Pacific Northwest Special Issue

Visual Impairment and Deafblind Education Quarterly

Volume 65, Issue 1

The Voice and Vision of Special Education

Council for Exceptional Children
The voice and vision of special education

Cover photo description: Two young women with vision loss exploring a tactile 3-D printed map of the Portland State University Campus.

Photo credit: Amy Parker

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Message from the Editor

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Happy 2020! I am pleased to share with you the first issue of the new year. This special issue focuses on the individuals, organizations, camps, schools, and universities making a difference in the lives of those in the Pacific Northwest with visual impairments and deafblindness. This issue would not have been possible without the support and leadership of Amy Parker. Amy has been an outstanding president of DVIDB and an amazing

collaborator. Amy, thank you for all that you have done and all that you will continue to do for the field of visual impairments and deafblindess.

The issue begins with an article on the Washington State School for the Blind and its rich history. Then, you will read about the programs available at Portland State University for the Visually Impaired Learner and Orientation and Mobility. Next, you will learn how an interdisciplinary partnership is working to create more accessible cities. This is followed by an inspiring article on Camp Spark, that uses sports and physical activities to support independence. Read on to learn how individuals in Oregon are collaborating to improve services for students with CVI.

The remaining articles focus on topics and information to prepare you for the upcoming convention in Portland, Oregon. Information is shared about the Alice Cogswell and Anne Sullivan Macy Act. The next article provides information about the upcoming Pre-Convention that will take place on February 4, 2020. You won't want to miss out on this great opportunity, so make sure to read more about it and sign up today. The issue ends with an introduction to CEC's process for re-validating knowledge and skills competency sets and a conceptual paper for re-validating the teacher of the deafblind and intervener competencies.

Enjoy this issue on the Pacific NW. I hope to see you all in Portland!

President's Message

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The Pacific Northwest is truly a place of old and new magic. Panoramic views of mountains, the smell of the Pacific, and the freshness of giant sequoias fill the senses in powerful ways. Beyond the unarguable beauty of the region, the professionals who work in these diverse states bring a spirit of innovation and knowledge sharing with students who are visually impaired or deafblind. In this issue we feature some of this regional

mosaic that reflects efforts to engage, educate, and empower both students and professionals.

In addition to sharing the region's bounty, we offer some insight into DVIDB's initiative to revalidate our teacher of deafblind and interveners competencies. Using CEC's consensual validation process, we are beginning to engage strand leaders and external agency partners to systematically review competencies that guide personnel development efforts for serving students who are deafblind, connecting this work to efforts on the advocacy front to support the Cogswell-Macy Act.

This message is also bittersweet for me as it is my last as President. As I reflect on what DVIDB is building, I feel happy about our continued efforts to engage and encourage educator leaders, to celebrate the work of researchers and practitioners and to sustain knowledge and skills competencies that guide our services to students with visual impairments or deafblindness. I also take pleasure in welcoming Dr. Nicole Johnson as your President for 2020-2021. I'm thankful to have served and will continue to support Nicole and our wonderful board. In closing, I wish you a joyful New Year and hope to connect with you in our beautiful Rose City at our international convention in February!

DVIDB

The voice and vision of special education

Convention Schedule

Council for Exceptional Children

Date	Time	Title and Type	Presenter(s)
Wed. 2/5	1:00 - 2:00	A Comprehensive Examination of Electronic Wayfinding Technology for Visually Impaired Travelers in an Urban Environment (Presentation with Q&A, D139)	Martin Swobodzinski, Amy Parker, Tara Brown-Ogilvie, & J Beresheim
	2:15 - 3:15	Family-Focused Intervention Strategies for Very Young Children With Cerebral/Cortical Visual Impairment (Presentation with Q&A, D139)	Elizabeth Hartmann
Thur. 2/6	9:45 - 10:45	DVIDB Showcase: Social Interactions Among Secondary Students With and Without Visual Impairments (Presentation with Q&A, B118)	Hilary Travers
	11:00 - 11:45	Abandoning Stereotypes: Early Literacy Learning for Students With Visual Impairments (Poster 7, Hall E)	Deborah Bracke, Katrena Pienkowski, Macy Hancock, & Amanda Tannhauser
	11:00 - 12:00	Graphics Out Loud: Insights into Strategy Use by Students With Visual Impairments (Presentation with Q&A, B118)	Kim Zebehazy & Adam Wilton
	1:00 - 1:45	Supporting Individuals Who Are DeafBlind: Interpreters, Interveners, and Support Service Providers (Poster 9, Hall E)	Kristi Probst
	1:00 - 2:00	Strategies to Serve Students Who are Deafblind (Multi-Presentation, B118)	Loretta Brady
	2:15 - 3:00	Using Meta-Analysis to Quantify the Effectiveness of Prompting Procedures for Students With Visual Impairment and Blindness (Poster 10, Hall E)	Michael Tuttle & Hilary Travers
	2:15 - 3:15	Using Email as Performance Feedback: Teaching Education Professionals to Implement Interventions for Students With Visual Impairments (Presentation with Q&A, B118)	Carlie Rhoads
	3:30 - 4:15	Using Consult Minutes to Digitally Support Assistive Technology Integration With Google Classroom (Poster 9, Hall E)	Bryan Moles
	3:30 - 4:30	Reading Interventions for Children With Sensory Loss (Multi-Presentation, B118)	MaryAnn Demchak & Chevonne Sutter
Fri. 2/7 AM	9:45 - 10:30	Intervention for Students With CVI: What Does the Research Say? (Poster 24, Hall E)	Kathleen Stanfa, Amy Parker, & Nicole Johnson
	9:45 - 10:45	Supporting Availability for Learning for Students With Multiple Disabilities Including DeafBlindness: Student-Centered Assessment and Intervention (Presentation with Q&A, B118)	Christopher Russell
	11:00 - 11:45	Expanded Core Curriculum Infusion During Camp Abilities: A Qualitative Study (Poster 8, Hall E)	Katherine Ericson
	11:00 - 12:00	Teaching Job-Search Skills to Youth With Visual Impairments: A Quasi-Experimental Study (Presentation with Q&A, B118)	Jennifer Cmar & Michele McDonnall

The voice and vision of special education

Convention Schedule

Council for Exceptional Children

Date	Time	Title and Type	Presenter(s)
Fri. 2/7 PM	1:30 - 2:15	Bridging Research to Practice: Restoring Family-Professional Partnerships for Children With Deafblindness (Poster 22, Hall E)	Sandy Bowen & Silvia Correa-Torres
	1:30 - 2:30	Identifying Students With Visual Impairments (Multi-Presentation, B118)	Rachel Schles
	2:45 - 3:30	Strategies that Mothers of Children Who Are Deafblind Employ to Foster Collaboration (Poster 9, Hall E)	Lanya McKittrick
	2:45 - 3:45	Building Braille Literacy (Multi-Presentation, B118)	Belinda Rudinger
	4:00 - 4:45	The Longitudinal Measurement of Communication Growth in Deafblind Learners (Poster 8, Hall E)	Kristi Probst & Christy Borders
	4:00 - 5:00	Results of Animal Watch VI: Graphics Literacy (Presentation with Q&A, Oregon Ballroom 201)	Kim Zebehazy
Sat. 2/8	8:00 - 8:45	Practicum Perspectives: Using Reflective ePortfolio Processes to Develop Knowledge and Skills (Poster 9, Hall E)	Amy Parker & Kimmy Ceasar
	8:00 - 9:00	Assistive Technology Skills and Instruction for High School Students (Presentation with Q&A, C125-126)	Nicholas Trotter & Sandra Lewis
	9:15 - 10:00	Turning on Touch Thinking: From Tactile Discrimination to Braille Letter Identification (Poster 9, Hall E)	Donna McNear
	9:15 - 10:15	Maximizing Services for Students With Visual Impairments (Multi-Presentation, C125-126)	Rona Pogrund & Shannon Darst
	10:30 - 11:15	Strategies that Support the Inclusion of Children With Visual Impairments in Early Childhood Settings (Poster 8, Hall E)	Kathy Boisvert
	10:30 - 11:30	Using Telepractice to Coach Caregivers of Children With Visual Impairments to Increase the Independent Living Skills of Their Children (Presentation with Q&A, C125-126)	Susan Yarbrough
	1:00 - 2:00	Making 3-D Maps for Travelers Who Are Blind or Visually Impaired (Demonstration, Oregon Ballroom 201)	Bryan Moles
	2:15 - 3:00	Using Self-Regulated Learning to Evaluate the Effectiveness of Inclusion for Students With Visual Impairments (Poster 7, Hall E)	Maram Alraddadi & Kim Zebehazy
	2:15 - 3:15	Reframing the Assessment Process: Guidelines for Teams Working with Students who are Deafblind (Presentation with Q&A, B113)	Kristi Probst

Growing and Learning with Irwin in Mind

**Sean McCormick, Director of On-Campus Education,
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In 1901, Washington State School for the Blind (WSSB) began to trailblaze a path of high expectations and honor with its first graduate, Robert Irwin. Irwin was the first blind person to graduate from the University of Washington. He eventually became the executive director of the American Foundation for the Blind, developed the Talking Book, and authored *War of the Dots.* With his inspiring path and leadership for Washingtonians, Robert Irwin set forth a precedent for WSSB to be relentless with its expectations for students and innovative programs.

Over a century later, WSSB's On-Campus program houses most of its educational classes in the Irwin School building. Visitors may find the walls decorated with student artwork, students working on laptops independently, and teachers leaning over to assist a student reading braille. In some classes, students from Virginia or Alaska participate in class through video. In other spaces, you may find a group of students

receiving instruction for a focused week of education during a Short Course. The programs available at WSSB are individualized, innovative, and designed to meet a continuum of student needs. What makes WSSB different isn't limited to its coursework, but it's the connections that our students make while at WSSB and the range of experiences that allow them to grow and learn.

WSSB's On-Campus belief statement reads, "Inspiring connections through access to academics, empowerment, and independence." Our belief has always resonated with the partnerships we've formed with the community, universities, businesses, and a variety of other organizations that may open up the possibilities for students at WSSB. A recent opportunity with NASA has allowed students the chance to participate in a science-based project competition, which includes direct communication with scientists from NASA. Beyond the learning connections to the universe, students continually show that they thrive when they feel safe to develop their identity.

On nearly every tour with a potential student, I share with their family that students can make a 'switch' in their mindset and their learning when they have an environment that fosters the true identity of who they are. When students walk through the front doors of the school building, they are

no longer defined by their disability. Instead, they get to be themselves, make friends, have fun, and learn. Their visual impairment is a part of their identity, but it is not their only identity. Because WSSB's On-Campus program serves 6th through 12th-grade students, it is WSSB's priority to support students to develop strengths in the area of social-emotional learning. This intentionality on social-emotional learning and supports provides a foundation for safety and love.

For students to be their best, they need to feel their best. In the field of educating students with visual impairments, practitioners focus on skills, goals, and progress as it relates to their education plans. For our students to make gains on their Expanded Core Curriculum (ECC) or academic instruction, they have to feel that others genuinely believe in them and that they can believe in themselves. Ultimately, WSSB is developing leaders in their own lives so they may inspire others to lead theirs.

WSSB's commitment to students and engaging them with their future takes leadership from all of the staff at WSSB to move the needle ahead so that we are taking risks and modeling what that looks like. The ECC takes precedent in all of the programs for students; however, how WSSB integrates the ECC into programs is ever-evolving. Below is a list of the On-Campus program highlights worth noting:

- Advanced Placement course offered in Computer Science
- Internships embedded into the curriculum for all juniors and seniors
- Student-led meal planning and cooking in residential
- Community accessed program offerings at Clark College, Cascadia Tech, or local High School
- Student leadership roles and peer tutoring
- Outdoor education program
- Alternate attendance options (when students cannot commute to campus)
- Short Courses – week-long programs for students enrolled in their local school programs
- International student program through the Youth Exchange Program
- Shared Deafblind students with Washington School for the Deaf
- Distance Learning Courses in math and computer science
- Residential learning coordinated with students' Individualized Education Program (IEP)
- Robust recreation program involving community partnership (NW Association of Blind Athletes, US Forest Service, City of Vancouver, etc.)

Just as the myriad of activities at WSSB's On-Campus program incorporates a range of skills and experiences for students to be their best, WSSB's programs aren't limited to what occurs at its Vancouver campus. WSSB other services include Outreach to school districts, free eye exams at the Lions Low Vision Clinic, birth to three services, braille production through the Ogden Resources Center, statewide technology support, and a variety of several other programs that benefit youth with visual impairments across the region.

Irwin modeled the leadership and potential for individuals with visual impairments when he ventured to aim high in his studies and by making a positive impact on the lives of others throughout his life. It is WSSB's goal to make a positive impact on as many children with visual impairments in Washington and beyond. The joy and challenge that WSSB provides for youth is simply the trajectory Irwin set forth for Washingtonians who are blind.

Visually Impaired Learner (VIL)

Quick facts

- Part-time to work with your schedule
- Flexible, hybrid cohort model
- 44 credits for an endorsement
- 65 credits for a master's degree with initial licensure
- More than 700 hours of field experience

Learn strategies and tools to teach visually impaired learners

The Visually Impaired Learner (VIL) program is a nationally accredited graduate program to prepare teachers of students with visual impairments (TSVIs), birth to 21, including those with multiple disabilities. Nationwide there is a critical need for TVIs, particularly in rural areas of the U.S. Portland State University offers the only program for TVI training in the Pacific Northwest using an innovative and flexible hybrid model.

Whether you are seeking an endorsement or pursuing a master's degree with initial licensure, you will acquire skills to provide high quality services to students with visual impairments and help them fully access the general education curriculum. Hands-on, field-based learning activities are included in most courses.

3/19

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Department of Special Education

The Visually Impaired Learner (VIL) and Orientation and Mobility (O&M) programs at Portland State University

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Program History

In 1964, PSU began the ***Visually Impaired Learner*** (VIL) program to address the critical need for personnel training in the Pacific Northwest. Because of its strategic geographic location of Portland, candidates had access to numerous partnering agencies including the Oregon Commission for the Blind and the Washington State School for the Blind. The VIL program was launched with a $15,000 federal grant. These funds also provided scholarships to students. Dr. Keith Larson, who was the first Special Education chair (1964-78), hired Madge Leslie from Portland Public Schools as the VIL program's first coordinator. According to PSU historian Steve Brannan, "Ms. Leslie was well-respected in the field," and the PSU

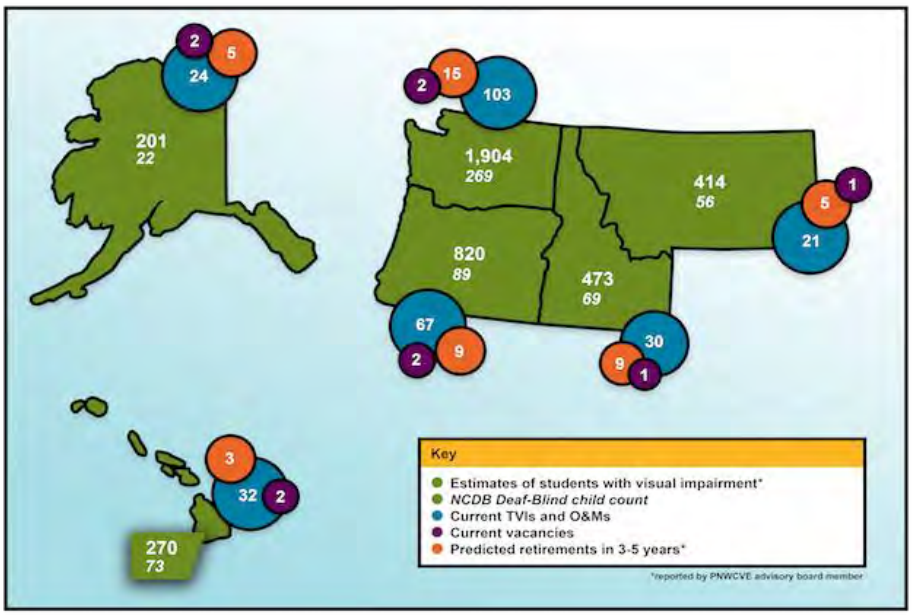
program soon received national recognition, attracting students from across the country.

In 2004, the PSU VIL program was one of the first university vision programs to offer an online delivery (with one campus summer intensive). Director Jim Bickford (1987-1990 and 2001-2014), pioneered online distance education in order to reach students in rural areas where access to specialized graduate programs is limited. The VIL program prepares teachers of students with visual impairments (TSVIs) to be highly qualified in accordance with Section 300.18 of IDEA and is approved by the Council for the Accreditation of Educator Preparation (CAEP) and the Oregon Teacher Standards and Practices Commission (TSPC). All coursework and fieldwork experiences are based on Oregon and national CAEP/CEC standards for the low-incidence area of visual impairment.

In 2016, PSU was awarded Project ***COMET, Certified Orientation and Mobility Educators in Training***, to prepare 38 O&M instructors in the Pacific Northwest, Alaska, and Hawaii. The O&M program reflects the national professional standards of the AERBVI - University Review Orientation and Mobility Curriculum Standards and Guidelines (AERBVI University Review Curricular Standards, 2010). Curricula use the ACVREP Standards and Competencies.

PSU hosts the ***Pacific Northwest Consortium for Vision Education*** (PNWCVE), a six-state (OR, WA, ID, MT, AK & HI) cooperative trust that informs our personnel preparation programs. Students from consortium states receive priority admission and pay in-state Oregon tuition. PSU's well-established VIL program and its newer O&M program, are by design, both distinct and overlapping preparation programs that are nested within the regional six-state PNWCVE to respond to the critical personnel shortages of our state and local partners in OR, WA, ID, MT, AK and HI. While most O&M and TSVI personnel programs across the country serve a smaller geographic area within one state, PNWCVE covers nearly 28% of the entire 50-state territory. Four of the PNWCVE states are rural and include frontier counties, which are defined as "less than 7 persons per square mile" (National Network Libraries of Medicine, 2018). Alaska, Montana, and Idaho are considered category I frontier states because more than 15% of their population resides in frontier counties (Zelarney & Ciarlo, n.d.).

Figure 1. Recent Needs Data with PNWCVE Region



Program Offerings

PSU offers a variety of flexible program options. Within the VIL program, candidates can complete an initial licensure program (57 credits) for those who do not have a teaching degree. Those with a teaching certificate enroll in our endorsement program (48 credit). Students in the O&M program may complete the O&M single track, which is for those who do not have an existing credential as a TSVI (34 credits). Many students pursue an add-on O&M endorsement, which is 25 credits. Since PSU has both the VIL and O&M programs, 14 students have opted to complete the

dual O&M/VIL program, which is completed in three to four years. We anticipate an increase in students seeking the dual credential.

Current Research and Community Outreach

One aspect of Lawson's scholarly agenda is creating open source technology to promote braille literacy while incorporating Universal Design principles. This is realized through Unified English Braille using a Powerful and Responsive eLearning Platform (UEB PREP, 2014) – a project funded by the Rehabilitation Services Administration ($550,000.00). As Co-PI, Lawson led the braille curriculum development process, consulted regularly with the software development team, and, along with Co-PI, Dr. Sennott designed an innovative, accessible braille eLearning platform. It was field tested four times by PSU teacher candidates enrolled in their first braille course across three cohorts of students. In addition, Lawson mentored three candidates with their master's thesis who conducted a usability study on the UEBPrep app with four parents of young braille learners. After numerous iterations of the braille learning tool, version 1.1.0 of the iOS app was launched in September 2019. The first course, *Braille for You and Me*, is targeted specifically for family members. UEBPrep represents a unique braille learning app that allows users to read and write in braille and complete short gaming exercises on a mobile device. Within one week of

its launch, close to 1,000 individuals downloaded the app. Several professionals, including those from national organizations praised our efforts.

As a part of Parker's scholarly agenda, the topic of wayfinding apps for travelers who are blind and deafblind has been under investigation. Through a partnership with Dr. Martin Swobodzinski, a geographer at PSU, Parker has been conducting focus group research along with a systematic review of the literature to develop a more comprehensive understanding of the ways and types of wayfinding apps that are used in largely urban settings. Initial findings have been disseminated in this report: Electronic Wayfinding for Visually Impaired Travelers: Limitations and Opportunities. Swobodzinski and Parker have received a second grant from the National Institute for Transportation Communities (NITC), a U.S. Department of Transportation funded research and dissemination program. In a close partnership with the American Printing House for the Blind (APH), Swobodzinski and Parker, along with graduate students in O&M, are investigating "seamless" wayfinding from indoor to outdoor environments.

Both Parker and Lawson have collaborated with experts in O&M to design resource entitled: Maximizing O&M Services Through Distance Consultation. This multimedia module is being field tested with students

and clinical partners who are examining strategies to serve students in rural and remote communities. With partners like Mary Tellefson, a respected clinical faculty member at PSU, the challenges in balancing ethical service provision; role release to paraprofessionals or other team members; and effective partnerships with families are being discussed in thoughtful conversations with graduate students who often serve rural and remote communities. In the next phase of revision, a version of the resource will focus on teachers of students with visual impairment and the emerging research around telepractice as a means of creating greater equity for service delivery.

As we look to the future, we hope to deepen our effectiveness in preparing culturally responsive and innovative personnel that serve students and clients with visual impairments and deafblindness.

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Orientation and Mobility

Quick facts

- 25– to 34–credits for a graduate certificate
- 45 credits for licensure and a master's degree
- Flexible cohort model
- The only TVI and O&M training in the Pacific Northwest!

Become an orientation and mobility specialist

O&M Specialists are professionals who teach individuals with visual impairments, including those with deafblindness, how to travel safely, efficiently, and with purpose in a variety of environments. Students in the O&M program gain the professional skills and preparation to complete the international certification exam through the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

The O&M program is offered as an extension of PSUs long-standing Visually Impaired Learner program that has been preparing teachers of children with visual impairments (TVIs) to work with school-age children for over 50 years.

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Mobility Matters: Interdisciplinary Partnerships to Create More Accessible Cities

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Mobility Matters began somewhat serendipitously. In 2017, with the birth of Portland State University's Orientation and Mobility (O&M) program through an Office of Special Education Program grant, I had the good fortune of connecting with Dr. Robert Wall-Emerson as PSU's external evaluator on Project COMET: Certified Orientation and Mobility Educators in Training. As a gifted researcher and leader in the field of O&M, it was logical to maximize Wall-Emerson's time in advising our newly hatched program by inviting others to learn from him during his time in Portland. PSU has other affordances that make it a great university to nurture an O&M program. Not only does PSU host TREC, U.S. Department of Transportation research and dissemination center, Portland enjoys a connected transportation infrastructure. So with those assets in pocket, Mobility Matters launched on March 8, 2018 with Dr. Wall-Emerson serving as keynote and guests from the Oregon Department of Transportation and

the Federal Highway Administration sharing the day with an interdisciplinary crowd.

Image1. Dr. Robert Wall-Emerson keynotes at inaugural Mobility Matters (2018)

Video montage highlights from MM, 2018

Mobility Matters, 2018 website with handouts

Last year's event expanded to include more knowledge sharing on wayfinding and innovations for safer crossings at intersections as well as the use of Smart Paint in city testbeds such as Columbus, OH and Tampa, FL. Our second summit also supported deeper engagement with partners from the city of Portland who are integrating accessible planning into Smart City efforts. Our partners from the American Printing House for the Blind

(APH) also played a leading role in at Mobility Matters, not only by presenting on their efforts to build more accessible communities but in co-leading a mobile tour of the Millar Library where beacons connected to OpenStreetMap via *Indoor Explorer* are supporting better access for travelers with visual impairment. From preliminary research that was presented at Mobility Matters, 2019, researchers at PSU found that while there are many kinds of wayfinding apps in general, adults who are visually impaired or deafblind often must use multiple apps to find the environmental information needed while navigating through urban settings (Swobodzinski & Parker, 2019).

Image 2. PSU O&M clinical teaching partners meet with Amy Parker and Robert Wall-Emerson at Mobility Matters (2019)

Video montage highlights from MM, 2019

Mobility Matters, 2019 website with handouts

As one of the largest public universities in Oregon, PSU supports interdisciplinary efforts across computer science, engineering and education through its Digital City Testbed Center (DCTC). Mobility Matters provides a way to center conversations around testbeds and Smart City to include people with disabilities. This year, PSU is pleased to be emphasizing youth leadership in developing accessible solutions. Using a participatory action research approach, PSU will partner with DeafBlind Citizens in Action and other leaders with disabilities to host a transportation youth leadership workshop prior to the Mobility Matters summit. Also in conjunction with Mobility Matters, 2020, Dr. Martin Swobodzinski and I are partnering with colleagues at APH on a research project called: Seamless Wayfinding by Individuals with Functional Disabilities in Indoor and Outdoor Spaces.

Conferences have always played a large role in our O&M community, shaping our code of ethics, solidifying our shared knowledge base, and serving as a springboard for collective action (Weiner, Welsch, & Blasch, 2010). While our O&M specific conferences serve a vital purpose for internal professional development, it is important to have venues for sharing our craft in interdisciplinary dialogues with designers, policy makers as well as with practitioners who create physical infrastructure in our

communities. We have a responsibility to influence and promote universal design with individuals who have disabilities. By partnering with advocates who bring their lived experiences to conferences as well as professionals in the field of visual impairments and deafblindness, we fulfill the intent of the O&M Code of Ethics to create more inclusive communities. If you live close to Portland or just love the idea of collaborating with different professions, join us at this year's Mobility Matters. Agencies, vendors, and universities are also welcome to sponsor tables to exhibits projects or research at our summit.

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Mobility Matters 2020

Portland State University's College of Education is excited to reprise this 3rd annual interdisciplinary summit. We invite disability specialists, urban planners, engineers, transportation professionals, students, and community members to discuss the nexus between design, innovation, technology, and access.

This year's themes will focus on **Youth Leadership: Growing Interdisciplinary Solutions Through Partnerships** and **Smart Design = Accessible Design**. We'll explore opportunities for regional coordination across adjacent metropolitan areas, with an emphasis on the Cascadia region.

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March 18, 2020

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Register now!

mobilitymatters2020.sched.com

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Camp Spark: Using Sports and Physical Activity as a Catalyst for Independence

Kirsten French, Programs Coordinator, Sports Adaptations and Camp Spark, Northwest Association for Blind Athletes,

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Image 1. Camp Spark – Session 1 (Oregon)

Image description: Five rows of campers and staff sit on bleachers wearing Camp Spark shirts and smiling at the camera for the all camp picture.

For the past four summers, Northwest Association for Blind Athletes [NWABA] has hosted summer camp sessions for youth with visual impairments. This past year, we have made some exciting changes, including renaming our camp to Camp Spark and adding winter sessions. Both of these changes have enabled us to increase our impact and

standardize procedures to magnify year-round impact and continue to provide professional development opportunities to professionals and pre-professionals in the field.

Need

Camp Spark, in addition to our other programs with Northwest Association for Blind Athletes, exist because the frequency and severity of gross motor delays for children and youth with visual impairments is alarming compared to their sighted peers (Haibach, Wagner, & Lieberman, 2014). Outside of Camp Spark, many of our campers are excluded from sports and physical activity in their schools and communities. Their teachers and coaches often cite lack of equipment, professional development, and a lack of understanding of the camper's ability as the reason. Research shows that children and youth with visual impairments are marginalized from sports and physical activity due to deficits in functional motor skills, leading to an increase in sedentary behavior and a greater likelihood of obesity (Brian, Taunton, Lieberman, Haibach-Beach, Foley, & Santarossa, 2018).

Camp Spark Procedures

At each summer session of Camp Spark, campers complete a camper journal, which asks a variety of open-ended questions in order to

help them develop their argument for why they should be included in sports and physical activity in their school and community. In their camper journals, an overwhelming number of campers reported feeling like their vision is a barrier to them participating in physical activity. These negative behaviors and tendencies towards obesity follow individuals with visual impairments into adulthood and lead to a cycle of ill health, which becomes difficult to escape.

These problems, however, can be ameliorated through specific instruction and the use of adaptive equipment. Throughout each summer session of Camp Spark, campers receive individualized instruction in a variety of sports, including goalball, 5-a-side soccer, judo, swimming, track and field, tandem biking, beep baseball, and much more from highly qualified instructors. Our winter session activities include downhill skiing and snowboarding, cross country skiing, snowshoeing, broomball, and team building games. This individualized instruction and use of adaptive equipment gives campers the opportunity to identify what works best for them. They are then able to take these skills and knowledge to their communities and schools to continue engaging in sports and physical activity.

Image 2: Long Jump Adaptations

Image description: Coach holds long pole with bells on the end above long jump pit while camper long jumps into pit and reaches his hands up to try and touch the bells.

Bridging the Knowledge Gap

Campers often describe their exclusion from physical activity outside of camp due to assumed incapability, lack of resources, and lack of professional knowledge. Camp Spark staff work to bridge these gaps through our Sports and Expanded Core Curriculum Assessment. This document describes, for the camper's teachers and coaches, the camper's abilities, areas for improvement, and adaptive equipment utilized. Coaches and educators then have the tools to implement these methods in the classroom with their student, ensuring students with visual impairments are meeting their full functional motor skill potential (Brian et al., 2018). For the

majority of campers, using simple adaptations such as audible equipment, tactile maps, and commentated gameplay allows them to have the same access as their peers. Additionally, almost all campers find information most accessible when coaches and instructors use accessible teaching methods such as verbal cues, tactile modeling, and physical assistance. Campers are empowered to take this knowledge to their communities and advocate for themselves.

Developing Self-Advocacy

It is essential that campers, when they leave camp, be prepared to advocate for themselves. On the final camper journal question, numerous campers were able to describe why they should be fully involved in physical education and activity and what they need to do to accomplish this. Upon going back to their schools and communities, these campers are prepared to advocate for inclusive physical activity opportunities for themselves. At each activity, campers are empowered to identify the adaptations, accommodations, and modifications that they need in order to successfully learn and master new skills. At camp, they practice advocating for themselves to receive the instructions and equipment that they need to be successful so that they can transfer these skills when they return home.

Camp Spark as Professional Development

There is an ever-present need for professionals in the field and Camp Spark provides professional development opportunities for professionals and pre-professionals in the fields of adapted physical education and activity, physical, occupational, recreational therapy, teachers of the visually impaired, and orientation and mobility specialists. Additionally, at all sessions of Camp Spark, campers receive direct instruction in Orientation and Mobility from O&M interns under the direct supervision of a COMS. This provides practicum experiences for pre-professional Orientation and Mobility specialists and O&M experience in a new environment for campers. Each of these professional development opportunities facilitates the advancement of the field and actively works to ameliorate the knowledge gap.

Evaluating Impact

Each year, campers complete a Quality of Life survey to evaluate the impact of our programs. At the end of camp, 97% of campers reported that Camp Spark helped them build new friendships with a 6% increase from the start of camp, 88% of camp reported improved Orientation and Mobility skills in a new environment with a 29% increase, 97% were encouraged to try new things outside of their comfort zone with a 16% increase, and 91%

were taught they can do anything with modifications with a 10% increase. Throughout the four-year lifetime, 90% of campers have been inspired to advocate for themselves in their home, school, and community.

Table 1: Quality of Life Survey Results

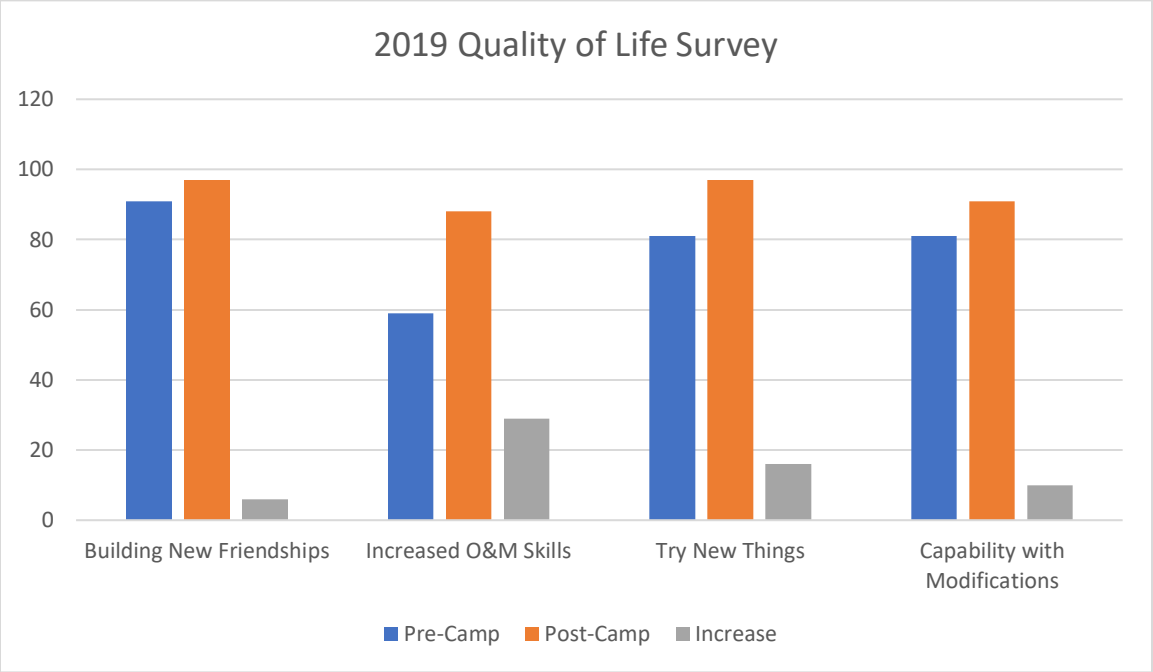

Image Description: Bar graph showing the Quality of Life survey results from Camp Spark in 2019. Four surveyed areas show in this graph include building new friendships, increased O&M skills, trying new things, and capability with modifications.

Conclusion

Camp Spark has opened doors for campers to continue their involvement in physical education and activity in their schools and communities. Using the self-advocacy skills learned at camp, campers have been empowered to join their swim and cross country teams and their

coaches have described the Sports and Expanded Core Curriculum Assessment as beneficial for seeing present levels of performance and increasing their understanding of working with the athlete and decreasing apprehension. These assessments have also started conversations with PE teachers about unit and activity adaptations as well as adaptive equipment available. Campers are empowered to advocate for accessible equipment and teaching methods for themselves in the classroom and on sports teams, such as a guide runner, commentated gameplay and demonstrations, verbal cues, tactile modeling, audible equipment, and tactile maps and diagrams. As we look forward to the future, we will be expanding to adult sessions, sport specific high performance training sessions, and many others. This will enable us to continue our impact on campers and progress professional development.

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https://www.facebook/pages/Division-on-Visual-Impairments-and-Deafblindness/248244976215

Improving Services for Students with CVI in Oregon: Learning and Working Together

Scott Wall , Columbia Regional BVI Program Administrator,

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In Oregon, students with visual impairments from birth through age 21, are served in their neighborhood schools with services related to this low incidence disability provided by itinerant teachers of the visually impaired and para-educators through a regional system comprised of 8 separate regional programs. Oregon Regional Programs also serve other low incidence populations including autism, Deaf and hard of hearing, Deafblind, orthopedic impairments and traumatic brain injury. Columbia Regional Program serves students in Multnomah, Clackamas, Hood and Wasco counties. It is the largest regional program in the state by student numbers. Through the regional model of service delivery, itinerant teachers work to provide educational services that meet the needs of students in their neighborhood schools.

Oregon has a state Vision professional learning team (PLT), which meets twice a year, and is comprised of one TVI or program administrator from each region. During a Vision PLT meeting in late 2018, attendees

discussed the lack of high-quality, research based professional development for teachers of the visually impaired (TVI) who serve students with cortical vision impairment (CVI) throughout Oregon. The team at Columbia Regional Program, led by Saaron Putnam-Almaguer, has been providing training to our staff of TVI's, and to classroom teachers, OT's, PT's and speech pathologists in our region for several years. Saaron has earned several micro-credentials in CVI and has recently completed courses in Cerebral Vision Impairment, Learning Media Assessment for CVI and Cortical/Cerebral Vision Impairment through Salus University. Saaron Putnam-Almaguer, Darlene Daniels and Claudia Swapp led our BVI team through a year- long in-service training using the book Vision and The Brain by Amanda Hall Lueck and Gordon Dutton as a guide. Columbia Regional Program has also provided trainings on; Cortical Vision Interventions, An Overview of CVI, Teaching Students with CVI: A framework for assessment and intervention, Teaching Students with CVI: Understanding and designing interventions, Scoring the CVI Range and Functional Vision Assessment for Students with CVI. Through discussions and work with our Vision Professional Learning Team, other regional program teachers and leaders expressed interest in professional development and discussed the need for more information about CVI,

including trainings on assessment, strategies, interventions and resources for all teachers of the visually impaired in Oregon. The team at Columbia Regional made a plan and worked diligently to create a two day in-service, The Oregon CVI Extravaganza, in April of 2019.

The Oregon CVI Extravaganza was held in Bend, Oregon on April 4th and 5th. Over 90% of the TVI's in Oregon in attendance, marking the first state-wide training specifically for TVI's with this level of attendance. Not only were we able to spend two days learning about CVI and creating adapted materials and books, we also created the Oregon CVI PLT, comprised of interested teachers throughout the state who agreed to meet on a regular basis to share information and resources with each other and plan future trainings for the state. This is a testament to the importance of CVI and the desire of our Oregon professionals to increase their knowledge about CVI and to do more for this population of students.

The first day of the training focused on assessment and a "make and take" at the end of the day provided teacher's with 5 more items for their assessment tool kit. We discussed an action plan for the state to include a CVI PLT and creating a plan for future trainings. One session was on CVI and O&M presented by Saaron Putnam-Almaguer and Darlene Daniels. An

afternoon session focused on creating a CVI assessment kit for every participant. The second day of the extravaganza concentrated on complexity, with Matt Tietjen's, "What's the Complexity?" Framework. Claudia Swapp presented on "The Frugal TVI", showing how to shop and create meaningful interventions from found and inexpensive materials. As part of the second day "Make and Take", over 130 CVI adapted books were assembled by participants. Many hours of prep work, using a Cricut and hundreds of pages of colored and sparkle paper, were completed in advance so everyone could make their own adapted CVI books and other educational materials. The team also created displays demonstrating various ways to present literacy and other educational materials for students based on their visual needs.

Information was posted to the Paths to Literacy website highlighting the conference; 2019 Oregon CVI Extravaganza. The team also created a post specifically about the make and take portion of the conference; Oregon CVI Make and Take. In preparation for the conference and in response to a specific student need, Claudia Swapp created an adjustable occluder, a portable and useful tool to quickly minimize clutter for students in the classroom. The instructions on making your own occluder are posted on Paths to Literacy here. Occluder

A survey was conducted to collect pre and post conference information and help guide future conferences and trainings. Over half of the respondents (62%) requested more training on conducting functional vision assessments of students with CVI, and specifically wanted more practice conducting the CVI range. A number of attendees asked for more information on intervention strategies and how to implement CVI specific strategies in busy classrooms.

The survey also asked participants to name one idea or strategy from the conference that they will implement with a student or classroom. Many responses identified using the materials that were created in the make and take, specifically books and assessment materials as something they will use with students. Collaboration and improving communication with teachers and other professionals in the students' classroom was mentioned as a key take away as well. Feedback was overwhelmingly positive and included requests to make this training an annual event. Survey results were compiled and provided to the Oregon CVI PLT to help in planning next years' event and as a guide to create additional professional development in the future.

After some delay, the Oregon CVI PLT met in December of 2019. It is comprised of TVI's from seven out of eight regions in Oregon. During the

first meeting of the Oregon CVI PLT, a mission statement was created: “The Oregon CVI PLT will work together to improve our understanding and knowledge of cortical vision impairment through resource and information sharing as a means to improve access, services, and consistency for all students with CVI, their families, and educational teams.” The first order of business, after setting team norms and creating the mission statement, was to start planning the second Oregon CVI Extravaganza. This proposed mini conference will focus on conducting functional vision assessments for students with CVI, and creating specific interventions based on assessment results. The CVI PLT is discussing how to conduct a live assessment of a student with CVI during the conference and then discussing results and possible interventions. This conference, tentatively scheduled for April 2020, will also include sessions on how to create materials and a make and take.

The ideas behind the work we are undertaking as a state is not new or unique, and is guided by the general understanding that unless we work and learn together, improvements in the education of students with CVI may not be implemented in a timely manner or with consistency. The American Council for the Blind (ACB) released a formal statement, Resolution 2018-04, that “encourages both newly prepared and

experienced TVIs to pursue continuing education and/or professional development opportunities and training to keep abreast of the ever-changing body of knowledge and practices concerning neurological visual impairment in order to effectively meet the unique needs of children with CVI.” https://www.acb.org/resolutions2018#04

In addition to teachers of the visually impaired pursuing individual professional development, we must work together in this effort to improve our knowledge and skills to meet the needs of all of our students. The Oregon CVI Extravaganza and the creation of the CVI PLT is part of an effort to stay abreast of these changes in the understanding of CVI and to help all TVI’s learn how to meet the unique needs of our students throughout the state.

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The Alice Cogswell and Anne Sullivan Macy Act

Barbara Raimondo, Executive Director, Conference of Educational Administrators of Schools and Programs for the Deaf, ceasd@ceasd.org

The Alice Cogswell and Anne Sullivan Macy Act has been introduced in the current Congressional session. It was introduced on October 23, 2019 on a bipartisan, bicameral basis by Representatives Matt Cartwright (D-PA 08) and David McKinley (R-WV 01) and Senators Ed Markey (D-MA) and Shelley Moore Capito (R-WV).

Named for the first deaf student to be formally educated in the U.S. and the beloved teacher of Helen Keller, respectively, the bill is designed to enhance the Individuals with Disabilities Education Act to better meet the needs of students who are deaf, hard of hearing, blind, visually impaired, or deafblind.

The Act will ensure that:

- every child who is deaf, every child who is blind, and every child who is deaf-blind, regardless of whether they have additional disabilities, will be properly counted and served;
- each of a child's learning needs will be properly evaluated;
- states will engage in strategic planning to be sure that they can meet each child's specialized needs;
- the U.S. Department of Education will do its part to hold states and schools accountable; and
- students will be served by qualified personnel.
- The bill is endorsed by nearly 80 national, state, and local organizations representing individuals who are deaf, blind, or deafblind.

Upon the bill's introduction CEASD President David Geeslin noted "School systems have been required to appropriately serve deaf and hard of hearing students since IDEA was passed, however, many gaps in services remain. Deaf and hard of hearing students can achieve to high levels when their language, communication, and educational needs are addressed. The Alice Cogswell and Anne Sullivan Macy Act will help

ensure that personnel and resources are available to support the success of these students.”

Parent Emily Coleman remarked “As the parent of a child who is blind and a professional in the field of blindness, I've become acutely aware of the discrepancy in services and expertise available to children with visual impairment. The Cogswell-Macy Act would increase equity in educational opportunities for our students by requiring specialized assessment and instruction already happening in some schools, but needing to happen in them all. We know we’re not identifying all students and we know they’re not all receiving qualified instruction in the expanded core curriculum. Through the components within Cogswell-Macy, we can improve outcomes and therefore empower students who are blind, VI, or DB to achieve greater independence and success."

Bill numbers are S. 2681 and H.R. 4822.

Read Representative Cartwright’s press release.
https://cartwright.house.gov/media-center/press-releases/cartwright-mckinley-introduce-bill-to-improve-educational-services-for

Read Senator Markey's press release.

https://www.markey.senate.gov/news/press-releases/senators-markey-and-capito-reintroduce-legislation-to-improve-educational-opportunities-for-visual-and-hearing-impaired-students

Council for Exceptional Children Convention, Portland, OR

DVIDB Pre-Convention Workshop

Implementing Effective Instruction for Students with Cortical Visual Impairments – Moving from Assessment to Intervention

with Diane Sheline

February 4, 2020 - 9:00 AM-4:00 PM

Columbia Regional Program, Portland Public Schools

833 NE 74th Ave, Portland, OR 97213

Registration - www.cecconvention.org

This workshop will provide an opportunity for educators and teams to move from assessment of students with CVI into effective interventions and instruction. Please join the opportunity for educators, both local and national, to learn about the latest research in strategies, quality instruction, and service delivery for children with CVI.

Diane Sheline is a consultant, advocate and author of the book, *Strategy to See; Strategies for Students with Cerebral/Cortical Visual Impairment.* Diane received her M.Ed in the area of education of students with visual impairments and has over 30 years of experience in the field. She currently works closely with teachers, families and early education teams, helping to determine best strategies to use which will encourage more consistent and efficient use of vision in students with Cerebral/Cortical Visual Impairment (C/CVI). Diane's website, strategytosee.com, provides a variety of information on C/CVI including how to make unique visual targets (DIY section) and recommended materials to use with this special population.

CEC's DVIDB Preconvention Workshop: Implementing Effective Instruction for Students with Cortical Visual Impairments - Moving from Assessment to Intervention

Diane Sheline, M.Ed., TVI, Independent Consultant for Students with Cortical Visual Impairments,

strategytosee@gmail.com

We now know that Cortical Visual Impairment (CVI) is the leading cause of bilateral visual impairment in children in Western countries (Good, Jan, Burden, Skoczenski, & Candy, 2001). We also understand that because of visual plasticity, we often can see a more positive outcome regarding functional use of vision, when we encourage the student to *use* vision often and consistently. When a student with CVI has had a thorough assessment, such as with the CVI Range (Roman-Lantzy, 2018), team members often have a better understanding of visual functioning level and are therefore better able to make appropriate adaptations to the environment, modify teaching materials, use strategies and plan appropriate instruction which meets the student's visual needs. When appropriate use of strategies and techniques are used by the student's entire team, there are more opportunities for the student to use vision

throughout their day and therefore, increase chances for visual plasticity to occur.

I have often heard educators say, “I have completed the CVI Range and know the visual functioning level my student is at, but now what?” Having that clear understanding of visual functioning level is crucial and an important step in order to get to the, “Now what?” Let’s imagine a student who is just beginning to use vision and functioning in Phase I (Roman-Lantzy, 2018). Let’s say his preferred color is red, that he alerts best to targets at near that have movement and light qualities, responds to only one, single colored target at a time, and requires a strictly controlled sensory environment in order to use vision. His parent may have reported that he has difficulty with visual novelty and prefers to look at his favorite, familiar red Slinky. Knowing all of this information, you can then gather and create child specific targets and modify environments that best meet this student’s visual needs. For example, you might use an illuminated, red Slinky presented at near in front of a solid colored background in a quiet, dimly lit room (see Image 1). You might encourage the classroom teacher to use this target to help, “jump start” use of vision in the classroom setting. The physical therapist might be shown how to use this preferred target to encourage keeping the head upright, independent sitting and trunk control.

Image 1: Photo of a red Slinky Jr., attached to and illuminated by a hanging, battery operated tent light.

A second lighted Slinky can be sent home, so the parent can use it during social and play periods. As the student improves in his use of vision and begins swatting at and reaching for targets, the occupational therapist might use the illuminated red Slinky because it is easy to grab and takes only minor motor movement to make it bounce, thus increasing hand use and strengthening an understanding of cause and effect. The red Slinky may continue to be a preferred target well into Phase II (Roman-Lantzy, 2018), when the Orientation and Mobility Instructor may be working on movement. The illuminated Slinky may now be placed just out of reach of

the student, which may encourage him to propel himself towards it. As the student continues to make visual progress and is well into Phase II, he may begin to regard a simple, color, realistic 2-dimensional representation of his favorite, familiar red Slinky when presented on an iPad. The backlighting from the iPad often helps to make the image “pop”, and draws visual attention. The speech therapist may use the 2-dimensional image on the iPad as she works on increasing the student’s understanding of the Slinky’s visual salient features (Roman-Lantzy, 2018). The speech therapist may also choose to use a color, realistic image of the Slinky photocopied onto a transparency film, which is then presented on a LightBox. When the student no longer has a need for lighted targets (possibly, mid to high Phase II), the color, 2-dimensional image may be presented as a photograph in conjunction with the student’s Activity Calendar in the classroom setting. At this point, because the student has had so many opportunities to use vision throughout his day with all team members, he may be at a high Phase II or entering Phase III (Roman-Lantzy, 2018) and beginning to use pre-literacy materials in his classroom setting and at home. A simple teacher or parent created book might be used with one or two images on each page, again of his favorite, familiar red Slinky (see Image 2).

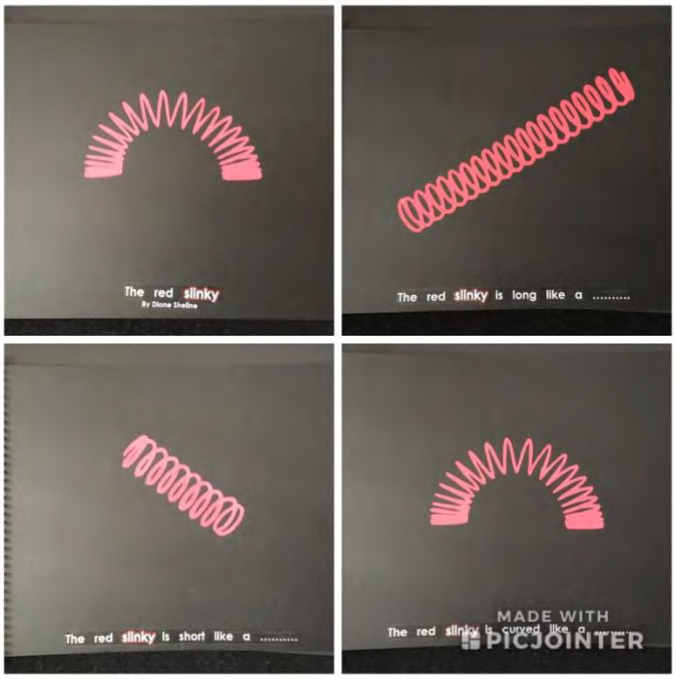

Image 2: Teacher created “CVI Friendly” book called, The Red Slinky”

In addition to learning about strategies similar to the ones shared in the previous scenario, participants attending this Preconference Workshop will increase their knowledge about overall strategies to use with students who visually function in Phase I, Phase II and Phase III, including how to create and/or modify pre-literacy and literacy materials. Attendees will also gain a better understanding of the challenges students with CVI face due to competing sensory input and complexity in their learning environment. Finally, suggestions will be given on how to include all Team Members so that students have more opportunities for consistent and efficient use of vision throughout their day.

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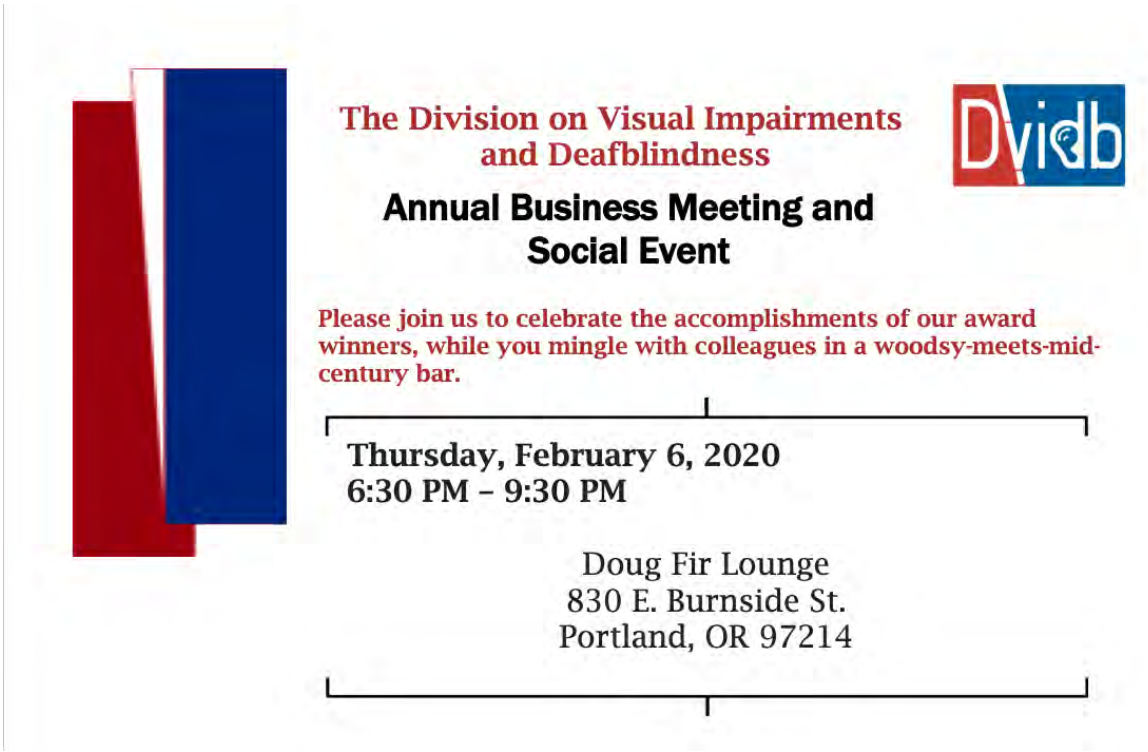


Division on Visual Impairments and Deafblindness

Community Forum

Friday, February 7th, 2020 at 8:30-10:30 AM PST
Doubletree Hotel- 1000 NE Multnomah Street, Portland, Oregon, 97232

"Revising the DVIDB Teacher of DB and Intervener Standards: A Participatory Process"

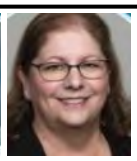
Facilitated by Adam Graves &
DVIDB Validation Team

In this interactive session, the Validation Team will discuss the process for revising the specialty sets of competencies for teachers of the deaf-blind and interveners with agency partners. This session will include structured discussion, ideas for outreach, and the presentation of a timeline for aligning and validating the standards with input from the community.

We accomplish more together by learning and working together!





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http://www.cecconvention.org

Introduction to CEC's Process for Re-Validating Knowledge and Skills Competency Sets

Amy Parker, Ed.D. & COMS, Assistant Professor, Portland State University, atp5@pdx.edu

Within the Council for Exceptional Children (CEC), DVIDB provides professional development to educators; advocates for the needs of students with visual impairment and those who are deafblind; and develops recognized knowledge and skills competencies for teachers and paraprofessionals that align with recognized standards for personnel in special education. Using a consensual validation process, the CEC includes external partners as "associations with a direct connection to the specialty being studied" (CEC Validation Manual, 2017, p. 2).

The current knowledge and skills specialty sets in deafblindness for teachers and interveners were published in 2009 (Zambone & Alsop, 2009). According to the CEC Validation manual (2017): "Ideally, every seven years, each Specialty Set should go through a re-validation process to ensure that it is current and reflective of best practice in the field" (p. 3). The systematic review and validation of the deeply connected knowledge

and skills competency sets for teachers of the deafblind and interveners are overdue.

The process begins with the DVIDB Validation Team (VT) that composes a concept paper that outlines the need for re-validation and submits it to the CEC Professional Practice and Standards Committee (PSPC) for review and approval. In this case, the concept paper addresses and proposes a review of both the intervener and teacher of the deafblind specialty sets. Upon approval, our approach will be to nominate contributors with expertise to serve on 1 of 7 strands within the specialty sets who will work in sub-teams to review, edit and align the competencies using literature on research, policy and practice to support the proposed competencies. Since this is a re-validation, the current competencies will be heavily referenced as a starting point. The work of this group is reviewed by the VT and submitted to the PSPC for editing and review.

Upon PSPC approval of the final proposed set, the CEC creates a validation survey to distribute to the DVIDB members and to external organizational partners. According the validation manual, “the CEC selects intentional samples as opposed to random samples, to respond to validation study surveys. The use of an intentional sample allows the direct selection of individuals with appropriate backgrounds, experience, and

knowledge of the specialty area. The CEC liaison is responsible for collaborating with the Validation Team (VT) to obtain an appropriate sample of individuals to respond to the validation survey" (p. 2). The data from this survey is analyzed and returned to the VT for review, reporting, and to finalize the set. All reports on the process and the final published set are shared at our conventions, journals, publications, and on our website.

The revalidation of the knowledge and skills competencies dovetails with the important community work that supports national legislation called the Alice Cogswell and Anne Sullivan Macy Act, which formally acknowledges both the roles of teachers of the deafblind and interveners in the education of students who are deafblind. The concept paper published in our Winter, 2020 quarterly, will be used to have conversations with external agency partners and is being shared to frame the need for such personnel standards to meet the educational needs of students who are deafblind. Join us at our international convention in Portland, Oregon on February 7th where we will be hosting our Community Forum: "Revisiting the Teacher of the DB and Intervener Standards: A Participatory Process". For more information about the CEC's process for creating standards within its Division structure and through a consensual validation process, visit the

Council for Exceptional Children's Initial and Advanced Specialty Sets webpage.

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Conceptual Paper for Re-Validating the Teacher of the Deafblind and Intervener Competencies

Division on Visual Impairments and Deafblindness (DVIDB)

Validation Team

Susan Bruce, Boston College

Cathy Nelson, University of Utah

Amy T. Parker, Portland State University

Debbie Sanders, Utah School for the Deaf and Blind

Adam Graves, Texas DeafBlind Outreach Program

Carol Rimka, Shiloh Center—Plano Independent School District

Learners who are Deafblind

Individuals who are deafblind are part of a small disability group of great diversity. Deafblindness may be congenital or adventitious, with leading causes being prematurity and hereditary syndromes. According to the 2017 National Child Count of Children and Youth who are Deaf-Blind, nearly half of the 10,000 identified children have either a moderate-severe, severe, or profound hearing loss. Nearly 60% are legally blind or have low vision, and about 10% have light perception only or total blindness. Eighty-seven

percent of the children have one or more additional disabilities (2017 National Child Count of Children and Youth who are Deaf-blind; Nelson & Bruce, 2019). It is critical that educational teams understand the impact of deafblindness and the implications for programming and staffing. It is not possible to understand the impact of deafblindness on an individual's learning by adding the impact of the visual impairment to the impact of the hearing loss. Vision and hearing are the two distance senses that are most important to learning. They interact with one another and support and verify the perceptions of the other. Without either distance sense intact, opportunities to access information and to learn through observation are greatly reduced. The impact of deafblindness on learning is sometimes described as multiplicative (Nelson & Bruce, 2019). In addition, many children who are deafblind experience health and physical issues that challenge their engagement in the classroom.

Students who are deafblind receive educational services in a continuum of education placements based on Individual Education Program team decisions. Such placements include the general education setting, special classes located in general education settings, separate schools or classes that serve children who have severe disabilities, or who are deaf/hard of hearing, blind/visually impaired, or deafblind. Other

placements include residential schools, and hospital or home settings (Nelson, Bruce, & Barnhill, in press). Because students who are deafblind may be served in various settings that are situated in different service delivery systems, both teachers of the deafblind and interveners also provide services in these diverse contexts, including some home and community-based environments, and are sometimes paid through different systemic funding streams.

If students who are deafblind are to fully partake in their educational programming, professionals from multiple disciplines should obtain knowledge about deafblindness and its implications. They must also share disciplinary knowledge across all collaborative team members. Such disciplines include Orientation & Mobility Specialists, Physical Therapists, Occupational Therapists, Speech and Language Pathologists (Therapists), Augmentative and Alternative Communication specialists, Adaptive Physical Education Specialists, Teachers of Students with Visual Impairments, Teachers of Students who are Deaf/Hard of Hearing, Audiologists, Interpreters, and Interveners (Nelson, Bruce & Barnhill, in press).

Two distinct levels of teaching personnel have been identified as particularly valuable to the education of children of who are deafblind. The

Teacher of the Deafblind (TDB) and the paraprofessional Intervener (Parker & Nelson, 2016; *What Every Special Educator Should Know, 2015).* While currently recognized in few states, the TDB fulfills many important roles in the education of children who are deafblind. The TDB can serve as a classroom teacher or as an itinerant teacher who visits many classes containing children who are deafblind. The TDB is charged with collaboratively assessing the needs of children who are deafblind and then making sure that the assessments are appropriately used in the development of individual education programs (IEPs). The TDB also helps to coach other team members to understand the interplay of deafblindness with each of the other disabilities so that educational opportunities can be maximized (Parker & Nelson, 2016). An intervener is typically a paraprofessional who has received specific training in deafblindness but who works under the direction of a licensed professional to help provide the child with access to the environment that he or she cannot hear and/or see, provide access to communication, provide experiences that lead to concept development, provide emotional support and help others interact with the child who is deafblind. In some instances, interveners who have earned professional credentials as interpreters are recruited to meet the specific communication needs of students who are deafblind (National Consortium

on Deafblindness, 2012). In most cases, this support is provided in one-on-one fashion (Nelson, Bruce, & Barnhill (in press); Parker & Nelson, (2016); What Every Educator Should Know, 2015). Critically, Interveners should receive initial and ongoing training and coaching from a TDB (Parker & Nelson, 2016).

Standards for the role of TDB had their genesis in a partnership between the Hilton Perkins Foundation and several university partners. The group came to consensus that there were seven major categories of knowledge and skills needed by professionals in deafblindness: (a) deafblindness, (b) personal identity, relations, and self-esteem, (c) communication, (d) hearing and vision) (f) orientation and mobility, (g) environment and materials, and (h) professional issues. Lead authors, McCletchie & Riggio, 1997, aligned these with CEC Common Core Knowledge and Skills for all beginning special education teachers in 1997. In 2009, the CEC Division on Visual Impairments and Deafblindness initiated competency efforts for both TDB and Interveners (Zambone & Alsop, 2009). In 2015, both the TDB and Intervener knowledge and skills sets were organized according to the current 7 guiding standards rather than the prior 10 (Parker & Nelson, 2016).

The role of interveners and the process of intervention for individuals who are deafblind were developed in Canada in the 1970s (National Consortium on Deaf-Blindness, 2012). John McInnes and colleagues described an intervener as one who provides consistent access to communication, environmental information, and social supports to promote the full inclusion of individuals who are deafblind, both children and adults. Canada sustains both higher education and professional development models for preparing interveners to work in home, community-based, and school settings. In the United States the role of the intervener has been cultivated and recognized in specific local and state educational and community systems for children and youth who are deafblind. Like Canada, the U.S. has intervener preparation programs at universities as well as state professional development approaches to support personnel to become interveners (National Consortium on Deaf-Blindness, 2012).

In 2009, the Division on Visual Impairment and Deafblindness developed competencies for interveners that aligned with the Council for Exceptional Children's paraprofessional general competencies (Zambone & Alsop, 2009). The development of the CEC's competencies was informed by the work of the National Intervener Taskforce and the work of state

partners who had adopted and were cultivating the model (Zambone & Alsop, 2009).

In 2011, the Office of Special Education Programs (OSEP) directed the National Consortium on Deaf-Blindness to develop recommendations for improving intervener services in the United States. After systematic engagement with the community, a review of relevant documents, structured focus groups, interviews, and surveys, a set of recommendations was published that was meant to provide guidance to community partners including state deafblind projects, family organizations, universities, and advocates (NCDB, 2012). One of the key recommendations centered on the development of an open-access multimedia set of modules that could be used to design comprehensive intervener training programs or used in pieces to provide greater equity and access for rural and remote communities to support the practice of intervention. Over the course of five years, 27 multimedia modules were developed using a highly participatory approach that involved cycle of development, field-testing, refinement, revision and release for state and university adoption (Parker, et. al, 2017). Since their release, a national certification system has also been developed to recognize interveners who

have been prepared using a university-based approach or a state personnel development system.

The field of deafblindness has seen many changes in practice as well as advances in technology and research. It has been ten years since the last significant revision of the knowledge and skills sets, and the Division of Visual Impairment and Deafblindness proposes to reexamine the sets with an eye on evidence-based practices in the field presented below.

Evidence-based Practices in Deafblindness

Ferrell, Bruce, and Luckner (2014) reviewed research in 12 topical areas in deaf/hard of hearing, visual impairments, and deafblindness for the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, University of Florida. They calculated the level of evidence for each identified evidence-based practice (EBP)) as being emerging, limited, moderate, or strong, according to the evidence level definitions provided by the Center. Since that time, the evidence levels of some practices have been recalculated and are reflected in this document. These EBPs are intended to guide practice, while also suggesting future research needs. Information on the studies that correspond to each identified EBP and the definitions of levels of evidence can be found in the above document. Given the small size of the population and its great

heterogeneity, it is often impossible to construct experimental designs that are associated with higher levels of evidence.

Early identification

Early identification is essential to providing appropriate augmentation of hearing and vision and individually appropriate early educational programming (Anthony, 2016; Parker, McGinnity, & Bruce, 2012). Early identification requires professionals to identify the vision and hearing losses, and to understand the eligibility criteria for identification of deafblindness, including that most children who are deafblind have some functional vision and/or hearing and additional disabilities. EBPs in early identification and early intervention are at the emerging level of evidence (relying primarily on professional literature) and include: the need for early identification and intervention to reduce the impact of deafblindness on development, the role of collaborative teams to develop highly individualized programming, supporting caregivers to improve responsiveness, establishing predictable routines in the home, and adults providing responses that are contingent on the child's performance (Ferrell, et al., 2014).

Assessment

Appropriate instructional programs are grounded in comprehensive assessment conducted by individuals who are familiar with the child, deafblindness, and the instruments and procedures being used (Ferrell, et al, 2014; Bruce, Luckner, & Ferrell, 2018**)**. Comprehensive assessment includes ongoing evaluation of student performance, the instructional program, and environments (Riggio & McLetchie, 2008). Dynamic approaches, such as the van Dijk approach to assessment, are important to understanding how the child learns in the context of new and familiar activities (Nelson, van Dijk, McDonnell, & Thompson, 2002; Nelson, van Dijk, Oster, & McDonnell, 2009). EBPs in assessment are at the emerging level (relying largely on practitioner literature) and include the following recommendations: the use of informal assessment instruments and procedures (not just formal instruments); conduct assessments across environments; early childhood assessment should identify family needs and strengths; and conduct functional hearing assessment, functional vision assessment, and learning media assessments. Additional EBPs are to use person centered approaches to assessment; individually select assistive technologies based on assessment; align accommodations stated in the IEP with those used in the classroom and in assessment; assess the

visual, auditory, and tactile characteristics of each environment and their potential impact on the learner; and use caution when identifying additional disabilities because the diagnostic criteria for the additional disability may not be appropriate for children who are deafblind (Bruce, Luckner and Ferrell, 2018; Ferrell, et al., 2014; Geenens, 1999; Nelson, Bruce, & Barnhill, in press; Nelson, van Dijk, Oster, & McDonnell, 2009).

Communication

Communication development is central to educational programming for children who are deafblind. Communication intervention is highly individualized and occurs in the context of daily activities in their natural contexts (Bruce & Borders, 2015). Van Dijk's child-guided approach has been adopted internationally with emphasis on the establishment of trusting relationships, anticipatory and memory strategies, coactive movement routines, and dialogues (Janssen, Riksen-Walraven, & van Dijk, 2003; Parker, McGinnity, & Bruce, 2012). Ferrell et al. (2014) identified the following EBPs in communication, specific to deafblindness, that have a moderate level of evidence: application of the systematic instructional approach to increase the child's rate of expressive communication, increase vocabulary, and increase the variety of intents/functions expressed; tangible representations/symbols as a communication form for

individuals who are prelinguistic; tactile approaches and strategies (including touch cues, tactile signs and tactile sign language); and coaching adults to improve responsiveness (Bruce, Nelson, Perez, Stutzman, & Barnhill, 2016). Additionally, there is limited evidence for van Dijk's child-guided approach for improving dialogue, likely due to the relative difficulty in conducting studies on its efficacy.

Instructional Programming

Communication intervention grounds all educational programming for children who are deafblind (Parker, McGinnity, & Bruce, 2012; Parker, Davidson & Banda, 2007). Thus, the EBPs in communication are applicable across all instructional programming efforts. The field of deafblindness has adopted an expansive definition of literacy that extends beyond the traditional definition that includes reading, writing, and spelling to also include communication, language, participation in literacy events, and the application of technologies to support conversations (Bruce & Borders, in press; McKenzie, 2009; McKenzie & Davidson, 2007). Literacy lessons include story boxes, daily schedules, authentic choice-making, experience books, and interactive journals (Ferrell, et al., 2014; Luckner, Bruce, & Ferrell, 2015/2016). These literacy lessons are both individualized (including the selection of appropriate instructional targets, modification of

materials, and the use of individually selected assistive technologies) to meet the child's needs, and personalized (about the child and his/her lived experiences; Bruce, Janssen, & Bashinski, 2016). There is a dire need for research on EBPs in every content area of instruction. Research in math and science from the field of visual impairment, suggest the following EBPs that require further research involving participants who are deafblind: consider the child's experiences, vocabulary, and need for curricular modifications, adaptations, and accommodations in science and math; and provide direct instruction on the use of mathematics equipment and specialized approaches in math instruction, such as mental math (Ferrell, et al., 2014).

Social-Emotional

The area of social-emotional learning includes consideration of both the individual's strengths and needs in interacting with others and in responding to environmental demands. Social-emotional development includes forming attachments, developing and maintaining friendships, and the abilities to self-regulate and self-monitor (Hartshorne & Schmittell, 2016). Individual strengths might include a sense of humor, patience with others, and initiation of problem-solving skills when faced with a difficult situation. Unacceptable behaviors may result from pain, lack of sleep,

limited communication skills (and the associated frustration), the environment (both physical and social, including the responses of others), sensory sensitivities and needs, anxiety, and characteristics of a specific syndrome (Hartshorne, Stratton, Brown, Madhavan-Brown, & Schmittel, 2017; Hartshorne & Schmittel, 2016). There is a moderate level of evidence for the impact of deafblindness on behavior and for the application of behavioral principles (such as differential reinforcement of other behaviors, contingency awareness, and token economies) in behavioral intervention. Other EBPs are at the emerging level, although they have been more extensively researched with other disability populations, including: identify reason for unacceptable behavior through functional behavioral assessment, teach communicative behaviors to replace unacceptable behaviors, and knowledge of how changes in the curriculum, environment, and adult responses to unacceptable behaviors may positively impact child's behavior (Ferrell, et al., 2014).

Transition

Transition planning should be based on a vision of what constitutes a quality of life for the individual who is deafblind, including aspects such as residence, relationships, community engagement, work, leisure, medical and physical needs, and finances (Zatta & McGinnity, 2016). Petroff,

Pancsofar, and Shaaban (2019) found that higher reading and problem-solving skills were associated with placement in inclusive settings in secondary education and with more positive post-graduation outcomes. Additionally, research in intellectual disability suggests a positive relationship between employment experiences in secondary education and post-graduation employment, an area in need of more research in Deafblindness (Ferrell, et al., 2014). Although there is extensive practitioner research on the application of Personal Futures Planning to youth who are deafblind, research evidence is at the emerging level.

Complementary Roles of Teachers of the Deafblind and Interveners

Teacher of Students who are Deafblind and Interveners are responsible for implementing aspects of the evidence-based practices in similar and divergent ways based on their roles. Currently, the CEC identifies interveners as paraprofessionals in educational and community-based systems; while teachers function as professionals with associated responsibilities such as assessment and creating appropriately designed, student-centered instructional programs.

Like the roles of educational interpreters, interveners may, in the future, be categorized as professionals but that projection is beyond the

scope of this competency revision process. Interveners provide essential supports to students with deafblindness in accessing people and information in the world around them. The first challenge of students who are deafblind is having consistent access to communication partners that recognize their communicative initiations and respond throughout their day. Like teachers of students who are deafblind, interveners must possess specific competencies to appropriately support students in diverse contexts.

Proposed Professional Roles

Teacher of Students who are Deafblind: Responsibilities and Competencies

Teachers of students who are deafblind are special educators with specialized preparation specific to deafblindness that allows them to:

- Identify children who are deafblind to support the provision of appropriate augmentation of vision and hearing, and early individualized intervention services (Anthony, 2016; Parker, McGinnity, & Bruce, 2012).
- Apply knowledge about the implications of each child's etiology (such as impact on health, vision, hearing, and social-emotional well-being) when planning and implementing individualized

educational programming (Bruce, Nelson, & Stutzman, in press; Hartshorne & Schmittel, 2016).

- Support families to develop routines for the child and high levels of responsiveness, (Ferrell, et al., 2014), and provide them with resources in deafblindness.
- Implement tangible representations/symbols when appropriate to a specific child (Ferrell, 2014; Bruce & Borders, 2015; Rowland & Schweigert, 1989; 2000).
- Implement tactile approaches and strategies, including learning through touch, tactile signs/sign language, and tangible representations/symbols when appropriate for a specific child (Chen, Downing, & Rodriguez, 2001; Ferrell, et al, 2014; Miles, 2003; Nelson, Bruce, & Barnhill, in press; Rowland & Schweigert, 1989, 2000).
- Conduct comprehensive assessments of the child, environments (including the visual, auditory, and tactile characteristics), and educational programs (Bruce, Luckner, & Ferrell, 2018; Ferrell, et al., 2014).
- Interpret medical vision and hearing reports, functional vision and hearing reports, and learning media assessments, and

support members of the educational team to understand the implications of these reports on educational programming (Ferrell, et al, 2014).

- Conduct comprehensive assessments using formal and informal assessment approaches and instruments, including the child-guided approach, person centered planning, functional behavior assessment (Rowland, Stillman & Mar, 2010).
- Use coaching of adults to improve the quality of communication (Janssen, Riksen-Walraven, & van Dijk, 2003a; Janssen, Riksen-Walraven, & van Dijk, 2003b; Damen, Janssen, Schuengel, & Ruijssenaars, 2015).
- Plan and implement communication interventions that are associated with the child-guided approach, including establishing trust, coactive movement routines, memory and writing strategies (Bruce & Borders, 2015; Ferrell, et al., 2014; Nelson & Bruce, 2019).
- Plan and implement communication interventions that are associated with the systematic instruction approach, especially to expand vocabulary, rate of intentional communication and varied intents of communication (Ferrell, et al., 2014; Bruce,

Nelson, Perez, Stutzman, & Barnhill, 2016; Nelson & Bruce, 2019).

- Plan and implement traditional and expanded literacy lessons that are individualized and personalized, including story boxes, choice-making experiences, the daily schedule/anticipation shelf/calendar system, experience stories/books and journals. (Ferrell, et al., 2014; Luckner, Bruce, & Ferrell, 2015/2016; Nelson & Bruce, 2019).
- Provide instruction 1:1 or in small groups to maximize access, engagement, opportunities to respond and for feedback (Bruce, Ferrell, & Luckner, 2016; Ferrell, et al., 2014).
- Serve as members of interprofessional collaborative teams (IPCP), the term recommended by the World Health Organization), to meet the complex needs of children and youth who are deafblind (Bruce & Bashinski, 2017; Ogletree, 2017).
- As part of the interprofessional collaborative team (IPCP) ensure that assistive technologies and accommodations are included in the IEP, used in daily practice, and in assessment (Bruce, Luckner, & Ferrell, 2018; Bruce & Bashinski, 2017).

- Transition planning, conducted by the IPCP, family, and friends should be based on a vision of what constitutes a quality of life for the individual who is deafblind, including aspects such as residence, relationships, community engagement, work, leisure, medical and physical needs, and finances (Zatta & McGinnity, 2016).
- Advocate for appropriate services and service delivery systems for children who are deafblind and support children and youth to participate as advocates/educators in their communities (Bruce & Parker, 2012).

Proposed Paraprofessional Roles

Interveners: Responsibilities and Competencies

Interveners for students who are deafblind are typically paraeducators with specialized preparation specific to deafblindness that allows them to:

- Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning (Janssen, Riksen-Walraven, & van Dijk, 2002).
- Provide consistent access to instruction and environmental information that is usually gained by typical students through vision

and hearing, but that is unavailable or incomplete to an individual who is deafblind (Janssen, Riksen-Walraven, & van Dijk, 2003).

- Provide access to and/or assist in the development and use of receptive and expressive communication skills using multiple modes as preferred/needed by the student (Rowland & Parker, 2014)
- Facilitate direct learning experiences (Janssen, Riksen-Walraven, & van Dijk, 2003).
- Use touch to supplement auditory and visual input to convey information (Janssen, Riksen-Walraven, & van Dijk, 2004).
- Facilitate the individual's use of touch and other senses for learning and interaction (Chen, Downing, Rodrigues-Gil, 2001; Miles, 2003).
- Embed communication, language, and concept development into routines and meaningful activities (Rowland & Parker, 2014).
- Facilitate the development and maintenance of trusting, interactive relationships that promote social and emotional well-being (Janssen, Riksen-Walraven, & van Dijk, 2003; van den Tillaart et. al, 2014).
- Provide support to help a student form relationships with others and increase social connections and participation in activities (Hunt, Alwell, Farron-Davis, & Goetz, 1996).

- Follow the student's IEP and the modifications and instructional techniques recommended by transdisciplinary team members (Grisham-Brown, Schuster, Hemmeter, & Collins, 2000).
- Foster student independence, self-determination, and internal motivation.
- Recognize and support individual preferences, strengths, and learning styles (Parker, Davidson & Banda, 2007).
- Support students they use and maintain amplification, cochlear implants, and assistive listening devices as directed (Stremel & Malloy, 2006).
- Support students as they use and maintain glasses, low vision devices and prostheses, as directed (Clyne, Wolfe, Blaha, & Hertzog, 2015).
- Make adaptations for the cognitive and physical needs of the individual, recognizing the impact of additional disabilities on individuals with deafblindness
- Utilize strategies that promote independent and safe movement and active exploration of the environment (Joffee & Rikhye, 1991; Parker, 2017).

- Participate in IEP meetings and student staffing meetings, as needed (Kennedy et. al., 2014).
- Share observation and communication data with the educational team (Rowland & Parker, 2014).
- Adhere to the intervener code of ethics, including confidentiality (Kennedy et. al., 2015).
- Utilize teaming skills, sharing observation data with the individualized education team about the student's needs as appropriate (Kennedy et. al., 2014).
- Interact with families as directed

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Zambone, A.M., & Alsop, L. (2009). Ensuring access to high-quality interveners and teachers: Establishing intervener and teacher specialized professional associations in Council for Exceptional Children. *DVI Quarterly, 54*(3).

Zatta, M., & McGinnity, B. (2016). An overview of transition planning for student who are deafblind. *American Annals of the Deaf, 161,* 474-485.

For additional work on paras/interveners

Companion document to the one on teachers:

Riggio, M., & McLetchie, B. A. B. (2001). *Competencies for paraprofessionals working with learners who are deafblind in early intervention and educational settings.* Watertown, MA: Perkins School for the Blind.

Council for Exceptional Children Conference
Portland, OR

DVIDB Business Meeting and Social
Thursday, February 6th

Doug Fir Lounge
830 E. Burnside St.
Portland, OR 97214

6:30 to 9:30 PM

We are excited to let you know about a special opportunity to sponsor the DVIDB social event on **Thursday, February 6th from 6:30 to 9:30 PM**. This annual event, immediately following the brief DVIDB business meeting, is a time to gather, mingle and celebrate with professionals in the fields of visual impairment and deafblindness from across the nation. Sponsors are encouraged to share information about their projects, advertise their programs or products, and connect with attendees in a relaxed and more intimate atmosphere.

New teachers and seasoned colleagues, alike, tell us that the DVIDB social is one place during the vast CEC convention where they engage with others in the field, despite our varied interests and responsibilities!

This year we are hosting the business meeting and social at the Douglas Fir Lounge, a woodsy-meets-mid-century bar. We will gather at 6:30 for the business meeting and begin the social immediately after until 9:30 PM to share information, support DVIDB, and relax with colleagues!

Please consider supporting DVIDB's social and business meeting. See below for sponsorship levels and opportunities.

To become a sponsor, contact Karen Koehler at karenkoehler82@gmail.com or Nicole Johnson at njohnson@kutztown.edu for more information.

DVIDB Sponsorship Levels
CEC Convention 2020, Portland

$ 250.00 sponsorship level – You will receive **1 Free Ticket** to the DVIDB pre-conference workshop, 1 full page advertisement in our quarterly journal (*VIDBE-Q*) and a **name plate** for your organization, engraved by students at The Ohio State School for the Blind.

$ 500.00 sponsorship level – You will receive **2 Free Tickets** to the DVIDB pre-conference workshop, 2 full page advertisements in our quarterly journal (*VIDBE-Q*) and a **name plate** for your organization, engraved by students at The Ohio State School for the Blind, and a **display table** at the Teacher and Intervener forum.

$ 1000.00 sponsorship level – You will receive **4 Free Tickets** to the DVIDB pre-conference workshop, 4 full page advertisements in our quarterly journal (*VIDBE-Q*) and a **name plate** for your organization, engraved by students at The Ohio State School for the Blind, a **display table** at the Teacher and Intervener forum, and **10 minutes speaking time** at the forum to share your work with others.

One additional opportunity for sponsorship is to sponsor one of our speakers at the pre-conference. By sponsoring one of our speakers you are entitled to everything at the $1000.00 sponsorship level.

All sponsors will receive social media advertising through our Facebook and Twitter feeds. They will also receive recognition at all of our events, as well as, in our Quarterly publication, *VIDBE-Q*.

Sponsorship is easy!

1. Simply email Nicole Johnson at njohnson@kutztown.edu or Karen Koehler @ karenkoehler82@gmail.com and let us know your level of sponsorship.

2. Our treasurer, Karen Koehler at karenkoehler82@gmail.com will email you an invoice based upon your level of sponsorship. The invoice will state the details related to the agreed sponsorship.

3. We will work with your representative, who is attending the conference, to arrange the display information at the forum (for those at the $500 and $1000 level).

VIDBE-Q Convention Issue

The intended purpose of the Spring 2020 convention issue is to provide manuscripts aimed at practitioners about presenter contributions to the CEC 2020 program and work related to the field of visual impairments and deafblindness. This will allow those who were unable to attend your session to know more about your work.

Guidelines:

- 3-5 pages
- Tables, images and/or figures should have a text description
- References
- APA formatting
- 12 point, Arial font
- Author information for title: Name, affiliation, tile, and email address
- Please acknowledge previously published work after the title information

Email your manuscript submission to Kathleen.farrand@asu.edu.

Deadline for submissions: March 13, 2020