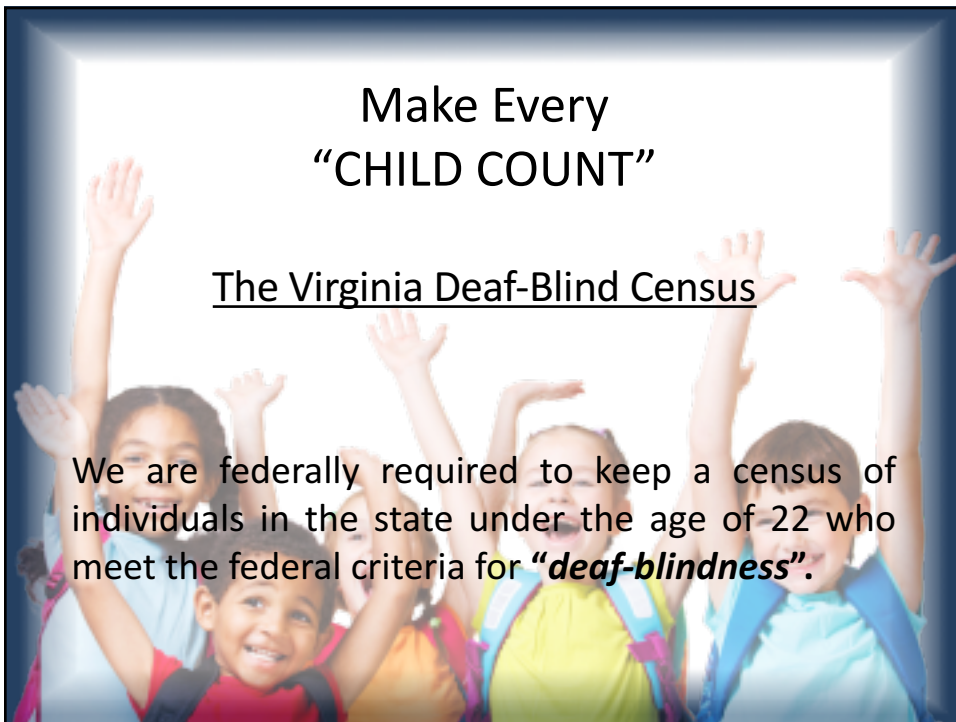
- Technical Assistance on various topics
  - Impact of deaf-blindness
  - Communication
  - Behavior
  - Educational programming
  - Transition
  - Social/emotional development
  - Assistive technology
  - Resources
  - Assessment
  - Curriculum development



## Make Every “CHILD COUNT”

### The Virginia Deaf-Blind Census

We are federally required to keep a census of individuals in the state under the age of 22 who meet the federal criteria for **“deaf-blindness”**.



**How do I know the child I am working with is “deaf-blind”?**

**What cause of deaf-blindness is the under identified?**

- a. Prematurity
- b. Down Syndrome
- c. Rubella
- d. Cytomegalovirus (CMV)



## Causes in Deaf-Blindness

- Hereditary Syndromes/Disorders
  - CHARGE Syndrome
    - **C**oloboma
    - **H**ear Defects
    - **A**rtesia
    - **R**etardation of Growth
    - **G**enital Abnormalities
    - **E**ar Abnormalities
  - Usher Syndrome (I, II, III)
  - Down Syndrome



[www.chargesyndrome.org](http://www.chargesyndrome.org)

## Causes of Deaf-blindness

- Prenatal/Congenital Complications:
  - Cytomegalovirus (CMV)
  - Microcephaly
  - Hydrocephaly
  - Congenital Rubella



## Common Signs of Vision Impairments



Holding toys, books, etc. too close to the face.



eyes that don't move together when following  
an object/person.



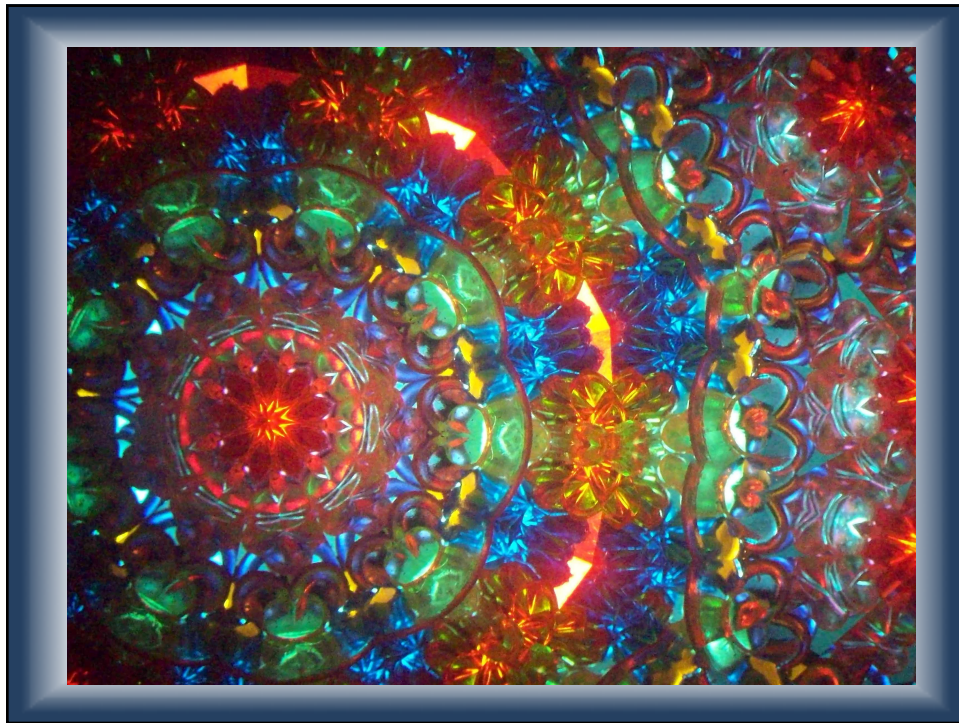
Frequent squinting, blinking, eye-rubbing, repeated shutting or covering one eye.

## **Cortical Vision Impairment**

“...a type of visual impairment that occurs because of brain damage. CVI differs from ocular forms of vision impairment in that the interference in visual function exists not in the structures of the eye or optic nerve, but in the visual processing centers and visual pathways of the brain”.

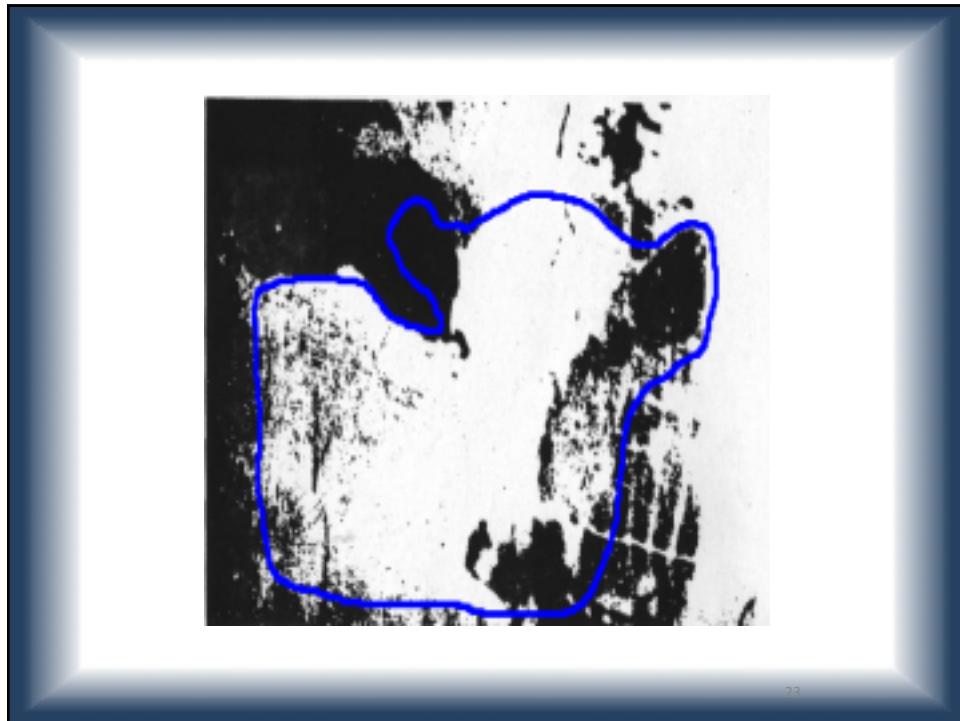


Jan & Groenvelde, 1993

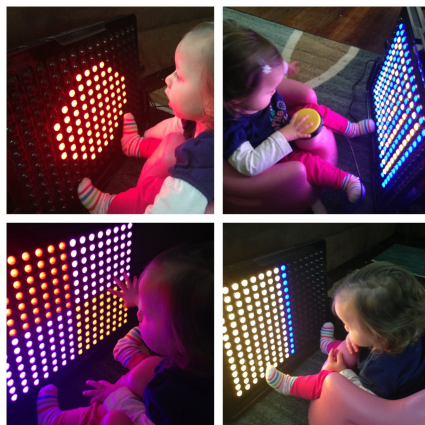


What do you see?





## Light Gazing





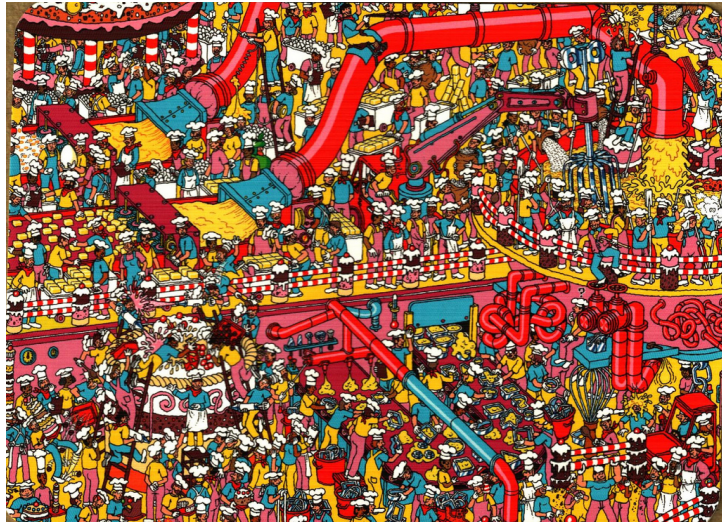
## Light Gazing



## Light Gazing



## Visual Complexity







## Color Preference



## Absence of Visually Guided Reach



## Visual Latency

- Delayed responses between the time the object is presented and when the child looks
- Wait quietly for the child to look back, don't chase



## Faces and Complexity

- Faces are dynamic and complex
- Familiar faces at close range will likely be regarded first
- Parents often report their child with CVI seems to look through them or ignore their face altogether
- This should not be confused with autism



[www.littlebearses.org](http://www.littlebearses.org)



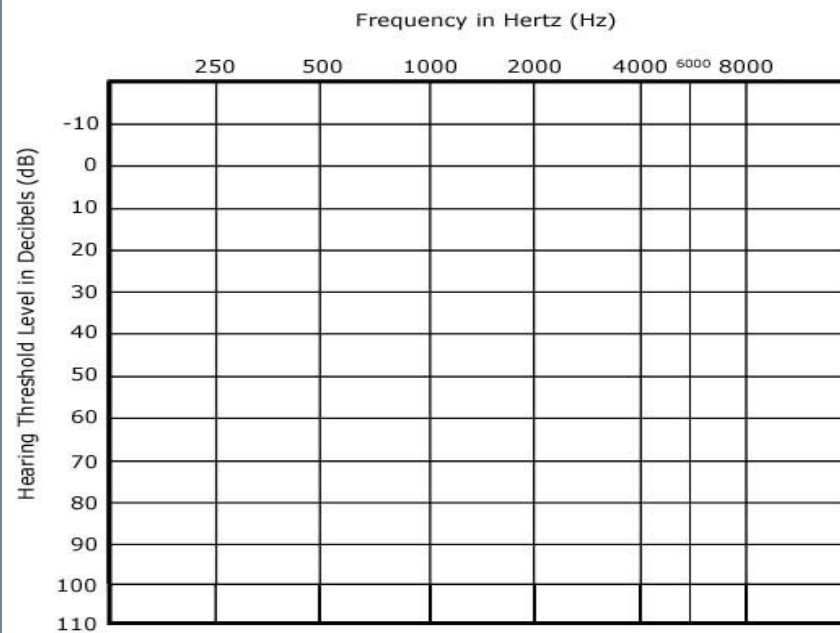
**What do I do if I suspect that the child has a vision impairment?**

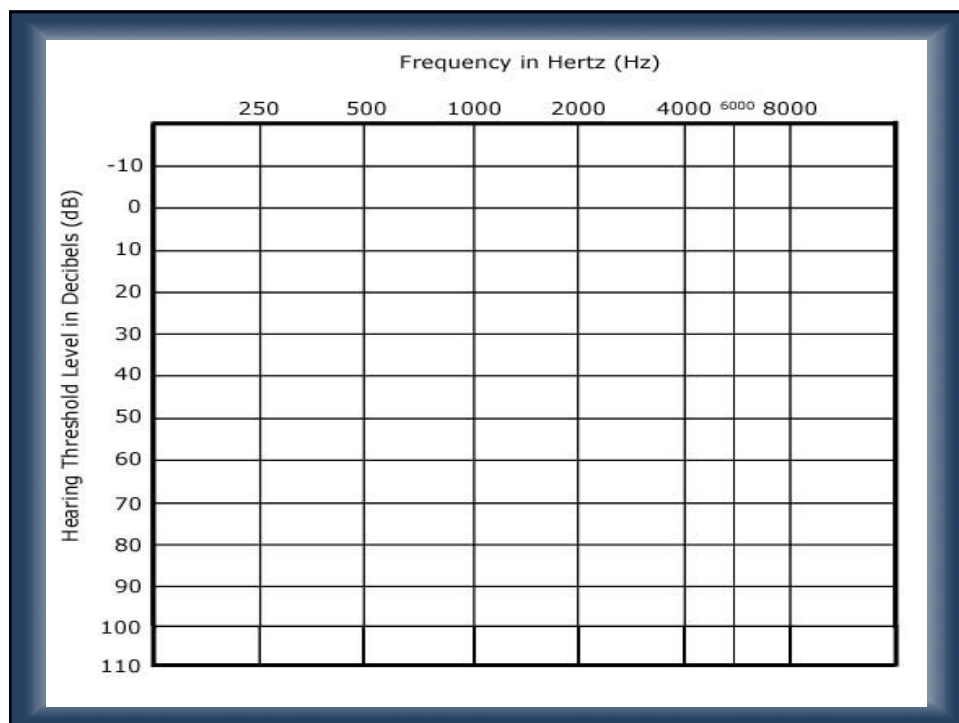
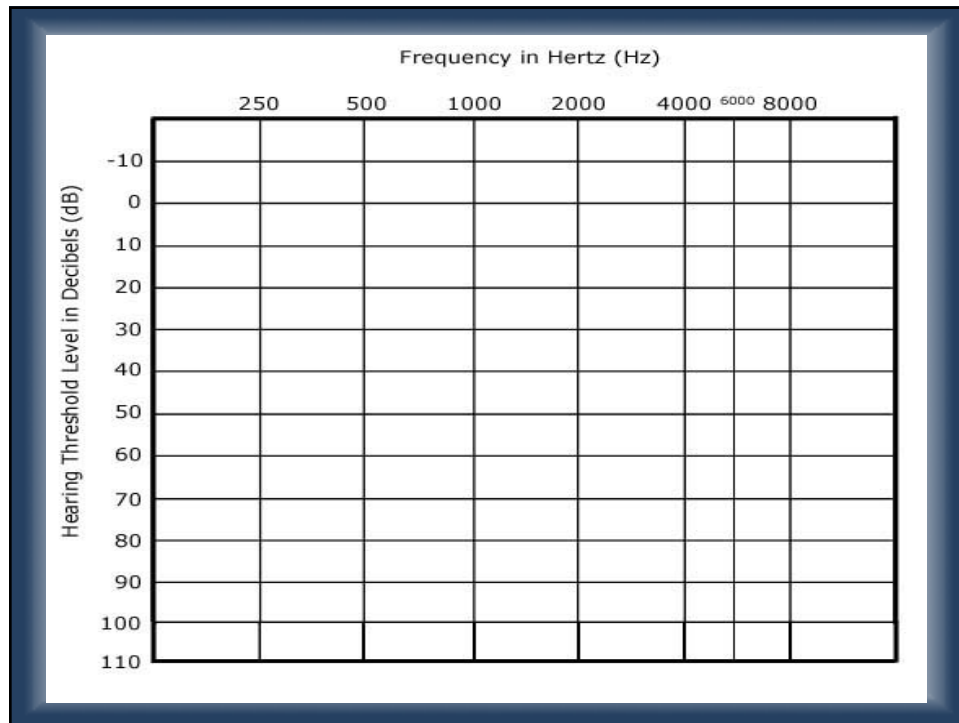
### **Resources**

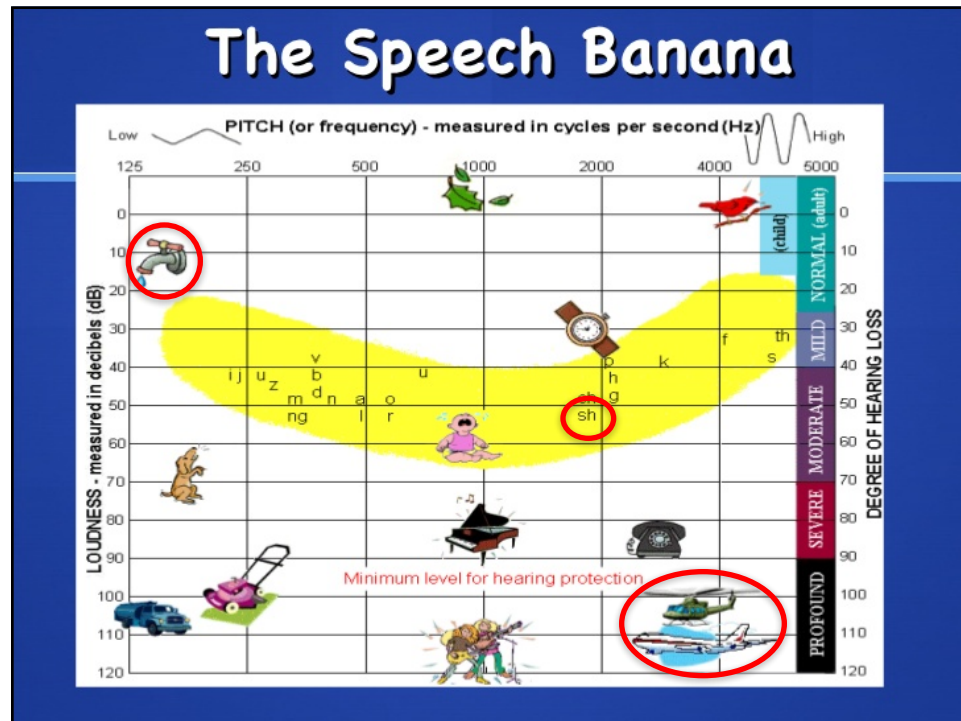
- Guidelines for Working with Students Who Are Blind or Visually Impaired in Virginia Public Schools:
  - [http://www.doe.virginia.gov/special\\_ed/disabilities/sensory\\_disabilities/visually\\_impaired\\_blind/visually\\_impaired\\_guidelines.pdf](http://www.doe.virginia.gov/special_ed/disabilities/sensory_disabilities/visually_impaired_blind/visually_impaired_guidelines.pdf)
- Department for the Blind & Vision Impaired
  - 397 Azalea Avenue; Richmond, VA 23227-3623
  - 1-800-622-2155
  - [www.vdbvi.org](http://www.vdbvi.org)

## Possible Signs of Hearing Loss

- not responding to things said to them
- needing to search right and left before locating source of sound
- mispronouncing words or inability to say words or sentences the right way







**What do I do if I suspect the  
child I am working with has  
hearing loss?**



## Resources

- Guidelines for Working with Students Who Are Deaf or Hard of Hearing in Virginia Public Schools
  - [http://www.doe.virginia.gov/special\\_ed/disabilities/sensory\\_disabilities/hearing\\_impairment/guidelines\\_working\\_with\\_deaf.pdf](http://www.doe.virginia.gov/special_ed/disabilities/sensory_disabilities/hearing_impairment/guidelines_working_with_deaf.pdf)
- Technical Assistance Center for Children Who Are Deaf and Hard of Hearing
  - <http://www.partnership.vcu.edu/programs/education/technical-assistance-center-for-children-who-are-deaf-and-hard-of-hearing/>

## Open Hands, Open Access (OHOA) Intervener Learning Modules



moodle.nationaldb.org

NATIONAL CENTER ON DEAF-BLINDNESS

Username

Password

NCDDB Moodle English - United States (en\_us) Search courses

Welcome to the Open Hands, Open Access: Deaf-Blind Intervener Modules

## OHOA Modules

Open hands, Open access: Deaf-Blind Intervener Learning Modules

Module 1: An Overview of Deaf-Blindness and Instructional Strategies

### *Learning Outcomes:*

- Identify important facts that can be learned from the National Child Count of Children and Youth Who Are Deaf-Blind.
- Understand the importance of gathering information about a student's etiology to guide the development of an effective educational plan.
- Recognize that deaf-blindness is a disability of access to information that results in significant challenges in interactions and learning.
- Describe key instructional principles and strategies that are effective in educating and interacting with these learners.
- Provide examples of the array of supports and resources on deaf-blindness that are available for families and school districts.

- |                                 |                          |
|---------------------------------|--------------------------|
| Intervener Journal Module 1     | <input type="checkbox"/> |
| Module 1 Tip sheet              | <input type="checkbox"/> |
| Module 1 Outline                | <input type="checkbox"/> |
| Module 1 Accessibility Document | <input type="checkbox"/> |
| Module 1 CEC Standards          | <input type="checkbox"/> |
| Module 1 Suggested Rubric       | <input type="checkbox"/> |
| News forum                      |                          |

The child I work with has been diagnosed with Ushers Syndrome. He has doesn't have a vision loss but the doctor says that he will lose vision later on in life. He is still eligible to be on the Deaf-Blind Census.



The child I work with, who has a vision impairment and hearing loss, but does not receive vision or hearing services, therefore he is NOT eligible to be on the Deaf-Blind Census.



A child with CVI is more likely to use his/her vision if the environment is:

- a. Very Complex: Lots of colors
- b. Simple: One Color with high contrast background.
- c. Never. A child with CVI does not have vision.

**Questions?**



**Thank You!**

**IRA PADHYE**

The Virginia Project for Children & Young Adults with Deaf-Blindness  
iapadhye@vcu.edu