

**DVIDB/CEC Revision of Initial Licensure Specialty Sets for Interveners: Proposed Evidence**

**November 26, 2021**

**Voted on by CEC K&S**

**Accepted by CEC**

**DVIDB Validation Team**

Susan Bruce, Boston College  
Catherine Nelson, University of Utah (Emeritus)  
Carlie Rhoads, American Foundation for the Blind  
Debbie Sanders, Utah Schools for the Deaf and Blind  
Adam Graves, Texas School for the Blind and Visually Impaired  
Carol Rimka, Plano Independent School District, Texas  
Amy T. Parker, Portland State University

**DVIDB Expert Reviewers and Original Competency Authors**

Linda Alsop, Utah State University (Intervener Competencies Lead Author, 2009 edition)  
Alana Zambone, North Carolina Central University  
(Teacher Competencies Lead Author, 2009 edition)

**DVIDB Editing Support**

Becky Morton, Portland State University

**Strand 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

**Strand Leader:** Beth Kennedy

**Team:** Kristin Knight, Julie Unatin, Stephanie Traudt

Proposed Code	Proposed Item
---------------	---------------

DBI.1.K1	The impact of personal biases and the effect on teamwork.
----------	---

Research-based References
---------------------------

Wittich, W., Southall, K., Sikora, L., Watanabe, D. H., & Gagné, J. P. (2013). What's in a name: Dual sensory impairment or deafblindness?. *British Journal of Visual Impairment*, 31(3), 198-207.

**Literature/Theory-based References**

Bowen, S. K., & Correa-Torres, S. M. (2017). Understanding the communication needs of culturally and linguistically diverse students who are deafblind. *Perspectives of the ASHA Special Interest Groups*, 2(12), 81-88.

Gilkerson, L., & Ritzler, T. T. (2005). The role of reflective process in infusing relationship-based practice into an early intervention system. *The handbook of training and practice in infant and preschool mental health*, 427-452.

Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Jossey-Bass.

**Practice-based References**

Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. *SKI-HI Institute*.

Alsop, L., Robinson, C., Goehl, K., Lace, J., Belote, M., & Rodriguez-Gil, G. (2007). *Interveners in the classroom: Guidelines for teams working with students who are deafblind*. Logan, UT: SKI-HI Institute, Utah State University.

Chen, D., Alsop, L., & Minor, L. (2000). Lessons from Project PLAI in California and Utah: Implications for early intervention services to infants who are deaf-blind and their families. *Deafblind perspectives*, 7, 1-23.

Intervenor Code of Ethics and Guidelines for Ethical Conduct. Intervenor Organization of Ontario. <https://www.intervenors.ca/code-of-ethics>.

Kennedy, B., Morris, D., Miller, J., Rodriguez, J., Sanabria-Ortiz, M., & Borg, J. (2015, September). Values, Ethics and Professionalism. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Rodriguez-Gil, G., & SPECIALIST, C. E. (2009). The roles and responsibilities of team members for a student who is Deaf-Blind. *ReSources*, 14(3), 1-6.

Proposed Code	Proposed Item
---------------	---------------

DBI.1.S1	Adhere to the identified code of ethics and promote ethical practices, including confidentiality across all settings.
----------	---

### Research-based References

### Literature/Theory-based References

Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. *SKI-HI Institute*.

Alsop, L., Killoran, J., Robinson, C., Durkel, J., & Prouty, S. (2004). Recommendations on the Training of Intervenors for Students who are Deafblind. *Monmouth, OR: NTAC: National Technical Assistance Consortium for Children and Adults Who Are Deaf-Blind*.

### Practice-based References

Intervenor Code of Ethics and Guidelines for Ethical Conduct. Intervenor Organization of Ontario. <https://www.intervenors.ca/code-of-ethics>.

Kennedy, B., Morris, D., Miller, J., Rodriguez, J., Sanabria-Ortiz, M., & Borg, J. (2015, September). Values, Ethics and Professionalism. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.1.S2	Engage in professional development specific to deafblindness and related topics based on the needs of the student being served

### Research-based References

Griffin-Shirley, N., & Matlock, D. (2004). Paraprofessionals speak out: A survey. *RE: view*, 36(3), 127.

### Literature/Theory-based References

Engleman, M., & Zambone, A. (2007, October). Teaching a Contact Profession Online: Development of Training Modules for Serving Students with Deaf-Blindness. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 1515-1520). Association for the Advancement of Computing in Education (AACE).

Zambone, A., & Alsop, L. (2009). Ensuring access to highly qualified interveners and teachers: establishing intervener and teacher specialized professional associations. *Council for Exceptional Children DVI Quarterly*, 54(3), 27-35.

**Practice-based References**

Belote, M. (2019). The State of Intervenors in the State of California: A 2019 Update.

Kennedy, B., Morris, D., Miller, J., Rodriguez, J., Sanabria-Ortiz, M., & Borg, J. (2015, September). Values, Ethics and Professionalism. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.1.S3	Participate in team meetings and professional dialogue about the needs of the student
----------	---

**Research-based References**

Correa-Torres, S. M. (2004). *The nature of social experiences of elementary students with deafblindness educated in inclusive classrooms* (Doctoral dissertation, University of Northern Colorado).

Hartmann, E. S. (2009). *Conceptualizing collaboration: How teachers work together to support children with deafblindness*. University of California, Berkeley with San Francisco State University.

McKenzie, A. R. (2009). Unique considerations for assessing the learning media of students who are deaf-blind. *Journal of Visual Impairment & Blindness*, 103(4), 241-245.

**Literature/Theory-based References**

Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. *SKI-HI Institute*.

Bruce, S. M. (2007). Using action plans to support communication programming for children who are deafblind. *RE: view*, 39(2), 71.

Chen, D., Alsop, L., & Minor, L. (2000). Lessons from Project PLAI in California and Utah: Implications for early intervention services to infants who are deaf-blind and their families. *Deafblind perspectives*, 7, 1-23.

Zambone, A., & Alsop, L. (2009). Ensuring access to highly qualified interveners and teachers: establishing intervener and teacher specialized professional associations. *Council for Exceptional Children DVI Quarterly*, 54(3), 27-35.

**Practice-based References**

Rodriguez-Gil, G., & SPECIALIST, C. E. (2009). The roles and responsibilities of team members for a student who is Deaf-Blind. *ReSources*, 14(3), 1-6.

Withrow, H. (2016). Family Support Makes a Difference with a Deafblind Child: Orion's Journey. *Odyssey: New Directions in Deaf Education*, 18, 38-43.

Proposed Code	Proposed Item
---------------	---------------

DBI.1.S4	Engage in self-reflection and self-assessment, identifying strengths and areas for improvement
----------	--

**Research-based References**

Griffin-Shirley, N., & Matlock, D. (2004). Paraprofessionals speak out: A survey. *RE: view*, 36(3), 127.

McCormick, M. (2019). *An Analysis of Texas' Professional Learning Efforts in Deafblindness and the Effect on Teacher Self-Efficacy* (Doctoral dissertation).

**Literature/Theory-based References**

Bowen, S. K., & Correa-Torres, S. M. (2017). Understanding the communication needs of culturally and linguistically diverse students who are deafblind. *Perspectives of the ASHA Special Interest Groups*, 2(12), 81-88.

**Practice-based References**

Kennedy, B., Morris, D., Miller, J., Rodriguez, J., Sanabria-Ortiz, M., & Borg, J. (2015, September). Values, Ethics and Professionalism. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Rodriguez-Gil, G., & SPECIALIST, C. E. (2009). The roles and responsibilities of team members for a student who is Deaf-Blind. *ReSources*, 14(3), 1-6.

Proposed Code	Proposed Item
---------------	---------------

DBI.1.S5	Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.
----------	--

Research-based References	
<p>Correa-Torres, S. M. (2004). <i>The nature of social experiences of elementary students with deafblindness educated in inclusive classrooms</i> (Doctoral dissertation, University of Northern Colorado).</p> <p>McKittrick, L. L. (2019). Strategies That Mothers of Children Who Are Deafblind Employ to Foster Collaboration Within Individualized Education Program Teams.</p>	

Literature/Theory-based References	
<p>Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. <i>SKI-HI Institute</i>.</p> <p>Bruce, S. M. (2007). Using action plans to support communication programming for children who are deafblind. <i>RE: view</i>, 39(2), 71.</p> <p>Chen, D., Alsop, L., &amp; Mionor, L. (2000). Lessons from Project PLAI in California and Utah: Implications for early intervention services to infants who are deaf-blind and their families. <i>Deafblind perspectives</i>, 7, 1-23.</p> <p>Conroy, P. W. (2007). Paraprofessionals and students with visual impairments: Potential pitfalls and solutions. <i>RE:View</i>, 39(2), 43-55.</p> <p>McCann, J. A. (2013). Definition of Intervener Services and Intervenors in Educational Settings Technical Report.</p> <p>National Consortium on Deaf-Blindness. (2013). Definition of Intervener Services and Intervenors in Educational Settings: Technical Report. Retrieved from <a href="http://documents.nationaldb.org/Intervener%20Services%20Definition%20Technical%20Report.Pdf">http://documents.nationaldb.org/Intervener%20Services%20Definition%20Technical%20Report.Pdf</a></p> <p>Parker, A. T., &amp; Nelson, C. (2016). Toward a comprehensive system of personnel development in deafblind education. <i>American Annals of the Deaf</i>, 161(4), 486-501.</p> <p>Zambone, A., &amp; Alsop, L. (2009). Ensuring access to highly qualified interveners and teachers: establishing intervener and teacher specialized professional associations. <i>Council for Exceptional Children DVI Quarterly</i>, 54(3), 27-35.</p>	

Practice-based References	
---------------------------	--

Alsop, L., Robinson, C., Goehl, K., Lace, J., Belote, M., & Rodriguez-Gil, G. (2007). *Interveners in the classroom: Guidelines for teams working with students who are deafblind*. Logan, UT: SKI-HI Institute, Utah State University.

Kennedy, B., Veto, M., Fitzgerald, S., Kenrick, S., Edelman, S. & Mogan, M. (2015, September). Collaborative teaming and family partnerships. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Rodriguez-Gil, G., & SPECIALIST, C. E. (2009). The roles and responsibilities of team members for a student who is Deaf-Blind. *ReSources*, 14(3), 1-6.

Withrow, H. (2016). Family Support Makes a Difference with a Deafblind Child: Orion's Journey. *Odyssey: New Directions in Deaf Education*, 18, 38-43.

Proposed Code	Proposed Item
---------------	---------------

DBI.1.S6	Follow policies and procedures at classroom, school, community, and district levels.
----------	--

#### Research-based References

Brady, L. E. (2019). *Augmented Input and the Classroom Communication Environment for Learners with Deafblindness* (Doctoral dissertation, Columbia University).

Correa-Torres, S. M. (2008). The nature of the social experiences of students with deaf-blindness who are educated in inclusive settings. *Journal of Visual Impairment & Blindness*, 102(5), 272-283.

McCormick, M. (2019). *An Analysis of Texas' Professional Learning Efforts in Deafblindness and the Effect on Teacher Self-Efficacy* (Doctoral dissertation).

#### Literature/Theory-based References

Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. *SKI-HI Institute*.

#### Practice-based References

Kennedy, B., Morris, D., Miller, J., Rodriguez, J., Sanabria-Ortiz, M., & Borg, J. (2015, September). Values, Ethics and Professionalism. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Rodriguez-Gil, G., & SPECIALIST, C. E. (2009). The roles and responsibilities of team members for a student who is Deaf-Blind. *ReSources*, 14(3), 1-6.

Proposed Code	Proposed Item
---------------	---------------

DBI.1.S7	Establish and maintain personal boundaries.
----------	---

#### Research-based References

Griffin-Shirley, N., & Matlock, D. (2004). Paraprofessionals speak out: A survey. *RE: view*, 36(3), 127.

#### Literature/Theory-based References

Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. *SKI-HI Institute*.

Massafra, A., Gershwin, T., & Gosselin, K. (2020). Policy, Preparation, and Practice . . . Oh My! Current Policy Regarding the Paraprofessional Role and Preparation for Working With Students With Disabilities. *Journal of Disability Policy Studies*, 31(3), 164–172. <https://doi.org/10.1177/1044207320920004>

#### Practice-based References

Kennedy, B., Morris, D., Miller, J., Rodriguez, J., Sanabria-Ortiz, M., & Borg, J. (2015, September). Values, Ethics and Professionalism. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Rodriguez-Gil, G., & SPECIALIST, C. E. (2009). The roles and responsibilities of team members for a student who is Deaf-Blind. *ReSources*, 14(3), 1-6.

Proposed Code	Proposed Item
---------------	---------------

DBI.1.S8	Consider one's own knowledge and skills when accepting work with specific students and ask for support when needed.
----------	---



--	--

#### Research-based References

Bodisch Lynch, K., Uhl, M., Reece, J., McGuire Buck, D., & Gilles, D. L. (2016). Impact of a statewide early childhood curriculum enhancement initiative on community college faculty and paraprofessional students. *Journal of Early Childhood Teacher Education*, 37(3), 245-259.

Gilson, C. B., Thompson, C. G., Ingles, K. E., Stein, K. E., Wang, N., & Nygaard, M. A. (2020). The Job Coaching Academy for Transition Educators: A Preliminary Evaluation. *Career Development and Transition for Exceptional Individuals*. <https://doi.org/10.1177/2165143420958607>

Martin, T., & Alborz, A. (2014). Supporting the education of pupils with profound intellectual and multiple disabilities: The views of teaching assistants regarding their own learning and development needs. *British Journal of Special Education*, 41(3), 309-327.

#### Literature/Theory-based References

Hernandez, C. L., & Smith, H. G. (2019). Leadership development in paraprofessional roles. *New directions for student leadership*, 2019(162), 75-89.

Reddy, L. A., Alperin, A., & Glover, T. A. (2020). A critical review of the professional development literature for paraprofessionals supporting students with externalizing behavior disorders. *Psychology in the Schools*.

Villa, R., & Thousand, J. (2016). *The Inclusive Education Checklist: A Self-Assessment of Best Practices*. National Professional Resources, Inc./Dude Publishing.

Walker, V. L., & Snell, M. E. (2017). Teaching paraprofessionals to implement function-based interventions. *Focus on Autism and Other Developmental Disabilities*, 32(2), 114-123.

#### Practice-based References

Kennedy, B., Morris, D., Miller, J., Rodriguez, J., Sanabria-Ortiz, M., & Borg, J. (2015, September). Values, Ethics and Professionalism. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

National Association of the Deaf & Registry of Interpreters for the Deaf. (2005). NAD-RID Code of Professional Conduct. <https://rid.org/ethics/code-of-professional-conduct/>

Paraprofessionals, V. (2002). Valuing Paraprofessionals.

Proposed Code	Proposed Item
---------------	---------------

DBI.1.S9	Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.
----------	---

#### Research-based References

Arndt, K. (2011). Conducting interviews with people who are deafblind: Issues in recording and transcription. *Field Methods*, 23(2), 204-214.

Deasy, K., & Lyddy, F. (2006). *Exploring language and communication in an individual with congenital deafblindness: A case study*. NICSE Special Education Research Initiative (SERI).

Laman, O. E. (2006). *Multiple case study examining perceptions of four adult siblings' participation in the individual education plan, transition meeting of a brother or sister who is congenitally deafblind* (Doctoral dissertation, Texas Tech University).

Pancsofar, N., Petroff, J. G., Rao, S., & Mangel, A. (2019). "What I Want to Do as a Father Is Be There": Constructions of School Involvement for Fathers of Children with Complex Disabilities. *Research and Practice for Persons with Severe Disabilities*, 44(3), 153-168.

Wittorff, M. G. (2014). *Communication guide support for Western Australians with deafblindness: a pilot project* (Doctoral dissertation, Curtin University).

#### Literature/Theory-based References

Andrews, E. E. (2019). *Disability as diversity: Developing cultural competence*. Oxford University Press, USA.

Murray, J. J., Snoddon, K., De Meulder, M., & Underwood, K. (2020). Intersectional inclusion for deaf learners: moving beyond General Comment No. 4 on Article 24 of the United Nations Convention on the Rights of Persons with Disabilities. *International Journal of Inclusive Education*, 24(7), 691-705.

Wu, C. L., & Grant, N. C. (2019). Intersectionality—Beyond the Individual: A Look Into Cultural Identity Development of Deaf and Hard-of-Hearing Children of Multicultural “Hearing” Families. *Deaf Identities: Exploring New Frontiers*, 226.

**Practice-based References**

Coleman, M. (2020, January) Culturally Responsive Literacy with Learners who are Blind or Visually Impaired, Paths to Literacy: Perkins School for the Blind <https://www.pathstoliteracy.org/blog/culturally-responsive-literacy-education-learners-who-are-blind-or-visually-impaired>

Kennedy, B., Morris, D., Miller, J., Rodriguez, J., Sanabria-Ortiz, M., & Borg, J. (2015, September). Values, Ethics and Professionalism. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Kennedy, B., Veto, M., Fitzgerald, S., Kenrick, S., Edelman, S. & Mogan, M. (2015, September). Collaborative teaming and family partnerships. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

**Strand 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs**

**Strand Leader:** Cathy Lyle and Michelle Clyne

**Team:** Carolyn Monaco, Robbie Blaha, Talia Mango, Tracy Evans-Luiselli

Proposed Code	Proposed Item
DBI.2.K1	Definition of deafblindness and specific causes of deafblindness.

**Research-based References**

Jin, H. D., Demmler-Harrison, G. J., Coats, D. K., Paysse, E. A., Bhatt, A., Edmond, J. C., Yen, K. G., Steinkuller, P., Miller, J., & Congenital CMV Longitudinal Study Group (2017). Long-term Visual and Ocular Sequelae in Patients With Congenital Cytomegalovirus Infection. *The Pediatric infectious disease journal*, 36(9), 877–882. <https://doi.org/10.1097/INF.0000000000001599>

Larsen, F. A., & Damen, S. (2014). Definitions of deafblindness and congenital deafblindness. *Research in developmental disabilities*, 35(10), 2568-2576.

Matsunaga, T. (2020). Clinical genetics, practice, and research of deafblindness: From uncollected experiences to the national registry in Japan. *Auris Nasus Larynx*.

Möller, K. (2008). *Impact on participation and service for persons with deafblindness* (Doctoral dissertation, Örebro universitet).

#### Literature/Theory-based References

Alsop, L. (2002). *Understanding Deafblindness: Issues, Perspectives, and Strategies*. Logan, Utah: SKI-HI Institute.

Anthony, T. L. (2016). Early identification of infants and toddlers with deafblindness. *American annals of the deaf*, 161(4), 412-423.

Dammeyer, J. (2014). Deafblindness: A review of the literature. *Scandinavian journal of public health*, 42(7), 554-562.

Holte, L., Prickett, J. G., Van Dyke, D. C., Olson, R. J., Lubrica, P., Knutson, C. L., Kunston, J. F., & Brennan, S. (2006). Issues in the evaluation of infants and young children who are suspected of or who are deaf-blind. *Infants & Young Children*, 19(3), 213-227.

Hyvärinen, L. (2007). Implications of Deafblindness on Visual. *Trends in Amplification*, 11(4).

Nelson, C., Bruce, S. M., & Barnhill, B. A. (In Press). Children and youth who are deafblind. In C. Guardino and J. Cannon (Eds.), *Deafness and Diversity Vol. 1: Deaf and Hard of Hearing Students with Disabilities*. Washington, DC: Gallaudet Press. Accepted, 01/31/2018.

Wiley, S., Parnell, L., & Belhorn, T. (2016). Promoting Early Identification and Intervention for Children who are Deaf/Hard of Hearing, Children with Vision Impairment, and Children with Deaf-Blind Conditions. *Journal of Early Hearing Detection and Intervention*, 1(1), 26-33. DOI: 10.15142/T3FW23

#### Practice-based References

Blaha, R., Clyne, M., Hartman, V., Borg, J., & Martin, B. (2014, September, rev.). An overview of deaf-blindness and instructional strategies. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., & Peterson, D. (2014, September, rev.). The sensory system, the brain, and learning. In National

Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., & Peterson, D. (2014, September, rev.). The sensory system, the brain, and learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.K2	Anatomy and function of the eyes and ears.
----------	--

#### Research-based References

Matsunaga, T. (2020). Clinical genetics, practice, and research of deafblindness: From uncollected experiences to the national registry in Japan. *Auris Nasus Larynx*.

Möller, K. (2008). *Impact on participation and service for persons with deafblindness* (Doctoral dissertation, Örebro universitet).

#### Literature/Theory-based References

Holte, L., Prickett, J. G., Van Dyke, D. C., Olson, R. J., Lubrica, P., Knutson, C. L., Kunston, J. F., & Brennan, S. (2006). Issues in the evaluation of infants and young children who are suspected of or who are deaf-blind. *Infants & Young Children, 19*(3), 213-227.

#### Practice-based References

Huebner, K. M. (Ed.). (1995). *Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind* (Vol. 1). American Foundation for the Blind.

Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., & Peterson, D. (2014, September, rev.). The sensory system, the brain, and learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., & Peterson, D., Mogan, M. (2014, September, rev.). Availability for learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*.

Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.2.K3	Types and degrees of vision and hearing loss.

#### Research-based References

Dalby, D. M., Hirdes, J. P., Stolee, P., Strong, J. G., Poss, J., Tjam, E. Y., & Ashworth, M. (2009). Characteristics of Individuals with Congenital and Acquired Deaf-Blindness. *Journal of Visual Impairment & Blindness*, 103(2), 93–102. <https://doi.org/10.1177/0145482X0910300208>

Matsunaga, T. (2020). Clinical genetics, practice, and research of deafblindness: From uncollected experiences to the national registry in Japan. *Auris Nasus Larynx*.

#### Literature/Theory-based References

Chen, D. (2014). Understanding hearing loss: Implications for early intervention. In D. Chen (Ed.), *Essential elements in early intervention: Visual impairment and multiple disabilities* (2nd ed., pp. 294-340). AFB Press.

Holte, L., Prickett, J. G., Van Dyke, D. C., Olson, R. J., Lubrica, P., Knutson, C. L., Kunston, J. F., & Brennan, S. (2006). Issues in the evaluation of infants and young children who are suspected of or who are deaf-blind. *Infants & Young Children*, 19(3), 213-227.

Leuck, A. H., & Heinze, T. (2004). Chapter 5. *Functional Vision: a Practitioner's Guide to Evaluation and Intervention*. AFB Press.

Huebner, K. M. (Ed.). (1995). *Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind* (Vol. 1). American Foundation for the Blind.

#### Practice-based References

Clyne, M., Wolfe, J., Blaha, R., & Hertzog, T. (2015, September). Maximizing vision and hearing. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., & Peterson, D. (2014, September, rev.). The sensory system, the brain, and learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener*

*Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.2.K4	Audiological and ophthalmological conditions and functioning of the individual.

#### Research-based References

Friedman, T. B., Schultz, J. M., Ahmed, Z. M., Tsilou, E. T., & Brewer, C. C. (2011). Usher syndrome: hearing loss with vision loss. *Medical genetics in the clinical practice of ORL*, 70, 56-65.

Matsunaga, T. (2020). Clinical genetics, practice, and research of deafblindness: From uncollected experiences to the national registry in Japan. *Auris Nasus Larynx*.

Mehta, D., Noon, S. E., Schwartz, E., Wilkens, A., Bedoukian, E. C., Scarano, I., Crenshaw, E. B., & Krantz, I. D. (2016). Outcomes of evaluation and testing of 660 individuals with hearing loss in a pediatric genetics of hearing loss clinic. *American Journal of Medical Genetics Part A*, 170(10), 2523-2530.

Wallhagen, M. I., Strawbridge, W. J., Shema, S. J., Kurata, J., & Kaplan, G. A. (2001). Comparative impact of hearing and vision impairment on subsequent functioning. *Journal of the American Geriatrics Society*, 49(8), 1086-1092.

#### Literature/Theory-based References

Mitchell, T. V., & Maslin, M. T. (2007). How vision matters for individuals with hearing loss. *International journal of audiology*, 46(9), 500-511.

Nelson, C., & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. *American annals of the deaf*, 161(4), 406-411.

#### Practice-based References

Clyne, M., Wolfe, J., Blaha, R., & Hertzog, T. (2015, September). Maximizing vision and hearing. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Clyne, M., Hegg, L., Kitterman, T., McGowan, H., & Shin, S. (2016, September). Accessing the Curriculum and the Environment. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*.

Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Gense, D. J., & Gense, M. (2004). The Importance of Orientation and Mobility Skills for Students Who Are Deaf-Blind. Revised. *National Information Clearinghouse on Children Who Are Deaf-Blind*.

Huebner, K. M. (Ed.). (1995). *Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind* (Vol. 1). American Foundation for the Blind.

Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., & Peterson, D. (2014, September, rev.). The sensory system, the brain, and learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Scoggin, K., Authenment, G., Mogan, M., Medina, M., Miles, B., & Russell, C. (2016, September). Touch for Connecting and Learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.K5	Development of the brain and implications of brain-based vision and hearing loss
----------	--

#### Research-based References

Shahin, S., Reitzel, M., Di Rezze, B., Ahmed, S., & Anaby, D. (2020). Environmental factors that impact the workplace participation of transition-aged young adults with brain-based disabilities: a scoping review. *International journal of environmental research and public health*, 17(7), 2378

#### Literature/Theory-based References

Anthony, T. L. (2016). Early identification of infants and toddlers with deafblindness. *American annals of the deaf*, 161(4), 412-423.

Dammeyer, J. (2014). Deafblindness: A review of the literature. *Scandinavian journal of public health*, 42(7), 554-562.



Evans Luiselli, T. & Roman-Lantzy, C. (2018). Deafblindness and cortical visual impairment: Identification and assessment. In C. Roman-Lantzy, *Cortical Visual Impairment: Advanced principles* (pp. 226-257). AFB Press.

Lueck, A. H., & Dutton, G. (2015). *Vision and the brain: Understanding cerebral visual impairment in children*. AFB Press.

Lueck, A. H. (2004). *Functional vision: A practitioner's guide to evaluation and intervention*. AFB Press.

Roman-Lantzy, C. (2007). *Cortical visual impairment: An approach to assessment and intervention*. American Foundation for the Blind.

### Practice-based References

Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., & Peterson, D. (2014, September, rev.). The sensory system, the brain, and learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., & Peterson, D., Mogan, M. (2014, September, rev.). Availability for learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.K6	Differences between concept development and skill development, and the effect of deafblindness on each
----------	--

### Research-based References

Bruce, S. M. (2005). The impact of congenital deafblindness on the struggle to symbolism. *International Journal of Disability, Development, and Education* 52(3), 233–251.

### Literature/Theory-based References

Alsop, L., Blaha, R., & Kloos, E. (2000). *The intervener in early intervention and educational settings for children and youth with deafblindness*. NTAC.

Bruce, S., Ferrell, K., & Luckner, J. L. (2016). Guidelines for the administration of educational programming for students who are deaf/hard of hearing, visually impaired or deafblind. *Journal of the American Academy of Special Education Professionals*.

**Practice-based References**

Buchanan, L., Hayes, J., Montgomery, C., Peterson, L., & Stagg, S. (2015, September). Concept development and responsive environments. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Miles, B., & Riggio, M. (1999). *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind*. Perkins School for the Blind.

Scoggin, K., Authenment, G., Mogan, M., Medina, M., Miles, B., & Russell, C. (2016, September). Touch for Connecting and Learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.K7	Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language
----------	--

**Research-based References**

Bruce, S. M. (2005). The impact of congenital deafblindness on the struggle to symbolism. *International Journal of Disability, Development, and Education* 52(3), 233–251.

Cosbey, J. E., & Johnston, S. (2006). Using a single-switch voice output communication aid to increase social access for children with severe disabilities in inclusive classrooms. *Research and Practice for Persons with Severe Disabilities*, 31(2), 144-156.

**Literature/Theory-based References**

Rowland, C., & Schweigert, P. (2004). *First things first: Early communication for the presymbolic child with severe disabilities*. Portland, OR: Design to Learn Products ([www.designtolearn.com](http://www.designtolearn.com))

**Practice-based References**

Kennedy, B., Miranda, L., Lester, J., Foster, D., McGowan, P., Cote, M., & Sanders, D. (2014, September, rev.). Progressing from non-symbolic to symbolic communication and complex language. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Morrow, S., Daniels, D., Hertzog, T., Stern, G., & Withrow, H. (2016, September). Introduction to Sign Language and Braille. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

National Consortium on Deaf-Blindness. (2008). Practice perspectives: Path to Symbolism. Monmouth, OR: National Consortium on Deaf-Blindness. Retrieved from <http://nationaldb.org/library/page/1924>

Van den Tillaart, B., Triulzi, L., Hertzog, T., Montgomery, C., & Daley C. (2014, September, rev.). Emergent communication. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.K8	Forms of expressive and receptive communication used by individuals who are deafblind
----------	---

**Research-based References**

Boas, D. C. V., Ferreira, L. P., De Moura, M. C., Maia, S. R., & Amaral, I. (2016). Analysis of interaction and attention processes in a child with congenital deafblindness. *American annals of the deaf*, 161(3), 327-341.

Bruce, S. M. (2010). Holistic communication profiles for children who are deafblind. *AER Journal: Research and Practice in Visual Impairment and Blindness*, 3(3), 106-110.

Bruce, S., Godbold, E., & Naponelli-Gold, S. (2004). An analysis of communicative functions of teachers and their students who are congenitally deafblind. *RE: view*, 36(2), 81.

Bruce, S. M., & Vargas, C. (2007). Intentional communication acts expressed by children with severe disabilities in high-rate contexts. *Augmentative and Alternative Communication*, 23(4), 300-311.

Cantin, S., Cybis, W. D. A., Trudeau, S., Poncet, F., Wittich, W., & Wanet-Defalque, M. C. (2019). Assessment of a communication assistive technology for individuals with deafblindness: a case study. *Journal of Deafblind Studies on Communication*, 5(1).

Dammeyer, J., & Ask Larsen, F. (2016). Communication and language profiles of children with congenital deafblindness. *British Journal of Visual Impairment*, 34(3), 214-224.

Heller, K. W., Alberto, P. A., & Bowdin, J. (1995). Interactions of Communication Partners and Students who are Deaf-Blind: A Model. *Journal of Visual Impairment & Blindness*, 89(5), 391–401. <https://doi.org/10.1177/0145482X9508900504>

Hersh, M. (2013). Deafblind people, communication, independence, and isolation. *Journal of deaf studies and deaf education*, 18(4), 446-463.

Janssen, M. J., Riksen-Walraven, J. M., & van Dijk, J. P. (2002). Enhancing the quality of interaction between deafblind children and their educators. *Journal of developmental and Physical Disabilities*, 14(1), 87-109.

Vervloed, M. P., Van Dijk, R. J., Knoors, H., & Van Dijk, J. P. (2006). Interaction between the teacher and the congenitally deafblind child. *American Annals of the Deaf*, 151(3), 336-344.

#### Literature/Theory-based References

Alsop, L., Blaha, R., & Kloos, E. (2000). *The intervener in early intervention and educational settings for children and youth with deafblindness*. NTAC.

Argyropoulos, V., Nikolarazi, M., & Papazafiri, M. (2020). Alternative Routes Toward Literacy for Individuals With Deafblindness. *The Oxford Handbook of Deaf Studies in Literacy*, 371.

Parker, A. T., & Ivy, S. E. (2014). Communication Development of Children with Visual Impairment and Deafblindness: A synthesis of Intervention Research. In D.D. Hatton (ED., *International Review of Research in Developmental Disabilities: Current Issues in the Education of Students with Visual Impairments: Vol.46* (pp.101-144). Waltham, MA, Academic Press.

Preisler, G. (2005). Development of communication in deafblind children. *Scandinavian Journal of Disability Research*, 7(1), 41-62.

Rowland, C., & Fried-Oken, M. (2010). Communication Matrix: A clinical and research assessment tool targeting children with severe communication disorders. *Journal of pediatric rehabilitation medicine*, 3(4), 319-329.

Rowland, C. (2004). Communication matrix. *Oregon Health & Science University*.

Rowland, C., & Parker, A. T. (2016). Communication Intervention for Children who are Deafblind. In R. A. Sevick & M. Ronski, (Eds.), *Examining the science and practice of communication interventions for individuals with severe disabilities*. Brookes Publishing Co.

van Dijk, J. (1967). The nonverbal deaf-blind and his world: His outgrowth toward the world of symbols. Proceedings of the Jaarverslag Instituut Voor Doven, 1967-1967 (pp. 73-100). Sint-Michielsgestel, The Netherlands: Instituut Voor Doven.

#### Practice-based References

Kennedy, B., Miranda, L., Lester, J., Foster, D., McGowan, P., Cote, M., & Sanders, D. (2014, September, rev.). Progressing from non-symbolic to symbolic communication and complex language. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Miles, B. (1999). *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind*. eBookIt. com.

Nelson, C., van Dijk, J., Oster, T., & McDonnell, A. P. (2009). *Child-guided Strategies: The Van Dijk Approach to Assessment: for Understanding Children and Youth with Sensory Impairments and Multiple Disabilities*. American Printing House for the Blind, Incorporated.

Van den Tillaart, B., Triulzi, L., Hertzog, T., Montgomery, C., & Daley, C. (2014, September, rev.). Understanding communication principles. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Van den Tillaart, B., Daley, C., Hertzog, T., Montgomery, C., & Triulzi, L. (2014, September, rev.). Building trusted relationships. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.K9	Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
----------	---

Research-based References
---------------------------

Bruce, S. M., & Parker, A. T. (2012). Young deafblind adults in action: Becoming self-determined change agents through advocacy. *American Annals of the deaf*, 157(1), 16-26.

Bruce, S. M., Zatta, M. C., Gavin, M., & Stelzer, S. (2016). Socialization and self-determination in different-age dyads of students who are deafblind. *Journal of Visual Impairment & Blindness*, 110(3), 149-161.

Haakma, I., Janssen, M., & Minnaert, A. (2017). The influence of need-supportive teacher behavior on the motivation of students with congenital deafblindness. *Journal of Visual Impairment & Blindness*, 111(3), 247-260.

Hersh, M. (2013). Deafblind people, communication, independence, and isolation. *Journal of deaf studies and deaf education*, 18(4), 446-463.

Lieberman, L., & Stuart, M. (2002). Self-determined recreational and leisure choices of individuals with deaf-blindness. *Journal of Visual Impairment & Blindness*, 96(10), 724-735.

Lieberman, L. J., Stuart, M. E., Hand, K., & Robinson, B. (2006). An investigation of the motivational effects of talking pedometers among children with visual impairments and deaf-blindness. *Journal of Visual Impairment & Blindness*, 100(12), 726-736.

Möller, K., & Danermark, B. (2007). Social recognition, participation, and the dynamic between the environment and personal factors of students with deafblindness. *American annals of the deaf*, 152(1), 42-55.

Robinson, B. L., & Lieberman, L. J. (2004). Effects of visual impairment, gender, and age on self-determination. *Journal of Visual Impairment & Blindness*, 98(6), 351-366.

Shogren, K. A., Kennedy, W., Dowsett, C., & Little, T. D. (2014). Autonomy, psychological empowerment, and self-realization: Exploring data on self-determination from NLTS2. *Exceptional Children*, 80(2), 221-235.

Literature/Theory-based References
------------------------------------

Abery, B. H., & Stancliffe, R. J. (2003). An ecological theory of self-determination: theoretical. *Theory in self-determination: Foundations for educational practice*, 25.

Cmar, J. L., & Markoski, K. (2019). Promoting self-determination for students with visual impairments: A review of the literature. *Journal of Visual Impairment & Blindness*, 113(2), 100-113.

Lieberman, L. J., Ponchillia, P. E., & Ponchillia, S. K. V. (2013). *Physical education and sports for people with visual impairments and deafblindness: Foundations of instruction*. American Foundation for the Blind.

#### Practice-based References

Belote, M., Stratton, K., Taylor-Snell, E., Reuter, J., & Scott, E. (2016, September). Sexuality. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Conway, M., Veto, M., Drake, N., Wiley, D., Rothbauer, D., & Lieberman, L. (2016, September). Transition to Adulthood and Community Life. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Triulzi, L., Sotiropoulos, G., Radin, M., & Morgan, S. (2015, September). Self-Determination. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.K10	Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.
-----------	---

#### Research-based References

Dean, G., Orford, A., Staines, R., McGee, A., & Smith, K. J. (2017). Psychosocial well-being and health-related quality of life in a UK population with Usher syndrome. *BMJ open*, 7(1), e013261.

Kamenopoulou, L. (2012). A study on the inclusion of deafblind young people in mainstream schools: Key findings and implications for research and practice. *British Journal of Special Education*, 39(3), 137-145.

Lachney, S. K. (2018). Quality of life for deafblind individuals: Comparing the effect of living with and without support service providers.

Lehane, C. M., Dammeyer, J., Hovaldt, H. B., & Elsass, P. (2017). Sexuality and well-being among couples living with acquired deafblindness. *Sexuality and Disability, 35*(2), 135-146.

Nelson, C., Greenfield, R. G., HYTE, H. A., & Shaffer, J. P. (2013). Stress, behavior, and children and youth who are deafblind. *Research and Practice for Persons With Severe Disabilities, 38*(3), 139-156.

#### Literature/Theory-based References

Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. *SKI-HI Institute*.

Bartlett, M., Iwasaki, S., Manns, H., & Willoughby, L. (2019). Are you trying to be funny? Communicating humour in deafblind conversations.

Ingraham, C. L., Vernon, M., Clemente, B., & Olney, L. (2000). Sex education for deaf-blind youths and adults. *Journal of Visual Impairment & Blindness, 94*(12), 756-761.

Simcock, P. (2017). One of society's most vulnerable groups? A systematically conducted literature review exploring the vulnerability of deafblind people. *Health & social care in the community, 25*(3), 813-839.

#### Practice-based References

Belote, M., Lill, S., Baker, J., Sanders, D., & Scott, E. (2015, September). Social skills. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Blackburn, M. V. (2014). Sex education: Standards, topics, obstacles, and ways of overcoming them. *Division on Visual Impairments Quarterly, 59*, 52-57.

Moss, K., & Blaha, R. (2001). Introduction to Sexuality Education for Individuals Who Are Deaf-Blind and Significantly Developmentally Delayed.

Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., Peterson, D., & Mogan, M. (2014, September, rev.). Availability for learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Van den Tillaart, B., Daley, C., Hertzog, T., Montgomery, C., & Triulzi, L. (2014, September, rev.). Building trusted relationships. In National Center on



Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.K11	Effect of additional disabilities on individuals with deafblindness
-----------	---

#### Research-based References

Bloeming-Wolbrink, K. A., Janssen, M. J., Ruijssenaars, W. A., Menke, R., & Riksen-Walraven, J. M. (2015). Effects of changes in life circumstances on interaction and communication in adults with congenital deafblindness and an intellectual disability. *British Journal of Visual Impairment*, 33(1), 31-44.

Bloeming-Wolbrink, K. A., Janssen, M. J., de Weerth, C., Ruijssenaars, W. A., Sweep, F. C., Eijsbouts, A., & Riksen-Walraven, J. M. A. (2012). Stress in adults with congenital deafblindness and an intellectual disability: Information from their cortisol curves. *British Journal of Visual Impairment*, 30(3), 149-159.

Bloeming-Wolbrink, K. A., Janssen, M. J., Ruijssenaars, W. A., & Riksen-Walraven, J. M. (2018). Effects of an intervention program on interaction and bodily emotional traces in adults with congenital deafblindness and an intellectual disability. *Journal of Deafblind Studies on Communication*, 4(1).

Dammeyer, J. (2014). Symptoms of autism among children with congenital deafblindness. *Journal of autism and developmental disorders*, 44(5), 1095-1102.

Johnson, N., & Parker, A. T. (2013). Effects of wait time when communicating with children who have sensory and additional disabilities. *Journal of Visual Impairment & Blindness*, 107(5), 363-374.

#### Literature/Theory-based References

Dammeyer, J. (2012). Identification of congenital deafblindness. *British Journal of Visual Impairment*, 30(2), 101-107.

Gaspar, T., Rebelo, A., & Dijk, J. (2017). An interdisciplinary approach of deaf blindness. *Asian J. Multidiscip. Stud*, 5(3), 108-114.

Hoevenaars-van den Boom, M. A. A., Antonissen, A. C. F. M., Knoors, H., & Vervloed, M. P. J. (2009). Differentiating characteristics of deafblindness and autism

in people with congenital deafblindness and profound intellectual disability. *Journal of Intellectual Disability Research*, 53(6), 548-558.

Nelson, C., & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. *American annals of the deaf*, 161(4), 406-411.

**Practice-based References**

Hartshorne, T., Brown, D., Antaya, C., & Schmittell, M. (2016, September). Behavior and Environmental Supports. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Scoggin, K. et. al. (2015, September). Intervener strategies. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth: OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., Peterson, D., & Mogan, M. (2014, September, rev.). Availability for learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.K12	Individual's preferences, dislikes, strengths and needs, taking into consideration access and experiential limitations.
-----------	---

**Research-based References**

Cannella, H. I., O'Reilly, M. F., & Lancioni, G. E. (2005). Choice and preference assessment research with people with severe to profound developmental disabilities: A review of the literature. *Research in developmental disabilities*, 26(1), 1-15.

Lohrmann-O'Rourke, S., & Gomez, O. (2001). Integrating preference assessment within the transition process to create meaningful school-to-life outcomes. *Exceptionality*, 9(3), 157-174.

Virúes-Ortega, J., Pritchard, K., Grant, R. L., North, S., Hurtado-Parrado, C., Lee, M. S. H., Temple, B., Julio, F., & Yu, C. T. (2014). Clinical decision making and

preference assessment for individuals with intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, 119(2), 151-170.

#### Literature/Theory-based References

Michaels, C. A., & Ferrara, D. L. (2006). Promoting post-school success for all: The role of collaboration in person-centered transition planning. *Journal of Educational and Psychological Consultation*, 16(4), 287-313.

Morgan, S., Bixler, E., & McNamara, J. (2002). *Self-determination for children and young adults who are deaf-blind* (pp. 1-20). NTAC.

Nelson, C., van Dijk, J., McDonnell, A. P., & Thompson, K. (2002). A framework for understanding young children with severe multiple disabilities: The van Dijk approach to assessment. *Research and Practice for Persons with Severe Disabilities*, 27(2), 97-111.

Parker, A. T., & Ivy, S. E. (2014). Communication development of children with visual impairment and deafblindness: A synthesis of intervention research. In *International Review of Research in Developmental Disabilities* (Vol. 46, pp. 101-143). Academic Press.

Simcock, P. (2020). When Physical Distancing means Losing Touch: COVID-19 and Deafblind People. *Social Work 2020 under Covid-19 Magazine*, 4.

#### Practice-based References

Clyne, M., Parker, A., Blaha, R., Borg, J., Hartman, V., & Martin, B. (2015, September). Routines for assessment and learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules* Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., Peterson, D., & Mogan, M. (2014, September, rev.). Availability for learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Stafford, A. M. (2005). Choice making: A strategy for students with severe disabilities. *Teaching Exceptional Children*, 37(6), 12-17.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.S1	Use and maintain amplification, cochlear implants, and assistive listening devices as directed
----------	--

Research-based References	
<p>Ching, T. Y., Dillon, H., Marnane, V., Hou, S., Day, J., Seeto, M., Crowne, K., Street, L., Thomson, J., Van Buynder, P., Zhang, V., Wong, A., Burns, L., Flynn, C., Cupples, L., Cowan, R. S. C., Leigh, G. Sjahalam-King, J., &amp; Yeh, A. (2013). Outcomes of early-and late-identified children at 3 years of age: findings from a prospective population-based study. <i>Ear and hearing, 34</i>(5), 535.</p>	

Literature/Theory-based References	
<p>Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. <i>SKI-HI Institute</i>.</p> <p>Huebner, K. M. (Ed.). (1995). <i>Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind</i> (Vol. 1). American Foundation for the Blind.</p>	

Practice-based References	
<p>Clyne, M., Wolfe, J., Blaha, R., &amp; Hertzog, T. (2015, September). Maximizing vision and hearing. In National Center on Deaf-Blindness, <i>Open Hands, Open Access: Deaf-Blind Intervener Learning Modules</i>. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.</p> <p>Clyne, M., Hegg, L., Kitterman, T., McGowan, H., &amp; Shin, S. (2016, September). Accessing the Curriculum and the Environment. In National Center on Deaf-Blindness, <i>Open Hands, Open Access: Deaf-Blind Intervener Learning Modules</i>. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.</p>	

Proposed Code	Proposed Item
---------------	---------------

DBI.2.S2	Use and maintain glasses, low vision devices, and prostheses as directed
----------	--

Research-based References	

Literature/Theory-based References	
<p>Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. <i>SKI-HI Institute</i>.</p>	

Bruce, S., Nelson, C., Parker, A. T., Sanders, D., Graves, A., & Rimka, C. (2020). Conceptual Paper for Re-Validating the Teacher of Deafblind and Intervener Competencies. *Visual Impairments and Deafblind Education Quarterly*, 65(1), 65.

Chambers, D., & Berlach, R. G. (2015). Assistive technology and teacher assistants. In *Working with teaching assistants and other support staff for inclusive education*. Emerald Group Publishing Limited.

Colclasure, B. C., Thoron, A. C., & LaRose, S. E. (2016). Teaching Students with Disabilities: Visual Impairment and Blindness. *EDIS*, 2016(6), 4-4.

Jaiswal, A., Aldersey, H. M., Wittich, W., Mirza, M., & Finlayson, M. (2019). Using the ICF to identify contextual factors that influence participation of persons with deafblindness. *Archives of physical medicine and rehabilitation*, 100(12), 2324-2333.

Miles, B., & Riggio, M. (1999). *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind*. Perkins School for the Blind.

Nelson, C., & Bruce, S. M. (2019). Children who are deaf/hard of hearing with disabilities: Paths to language and literacy. *Education Sciences*, 9(2), 134.

Zvisinei, P. B., & Vesta, D. (2017). Assistive Technology: a Key Enabler in the Inclusion of Students with Disabilities. *International Journal in Management & Social Science*, 5(11), 137-145.

#### Practice-based References

Clyne, M., Wolfe, J., Blaha, R., & Hertzog, T. (2015, September). Maximizing vision and hearing. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Clyne, M., Hegg, L., Kitterman, T., McGowan, H., & Shin, S. (2016, September). Accessing the Curriculum and the Environment. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.2.S3	Maximize the use of residual vision, hearing, and touch across multiple environments

### Research-based References

Caporusso, N., Biasi, L., Cinquepalmi, G., Trotta, G. F., Brunetti, A., & Bevilacqua, V. (2017, July). A wearable device supporting multiple touch-and gesture-based languages for the deaf-blind. In *International Conference on Applied Human Factors and Ergonomics* (pp. 32-41). Springer, Cham.

Papadopoulos, K., Koustriava, E., Koukourikos, P., Kartasidou, L., Barouti, M., Varveris, A., Misiou, M., Zacharogeorga, T., & Anastasiadis, T. (2017). Comparison of three orientation and mobility aids for individuals with blindness: Verbal description, audio-tactile map and audio-haptic map. *Assistive Technology*, 29(1), 1-7.

### Literature/Theory-based References

Hartmann, E., & Weismer, P. (2016). Technology implementation and curriculum engagement for children and youth who are deafblind. *American annals of the deaf*, 161(4), 462-473.

Huebner, K. M. (Ed.). (1995). *Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind* (Vol. 1). American Foundation for the Blind.

Jaiswal, A., Aldersey, H., Wittich, W., Mirza, M., & Finlayson, M. (2018). Participation experiences of people with deafblindness or dual sensory loss: A scoping review of global deafblind literature. *PloS one*, 13(9), e0203772.

Knors, H., & Vervloed, M. P. (2003). Educational programming for deaf children with multiple disabilities: Accommodating special needs. *The Oxford handbook of deaf studies, language and education*, 2, 82-96.

Jaiswal, A., Aldersey, H. M., Wittich, W., Mirza, M., & Finlayson, M. (2019). Using the ICF to identify contextual factors that influence participation of persons with deafblindness. *Archives of physical medicine and rehabilitation*, 100(12), 2324-2333.

Perfect, E., Jaiswal, A., & Davies, T. C. (2018). Systematic review: investigating the effectiveness of assistive technology to enable internet access for individuals with deafblindness. *Assistive Technology*.

### Practice-based References

Clyne, M., Wolfe, J., Blaha, R., & Hertzog, T. (2015, September). Maximizing vision and hearing. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Clyne, M., Hegg, L., Kitterman, T., McGowan, H., & Shin, S. (2016, September). Accessing the Curriculum and the Environment. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*.

Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Clyne, M., Parker, A., Blaha, R., Borg, J., Hartman, V., & Martin, B. (2015, September). Routines for assessment and learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules* Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.S4	Implement tactile strategies based on student needs to support inclusion, learning, and interaction.
----------	--

#### Research-based References

Correa-Torres, S. M. (2008). The nature of the social experiences of students with deaf-blindness who are educated in inclusive settings. *Journal of Visual Impairment & Blindness*, 102(5), 272-283.

Möller, K., & Danermark, B. (2007). Social recognition, participation, and the dynamic between the environment and personal factors of students with deafblindness. *American annals of the deaf*, 152(1), 42-55.

#### Literature/Theory-based References

Brock, M. E., & Carter, E. W. (2013). A systematic review of paraprofessional-delivered educational practices to improve outcomes for students with intellectual and developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, 38(4), 211-221.

Hartmann, E., & Weismer, P. (2016). Technology implementation and curriculum engagement for children and youth who are deafblind. *American annals of the deaf*, 161(4), 462-473.

Nicholas, J. T., Johannessen, A. M., & Van Nunen, T. (2019). *Tactile Working Memory Scale: A Professional Manual*. Nordens välfärdscenter/Nordic Welfare Centre.

Parker, A. T., & Ivy, S. E. (2014). Communication development of children with visual impairment and deafblindness: A synthesis of intervention research. In *International*

*Review of Research in Developmental Disabilities* (Vol. 46, pp. 101-143). Academic Press.

#### Practice-based References

Scoggin, K., Authenment, G., Mogan, M., Medina, M., Miles, B., & Russell, C. (2016, September). Touch for Connecting and Learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Scoggin, K., Authenment, G., Medina, M., Mogan, M., Russell, C., Nuccio, J., & Broadway, H. (2016, September). Touch for Connection and Communication. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
---------------	---------------

DBI.2.S5	Encourage and support the individual's use of their senses to supplement learning, including gustatory, olfactory, proprioceptive, and vestibular.
----------	--

#### Research-based References

Rowland, C., & Schweigert, P. (2000). Tangible symbols, tangible outcomes. *Augmentative and Alternative Communication*, 16, 61-78.

#### Literature/Theory-based References

Chen, D., & Downing, J. (2006). *Tactile strategies for children who have visual impairments and multiple disabilities*. AFB Press.

Downing, J. E., Hanreddy, A., & Peckham-Hardin, K. (Eds.). (2015). *Teaching communication skills to students with severe disabilities* (3rd Edition). Brookes Publishing.

Nelson, C., & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 406-411.

#### Practice-based References

Bruce, S., Randall, A., & Birge, B. (2008). Colby's growth to language and literacy: The achievements of a child who is congenitally deafblind. *TEACHING Exceptional Children Plus*, 5, 2-12. <http://escholarship.bc.edu/education/tecplus/vol5/iss2/art6>



Collins, M. T. (1995). History of deaf- blind education. *Journal of Visual Impairment and Blindness*. 89, 210–212.

Wiley, D. (2010). Ten issues to always consider when intervening for students with deafblindness. *SenseAbilities*. Vol. 4 (1). 15-18. TSBVI and Texas DARS Division for Blind Services. Retrieved 4/20/2020

Proposed Code	Proposed Item
---------------	---------------

DBI.2.S6	Utilize strategies that support the development of body awareness, spatial relationships, and related concepts.
----------	---

#### Research-based References

Janssen, M. J., Riksen-Walraven, J., van Dijk, J. P. M., & Ruijssenaars, W. (2012). Enhancing sustained interaction between children with congenital deaf-blindness and their educators. *Journal of Visual Impairment and Blindness*, 106(3), 177-183.

#### Literature/Theory-based References

Hagood, L., & Moss, K. (2019). *Conversations without language: Building quality interactions with children who are deaf-blind*. Austin, TX: Texas School for the Blind and Visually Impaired. Retrieved from:  
<https://www.tsbvi.edu/tools-items/1316-conversations-without-language-building-quality-interactions-with-children-who-are-deaf-blind>

Orelove, F. P., Sobsey, D., & Gilles, D. L. (2017). *Educating students with severe and multiple disabilities: A collaborative approach*. Paul H. Brookes.

#### Practice-based References

Chen, D. (Ed.). (2014). *Essential elements in early intervention*. AFB Press.

Fields, C. J., & Demchak, M. (2014). Teaching reading comprehension to children with multiple impairments, including deafblindness. *Nevada Dual Sensory Impairment Project Newsletter*, 22 (2). 1-4.

Gense, D. J., & Gense, M. (2004). The importance of orientation and mobility skills for students who are deaf-blind. *Deaf-Blind Perspectives*, 12(2).1-8.

Tellefson, M., Brown, C. Bowman, E., & Bellah, E. (2015, September). Introduction to orientation and mobility for interveners. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR:

National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Thelin, J. W., Curtis, S. E., Maddox, J. F., & Travis, L. S. (2011). Balance and mobility. In T. S. Hartshorne, M. A. Hefner, S. L. H. Davenport, & J. W. Thelin (Eds.), *CHARGE syndrome* (pp. 55-61). San Diego, CA: Plural.

Van Dijk, J., & Nelson, C. (1998). History and change in the education of children who are deaf-blind since the rubella epidemic of the 1960s: Influence of methods developed in the Netherlands. *Deaf- Blind Perspectives*, 5(2), 1–5. Retrieved from National Center on Deaf- Blindness website: <http://documents.nationaldb.org/dbp/pdf/dec97.pdf>

Proposed Code	Proposed Item
---------------	---------------

DBI.2.S7	Make adaptations consistent with the cognitive, physical and medical needs of the individual as directed.
----------	---

#### Research-based References

Bruce, S. M., Trief, E., & Cascella, P. W. (2011). Teachers' and speech-language pathologists' perceptions about a tangible symbols intervention: Efficacy, generalization, and recommendations. *Augmentative and Alternative Communication*, 27, 172-182.

Johnson, N., & Parker, A. T. (2013). Effects of wait time when communicating with children who have sensory and additional disabilities. *Journal of Visual Impairment and Blindness*, 107, 363-374.

McKenzie, A. R., & Davidson, R. (2007). The emergent literacy of preschool students who are deaf-blind: A case study. *Journal of Visual Impairment and Blindness*, 101, 720-725.

Rowland, C., & Schweigert, P. (2000). Tangible symbols, tangible outcomes. *Augmentative and Alternative Communication*, 16, 61-78.

Trief, E., Cascella, P., & Bruce, S. M. (2013). A field study of a standardized tangible symbols system for learners who are visually impaired and have multiple disabilities. *Journal of Visual Impairment and Blindness*, 107, 180-191

#### Literature/Theory-based References

Brown, F. E., McDonnell, J., & Snell, M. E. (2020). *Instruction of students with severe disabilities*. Pearson Education.

Nelson, C., & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 406–411.

Orelove, F. P., Sobsey, D., & Gillies, D. L. (2017). *Educating students with severe and multiple disabilities: A collaborative approach*. Paul H. Brookes.

#### Practice-based References

Deuce, G. (2017). The education of learners with CHARGE syndrome. *British Journal of Special Education*, 44(4), 376-393.

Fields, C. J., & Demchak, M. (2014). Teaching reading comprehension to children with multiple impairments, including deafblindness. *Nevada Dual Sensory Impairment Project Newsletter*, 22 (2). 1-4.

Hartmann, E. (2011). Universal design for learning. National Consortium on Deaf-blindness Practice Perspectives: Highlighting Information on Deafblindness. No. 8, 1-4.

Van Dijk, J., & Nelson, C. (1998). History and change in the education of children who are deaf- blind since the rubella epidemic of the 1960s: Influence of methods developed in the Netherlands. *Deaf- Blind Perspectives*,5(2), 1–5. Retrieved from National Center on Deaf- Blindness website:  
<http://documents.nationaldb.org/dbp/pdf/dec97.pdf>

### Strand 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

**Strand Leader:** Carlie Rhoads

**Team:** Ceanne Elliot, Beth Kennedy, Lisa McConachie, Brandy Sebera

Proposed Code	Proposed Item
DBI.3.K1	Instructional and assistive technologies specific to deafblindness and individual students' needs.

## Research-based References

Brady, L. E. (2019). *Augmented Input and the Classroom Communication Environment for Learners with Deafblindness*. ProQuest Dissertations & Theses Global.

Correa-Torres, S. M. (2008). The nature of the social experiences of students with deaf-blindness who are educated in inclusive settings. *Journal of Visual Impairment & Blindness*, 102(5), 272-283.

Emerson, J., & Bishop, J. (2012). Videophone technology and students with deaf-blindness: A method for increasing access and communication. *Journal of Visual Impairment & Blindness*, 106(10), 622-633

Ferrell, K. A., Bruce, S., & Luckner, J. L. (2014). Evidence-based practices for students with sensory impairments: Document No. IC-4. The CEEDAR Center, 64-87. [https://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-4\\_FINAL\\_03-30-15.pdf](https://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-4_FINAL_03-30-15.pdf)

Hartmann, E. (2012). A scale to measure teachers' self-efficacy in deaf-blindness education. *Journal of Visual Impairment & Blindness*, 106(11), 728-738.

Hatakeyama, T., Watanabe, T., Takahashi, K., Doi, K., & Fukuda, A. (2015). Development of Communication Assistive Technology for Persons with Deaf-Blindness and Physical Limitation. *Studies in health technology and informatics*, 217, 974-979.

Hersh, M. (2013). Deafblind people, communication, independence, and isolation. *Journal of deaf studies and deaf education*, 18(4), 446-463.

Ozioko, O., & Hersh, M. A. (2015, September). Development of a Portable Two-Way Communication and Information Device for Deafblind People. In *AAATE Conf.* (pp. 518-525).

## Literature/Theory-based References

Bruce, S., Nelson, C., Perez, A., Stutzman, B., & Barnhill, B. (2016). The State of research on communication and literacy in deafblindness. *American Annals of the Deaf*, 161(4), 424-443.

Foster, E., Lieberman, L. J., Perreault, M., & Haibach-Beach, P. (2019). Constraints model for improving motor skills in children with CHARGE syndrome. *Palaestra*, 33(2), 39-44.

Hartmann, E. & Weismer, P. (2016). Technology implementation and curriculum engagement for children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 462-473.

Hersh, M. A. & Johnson, M. A. (Eds.). (2003). *Assistive technology for the hearing-impaired, deaf, and deafblind*. Springer-Verlag London Limited.

Hersh, M. A. (2018). Mobility technologies for blind, partially sighted and deafblind people: Design issues. In *Mobility of visually impaired people* (pp. 377-409). Springer, Cham.

Shepherd, K. G., Kervick, C. T., & Djenne-amal, N. M. (2017). Finding Voice: Promoting Advocacy, Choice, and Leadership. In *The Art of Collaboration* (pp. 129-158). Brill Sense.

#### Practice-based References

Bruce, S. M., Janssen, M. J., & Bashinski, S. M. (2016). Individualizing and Personalizing Communication and Literacy Instruction for Children who are Deafblind. *Journal of DeafBlind Studies on Communication*, Vol 2, 73-87 Retrieved: 6/5/2020 <https://jdbsc.rug.nl/article/view/25421>

Buchanan, L., Hayes, J., Montgomery, C., Peterson, L., & Stagg, S. (2015, September). Concept development and responsive environments. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University

Engleman, M. D., Griffin, H. C., & Wheeler, L. (1998). Deaf-blindness and communication: Practical knowledge and strategies. *Journal of Visual Impairment & Blindness*, 92(11), 783-798.

Janssen, M. J., Huisman, M., Van Dijk, J. P., & Ruijssenaars, W. A. (2012). Touching textures in different tasks by a woman with congenital deaf-blindness. *Journal of Visual Impairment & Blindness*, 106(11), 739-745.

Nelson, C., Paul, K., & Barnhill, B. A. (2017). Creative Dance-Based Communication Intervention for Children With Multiple Disabilities Including Sensory Impairment. *Perspectives of the ASHA Special Interest Groups*, 2(12), 70-80.

Wiley, D., Fagbemi, M., Filek, J., Kirscher, C., Morrow, S. M., Reiman, J., Rohr, L., & Taylor-Snell, E. (2014). *Interveners in the Home and Community: An Under-Recognized Imperative*. *National Center on Deaf-Blindness*.

Proposed Code	Proposed Item
DBI.3.S1	Adapt and provide access to general education and deafblind specific curricula for instruction of academics, related arts subjects, physical education, and the expanded core curriculum under teacher direction and supervision.

Research-based References
Lieberman, L. J., & Mac Vicar, J. M. (2003). Play and recreational habits of youths who are deaf-blind. <i>Journal of Visual Impairment &amp; Blindness</i> , 97(12), 755-768.

Literature/Theory-based References
<p>Foster, E., Lieberman, L. J., Perreault, M., &amp; Haibach-Beach, P. (2019). Constraints model for improving motor skills in children with CHARGE syndrome. <i>Palaestra</i>, 33(2), 39-44.</p> <p>Lieberman, L. J., Ponchillia, P. E., &amp; Ponchillia, S. K. V. (2013). <i>Physical education and sports for people with visual impairments and deafblindness: Foundations of instruction</i>. American Foundation for the Blind.</p>

Practice-based References
<p>Best, C., Lieberman, L., &amp; Arndt, K. (2002). Effective use of interpreters in general physical education. <i>Journal of Physical Education, Recreation &amp; Dance</i>, 73(8), 45-50.</p> <p>Foster, E. (Winter 2018). Strategies and Equipment to Assist Movement. <i>CHARGE Accounts</i>, 28(1), 12-13.</p> <p>Foster, E. (Fall 2017). Enhancing movement opportunities in your home. <i>CHARGE Accounts</i>, 27(3), 14-15.</p> <p>Foster, E. (Spring 2017). Appropriate physical education service in schools: Laws and Knowledge. <i>CHARGE Accounts</i>, 27(2), 9-10.</p> <p>Foster, E. (Winter 2017). The importance of movement for individuals with CHARGE syndrome. <i>CHARGE Accounts</i>, 27(1), 4-5.</p>

Proposed Code	Proposed Item
DBI.3.S2	Facilitate the use of calendar systems and other tools for transition and communication across educational environments.

Research-based References
<p>Ferrell, K. A., Bruce, S., &amp; Luckner, J. L. (2014). Evidence-based practices for students with sensory impairments: Document No. IC-4. The CEEDAR Center, 64-87. <a href="https://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-4_FINAL_03-30-15.pdf">https://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-4_FINAL_03-30-15.pdf</a></p>

Literature/Theory-based References
<p>Chen, D., &amp; Downing, J. (2006). <i>Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities</i>. AFB Press.</p> <p>Klein, M. D., Chen, D., &amp; Haney, M. (2000). <i>Promoting Learning Through Active Interaction</i>. Paul H. Brookes Publishing Co.</p>

Practice-based References
<p>Alsop, L., (Ed.). (2002). <i>Understanding Deafblindness</i>. Logan, UT: SKI-HI Institute, Utah State University.</p> <p>Chen, D., &amp; Downing, J. (2006). <i>Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities</i>. AFB Press.</p> <p>Klein, M. D., Chen, D., &amp; Haney, M. (2000). <i>Promoting Learning Through Active Interaction</i>. Paul H. Brookes Publishing Co.</p> <p>Miles, B., &amp; Riggio, M. (1999). <i>Remarkable Conversations</i>. Perkins School for the Blind.</p>



Proposed Code	Proposed Item
DBI.3.S3	Use student preferences to adapt curricular content as directed.

Research-based References
<p>Maguvhe, M. O. (2014). Curriculum Design, Implementation and Parental Involvement in the Education of the Deafblind: South African Teachers' Perspectives. <i>Mediterranean Journal of Social Sciences</i> 5.20 (2014): Mediterranean Journal of Social Sciences, 2014-09-01, Vol.5 (20).</p>

Literature/Theory-based References
<p>Hartmann, E., &amp; Weismer, P. (2016). Technology implementation and curriculum engagement for children and youth who are deafblind. <i>American Annals of the Deaf</i>, 161(4), 462-473.</p>

Practice-based References
<p>Goodrich, J. A., &amp; Kinney, P. G. (1987). ADAPTIPS: Adapting Curricula for Students Who Are Deaf-Blind and Who Function in the Sensorimotor Developmental Stage. <i>Resources in Education</i>, 22(4), 159–168.</p>

Proposed Code	Proposed Item
DBI.3.S4	Provide opportunities for the student to generalize and maintain knowledge and skills across environments

Research-based References
<p>Ferrell, K. A., Bruce, S., &amp; Luckner, J. L. (2014). <i>Evidence-based practices for students with sensory impairments</i> (Document No. IC-4). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <a href="http://cedar.education.ufl.edu/tools/innovation-configurations/">http://cedar.education.ufl.edu/tools/innovation-configurations/</a></p>

Literature/Theory-based References
------------------------------------

Hartmann, E., & Weismer, P. (2016). Technology implementation and curriculum engagement for children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 462-473.

#### Practice-based References

Kennedy, B., Miranda, L., Lester, J., Foster, D., McGowan, P., & Cote, M. (2014, September, rev.). The role of the intervener in educational settings. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.3.S5	Create and implement the use of adapted books and other learning materials as directed.

#### Research-based References

Brum, C. (2016). *Literacy supporting communication development for children with congenital deafblindness* (Doctoral dissertation, Boston College).

#### Literature/Theory-based References

Bruce, S. M., Janssen, M. J., & Bashinski, S. M. (2016). Individualizing and Personalizing Communication and Literacy Instruction for Children who are Deafblind. *Journal of Deafblind Studies on Communication*, <https://jdbosc.rug.nl/article/view/25421>

Bruce, S. M., Nelson, C., Perez, A., Stutzman, B., & Barnhill, B. A. (2016). The state of research on communication and literacy in deafblindness. *American Annals of the Deaf*, 161(4), 424-443.

DeCaluwe, S. M., McLetchie, B. A., Peters, M. H., & Mason, B. Communicating and Connecting with Learners Who Are Deafblind Developing Communication Portfolios (Books and Videos).

Luckner, J. L., Bruce, S. M., & Ferrell, K. A. (2016). A summary of the communication and literacy evidence-based practices for students who are deaf or hard of hearing, visually impaired, and deafblind. *Communication Disorders Quarterly*, 37(4), 225-241.

Ferrell, K. A., Bruce, S., & Luckner, J. L. (2014). Evidence-based practices for students with sensory impairments: Document No. IC-4. The CEEDAR Center, 64-87. [https://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-4\\_FINAL\\_03-30-15.pdf](https://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-4_FINAL_03-30-15.pdf)

Rowland, C. (2009). Assessing Communication and Learning in Young Children Who are Deafblind or Who Have Multiple.

### Practice-based References

Bruce, S., Randall, A., & Birge, B. (2008). Colby's Growth to Language and Literacy: The Achievements of a Child Who Is Congenitally Deafblind. *TEACHING Exceptional Children Plus*, 5(2), n2.

Lewis, S. (2003). Creating and Using Tactile Experience Books for Young Children with Visual Impairments. *Teaching Exceptional Children*, 35(3), 22-28.

Shohieb, S. M., Doenyas, C., & Haji, S. A. (2020, October). A Novel Adaptive Web-Based Environment to Help Deafblind Individuals in Accessing the Web and Lifelong Learning. In *Proceedings of the Computational Methods in Systems and Software* (pp. 253-266). Springer, Cham.

Proposed Code	Proposed Item
DBI.3.S6	Provide positive reinforcement and feedback to the student to increase engagement and progress across curricular content..

### Research-based References

Bruce, S. M., Bashinski, S. M., Covelli, A. J., Bernstein, V., Zatta, M. C., & Briggs, S. (2018). Positive Behavior Supports for Individuals Who Are Deafblind with Charge Syndrome. *Journal of Visual Impairment & Blindness*, 112(5), 497-560.

Brum, C. (2016). Literacy Supporting Communication Development for Children with Congenital Deafblindness [ProQuest LLC]. In *ProQuest LLC*.

Janssen, M. J., Riksen-Walraven, J. M. A., & van Dijk, J. P. M. (2002). Enhancing the Quality of Interaction between Deafblind Children and Their Educators. *Journal of Developmental and Physical Disabilities*, 14(1), 87-109.

Literature/Theory-based References

Haakma, I., Janssen, M., & Minnaert, A. (2016). Understanding the relationship between teacher behavior and motivation in students with acquired deafblindness. *American Annals of the Deaf*, 161(3), 314–326.  
<https://doi.org/10.1353/aad.2016.0024>

Hartmann, E., & Weismer, P. (2016). Technology Implementation and Curriculum Engagement for Children and Youth Who Are Deafblind. *American Annals of the Deaf*, 161(4), 462–473.

Practice-based References

Axelrod, C. (2015). *Supporting High Quality Interactions with Students Who Are Deafblind*. Texas School for the Blind and Visually Impaired.  
<https://www.tsbvi.edu/materials-on-deafblindness/2125-supporting-high-quality-interactions-with-students-who-are-deafblind>

Proposed Code	Proposed Item
DBI.3.S7	Use of specific adaptive equipment as directed by related-service specialists.

Research-based References

Nelson, C., Hye, H. A., & Greenfield, R. (2016). Increasing self-regulation and classroom participation of a child who is deafblind. *American annals of the deaf*, 160(5), 496-509.

Literature/Theory-based References

Parker, A. T. (2017). Considering a practical orientation and mobility framework to design communication interventions for people with visual impairments, deafblindness, and multiple disabilities. *Perspectives of the ASHA Special Interest Groups*, 2(12), 89-97.

Practice-based References

Kennedy, B., Miranda, L., Lester, J., Foster, D., McGowan, P., & Cote, M. (2014, September, rev.). The role of the intervener in educational settings. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Kennedy, B., Veto, M., Fitzgerald, S., Kenrick, S., Edelman, S. & Mogan, M. (2015, September). Collaborative teaming and family partnerships. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Lieberman, L. J., & Cowart, J. F. (2011). *Games for People with sensory impairments*. American Printing House for the Blind.

Stockall, N. S. (2014). When an Aide Really Becomes an Aid: Providing Professional Development for Special Education Paraprofessionals. *TEACHING Exceptional Children*, 46(6), 197–205. <https://doi.org/10.1177/0040059914537202>

Tellefson, M., Brown, C. Bowman, E., & Bellah, E. (2015, September). Introduction to orientation and mobility for interveners. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.3.S8	Promote the use of sighted guide, trailing, and protective techniques and reinforce travel strategies and the use of mobility devices as directed by the O&M Specialist.

#### Research-based References

Ambrose-Zaken, G. V., FallahRad, M., Bernstein, H., Wall Emerson, R., & Bikson, M. (2019, May). Wearable cane and app system for improving mobility in toddlers/preschoolers with visual impairment. In *Frontiers in Education* (Vol. 4, p. 44). Frontiers.

Bourquin, E., & Moon, J.(2008). Studies on obtaining assistance by travelers who are deaf-blind. *Journal of Visual Impairment & Blindness*, 102(6), 352-361.

Edwards, T. (2012). Sensing the rhythms of everyday life: Temporal integration and tactile translation in the Seattle Deaf-Blind community. *Language in Society*, 29-71.

Hersh, M. A. (2016). Improving deafblind travelers' experiences: an international survey. *Journal of Travel Research*, 55(3), 380-394.

#### Literature/Theory-based References

Anthony, T. L., Bleier, H., Fazzi, D. L., Kish, D., & Pogrund, R. L. (2002). Mobility focus: Developing early skills for orientation and mobility. In R. L. Pogrund, & D. L. Fazzi (Eds.), *Early focus: Working with young children who are blind or visually impaired and their families* (pp. 326-404). AFB Press.

Anthony, T. & Lowry, S. (2004). Sensory development. In T. L. Anthony, S. S. Lowry, C. J. Brown, & D. D. Hatton (Eds.), *Developmentally appropriate orientation & mobility* (pp. 123-240). Chapel Hill: FPG Child Development Institute, University of North Carolina at Chapel Hill.

Gense, J., & Gense, M. (2004). *The importance of orientation and mobility skills for students who are deaf-blind*. DB-LINK: The National Information Clearinghouse for Children Who Are Deaf-Blind.

Huebner, K. M. (Ed.). (1995). *Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind* (Vol. 1). American Foundation for the Blind.

Parker, A. T. (2009). Orientation and mobility with persons who are deaf-blind: An initial examination of single-subject design research. *Journal of Visual Impairment & Blindness*, 103(6), 372-377.

Parker, A. T. (2017). Considering a practical orientation and mobility framework to design communication interventions for people with visual impairments, deafblindness, and multiple disabilities. *Perspectives of the ASHA Special Interest Groups*, 2(12), 89-97.

#### Practice-based References

Tellefson, M., Brown, C. Bowman, E., & Bellah, E. (2015, September). Orientation and mobility in everyday routines. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Tellefson, M., Brown, C. Bowman, E., & Bellah, E. (2015, September). Introduction to orientation and mobility for interveners. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

**Strand 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

**Strand Leader:** Michelle Clyne

**Team:** Emily Britz, Deborah Ewert

Proposed Code	Proposed Item
DBI.4.S1	Collect data and monitor progress as directed.

**Research-based References**

Mason, R. A., Schnitz, A. G., Gerow, S., An, Z. G., & Wills, H. P. (2019). Effects of teacher-implemented coaching to increase the accuracy of data collected by paraeducators. *Journal of Behavioral Education, 28*(2), 204-226.

McKenzie, A. R. (2009). Unique considerations for assessing the learning media of students who are deaf-blind. *Journal of Visual Impairment & Blindness, 103*(4), 241-245.

Wallace, T., Shin, J., Bartholomay, T., & Stahl, B. J. (2001). Knowledge and skills for teachers supervising the work of paraprofessionals. *Exceptional Children, 67*(4), 520-533.

**Literature/Theory-based References**

Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. *SKI-HI Institute*.

Alsop, L., Killoran, J., Robinson, C., Durkel, J., & Prouty, S. (2004). Recommendations on the Training of Intervenors for Students who are Deafblind. Monmouth, OR: NTAC: National Technical Assistance Consortium for Children and Adults Who Are Deaf-Blind.

Brock, M. E., & Carter, E. W. (2013). A systematic review of paraprofessional-delivered educational practices to improve outcomes for students with intellectual and developmental disabilities. *Research and Practice for Persons with Severe Disabilities, 38*(4), 211-221.

Probst, K. M., & Borders, C. M. (2017). Comorbid deafblindness and autism spectrum disorder—characteristics, differential diagnosis, and possible interventions. *Review Journal of Autism and Developmental Disorders*, 4(2), 95-117.

Roman-Lantzy, C. (2007). *Cortical visual impairment: An approach to assessment and intervention*. American Foundation for the Blind.

Slavin, L. J., & Hartshorne, T. S. (2019). The development of an educational checklist for individuals with CHARGE syndrome. *International Journal of Developmental Disabilities*, 1-7.

#### Practice-based References

Kennedy, B. et al. (2014, September, rev.). Module 3 – The role of the intervener in educational settings. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.4.S2	Provide input, observations, and support to the assessment team before and during assessment.

#### Research-based References

Brady, L. E. (2019). *Augmented Input and the Classroom Communication Environment for Learners with Deafblindness* (Doctoral dissertation, Columbia University).

Grisham-Brown, J., Schuster, J. W., Hemmeter, M. L., & Collins, B. C. (2000). Using an embedding strategy to teach preschoolers with significant disabilities. *Journal of behavioral education*, 10(2), 139-162.

Holte, L., Prickett, J. G., Van Dyke, D. C., Olson, R. J., Lubrica, P., Knutson, C. L., Knutson, J. F., & Brennan, S. (2006). Issues in the evaluation of infants and young children who are suspected of or who are deaf-blind. *Infants and Young Children*, 19, 213-227.

McKenzie, A. R. (2009). Unique considerations for assessing the learning media of students who are deaf-blind. *Journal of Visual Impairment & Blindness*, 103(4), 241-245.

#### Literature/Theory-based References

Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. *SKI-HI Institute*.



Alsop, L., Killoran, J., Robinson, C., Durkel, J., & Prouty, S. (2004). Recommendations on the Training of Interveners for Students who are Deafblind. Monmouth, OR: NTAC: National Technical Assistance Consortium for Children and Adults Who Are Deaf-Blind.

McCann, J. A. (2013). Definition of Intervener Services and Interveners in Educational Settings Technical Report.

Probst, K. M., & Borders, C. M. (2017). Comorbid deafblindness and autism spectrum disorder—characteristics, differential diagnosis, and possible interventions. *Review Journal of Autism and Developmental Disorders*, 4(2), 95-117.

Roman-Lantzy, C. (2007). *Cortical visual impairment: An approach to assessment and intervention*. American Foundation for the Blind.

Slavin, L. J., & Hartshorne, T. S. (2019). The development of an educational checklist for individuals with CHARGE syndrome. *International Journal of Developmental Disabilities*, 1-7.

#### Practice-based References

Chen, D., Alsop, L., & Minor, L. (2000). Lessons from Project PLAI in California and Utah: Implications for early intervention services to infants who are deaf-blind and their families. *Deafblind perspectives*, 7, 1-23.

Clyne, M. et al. (2015, September). Module 12 – Maximizing vision and hearing. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Clyne, M., Hegg, L., Kitterman, T., McGowan, H., & Shin, S. (2016, September). Module 19: Accessing the Curriculum and the Environment. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Hartshorne, T., Brown, D., Antaya, C., & Schmittell, M. (2016, September). Module 23 – Behavior and Environmental Supports. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

## **Strand 5: Supporting Learning Using Effective Instruction**

**Strand Leader:** Beth Brady

**Team:** Jodi Reeves, David Wiley, Kathee Scoggin

Proposed Code	Proposed Item
DBI.5.K1	Principles of least-intrusive instructional support and interaction for individuals with deafblindness.

**Research-based References**

Knight, V. F., Kuntz, E. M., & Brown, M. (2018). Paraprofessional-delivered video prompting to teach academics to students with severe disabilities in inclusive settings. *Journal of autism and developmental disorders*, 48(6), 2203-2216.

Liston, A. G., Nevin, A., & Malian, I. (2009). What Do Paraeducators in Inclusive Classrooms Say about Their Work? Analysis of National Survey Data and Follow-Up Interviews in California. *TEACHING Exceptional Children Plus*, 5(5), n5.

**Literature/Theory-based References**

Walker, V. L., Douglas, S. N., Douglas, K. H., & D'Agostino, S. R. (2020). Paraprofessional-implemented systematic instruction for students with disabilities: A systematic literature review. *Education and Training in Autism and Developmental Disabilities*, 55(3), 303-317.

**Practice-based References**

Miles, B. (2003). *Talking the language of the hands to the hands: The importance of hands for the person who is deafblind*. Retrieved from <http://documents.nationaldb.org/products/hands.pdf>.

Proposed Code	Proposed Item
DBI.5.S1	Provide consistent opportunities for students to respond and express themselves before, during, and after learning activities using preferred communication modality.

**Research-based References**

Haakma, I., Janssen, M., & Minnaert, A. (2016). Understanding the relationship between teacher behavior and motivation in students with acquired deafblindness. *American Annals of the Deaf*, 161(3), 314–326. <https://doi.org/10.1353/aad.2016.0024>

**Literature/Theory-based References**

Agran, M., Cavin, M., Wehmeyer, M., & Palmer, S. (2006). Participation of students with moderate to severe disabilities in the general curriculum: The effects of the self-determined learning model of instruction. *Research and Practice for Persons with Severe Disabilities*, 31(3), 230-241.

**Practice-based References**

Scoggin, K., Authenmen, G., Medina, M., Mogan, M., Russell, C., Nuccio, J., & Broadway, H. (2016, September). Touch for Connection and Communication. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.5.S2	Apply child-guided instructional approaches.

**Research-based References**

Nelson, C., Janssen, M., Oster, T., & Jayaraman, G. (2010). Reliability of the van Dijk assessment for children with deaf-blindness. *AER Journal*, 3(3) 71-80.

**Literature/Theory-based References**

Nelson, C., van Dijk, J., McDonnell, A. P., & Thompson, K. (2002). A Framework for understanding young children with severe multiple disabilities : The van Dijk approach to assessment. *Research & Practice for Persons with Severe Disabilities*, 27(2), 97–111.

**Practice-based References**

Bruce, S., Nelson, C., & Francis, H. (2020). Teaching others to implement the van Dijk approach to child-guided assessment. *Dbl Review*, 64, 30-33.

Nelson, C., van Dijk, J., Oster, T., & McDonnell, A. (2009). *Child-guided strategies: The van Dijk approach to assessment*. American Printing House for the Blind.

Proposed Code	Proposed Item
DBI.5.S3	Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.

**Research-based References**

Janssen, M. J., Riksen-Walraven, J. M., & van Dijk, J. P. M. (2002). Enhancing the quality of interaction between deafblind children and their educators. *Journal of Developmental and Physical Disabilities*, 14, 87-109.

Literature/Theory-based References

Hartshorne, T. S. & Schmittl, M. C. (2016) Social-Emotional Development in Children and Youth who are Deafblind. *American Annals of the Deaf*, 161, 444-453.

Practice-based References

Alsop, L., (Ed.). (2002). *Understanding Deafblindness*. Logan, UT: SKI-HI Institute, Utah State University.

Gense, D. J., & Gense, M. (1999). *Importance of orientation and mobility skills for students who are deaf-blind*. Monmouth, OR: DB-LINK: The National Information Clearinghouse on Children Who Are Deaf- Blind.

Klein, M. D., Chen, D., & Haney, M. (2000). *Promoting learning through active interaction*. Paul H. Brookes Publishing Co.

McInnes, J. (1999). *A guide to planning and support for individuals who are deafblind*. Toronto: University of Toronto Press.

Proposed Code	Proposed Item
DBI.5.S4	Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.

Research-based References

Ferrell, K. A., Bruce, S., & Luckner, J. L. (2014). *Evidence-based practices for students with sensory impairments* (Document No. IC-4). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

Lancioni, G. E., Singh, N. N., O'Reilly, M. F., Sigafoos, J., Alberti, G., Perilli, V., Zimbaro, C., Boccasini, A., Mazzola, C., & Russo, R. (2018). Promoting physical activity in people with intellectual and multiple disabilities through a basic technology-aided program. *Journal of Intellectual Disabilities*, 22(2), 113-124.

Lancioni, G. E., Campodonico, F., Oliva, D., O'reilly, M. F., & Groeneweg, J. (2002). Promoting functional activity engagement at appropriate times with people with multiple disabilities. *Perceptual and motor skills*, 94(3 suppl), 1214-1218.

Literature/Theory-based References

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

**Practice-based References**

Alsop, L., (Ed.) (2002). *Understanding deafblindness*. Logan, UT: SKI-HI Institute, Utah State University.

Chen, D., & Downing, J. (2006). *Tactile strategies for children who have visual impairments and multiple disabilities*. AFB Press

Klein, M. D., Chen, D., & Haney, M. (2000). *Promoting learning through active interaction*. Paul H. Brookes Publishing Co.

Scoggin, K. et. al. (2015, September). Intervener strategies. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth: OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.5.S5	Use routines and functional activities as learning opportunities.

**Research-based References**

Lieberman, L. J., & Mac Vicar, J. M. (2003). Play and recreational habits of youths who are deaf-blind. *Journal of Visual Impairment & Blindness*, 97(12), 755-768.

**Literature/Theory-based References**

Bruce, S. M., & Borders, C. (2015). Communication and language in learners who are deaf and hard of hearing with disabilities: Theories, research, and practice. *American Annals of the Deaf*, 160, 368-384.

Parker, A. T., & Ivy, S. E. (2014). Communication development of children with visual impairment and deafblindness: A synthesis of intervention research. In *International Review of Research in Developmental Disabilities* (Vol. 46, pp. 101-143). Academic Press.

**Practice-based References**

Chen, D., & Downing, J. (2006). *Tactile strategies for children who have visual impairments and multiple disabilities*. AFB Press.

Clyne, M., Parker, A., Blaha, R., Borg, J., Hartman, V., & Martin, B. (2015, September). Routines for assessment and learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules* Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Clyne, M., Hegg, L., Kitterman, T., McGowan, H., & Shin, S. (2016, September). Accessing the Curriculum and the Environment. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Klein, M. D., Chen, D., & Haney, M. (2000). *Promoting learning through active interaction*. Paul H. Brookes Publishing Co.

Proposed Code	Proposed Item
DBI.5.S6	Use supportive touch to facilitate memory and enhance learning.

#### Research-based References

Janssen, M. J., Nota, S., Eling, P. A., & Ruijsenaars, W. A. (2007). The advantage of encoding tactile information for a woman with congenital deaf-blindness. *Journal of Visual Impairment & Blindness*, 101(10), 653-657.

Janssen, M. J., Riksen-Walraven, J. M., & van Dijk, J. P. M. (2004). Enhancing the interactive competence of deafblind children: Do intervention effects endure? *Journal of Developmental and Physical Disabilities*, 16, 73-94.

McKenzie, A. R., & Davidson, R. (2007). The emergent literacy of preschool students who are deaf-blind: A case study. *Journal of Visual Impairment & Blindness*, 101(11), 720-725.

#### Literature/Theory-based References

Holte, L., Prickett, J. G., Van Dyke, D. C., Olson, R. J., Lubrica, P., Knutson, C. L., Knutson, J. F., & Brennan, S. (2006). Issues in the evaluation of infants and young children who are suspected of or who are deaf-blind. *Infants and Young Children*, 19, 213-227.

Sigafoos, J., Didden, R., Schlosser, R., Green, V. A., O'Reilly, M. F., & Lancioni, G. E. (2008). A review of intervention studies on teaching AAC to individuals who are deaf and blind. *Journal of developmental and Physical Disabilities*, 20(1), 71-99.

#### Practice-based References

Alsop, L., (Ed.). (2002). *Understanding deafblindness*. Logan, UT: SKI-HI Institute, Utah State University.

Chen, D., & Downing, J. (2006). *Tactile strategies for children who have visual impairments and multiple disabilities*. AFB Press.

Clyne, M., Wolfe, J., Blaha, R., & Hertzog, T. (2015, September). Maximizing vision and hearing. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Klein, M. D., Chen, D., & Haney, M. (2000). *Promoting learning through active interaction*. Paul H. Brookes Publishing Co.

Scoggin, K. et. al. (2015, September). Intervener strategies. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.5.S7	Provide environmental information across all settings.

#### Research-based References

Gabarró-López, S., & Mesch, J. (2020) Conveying Environmental Information to Deafblind People: A Study of Tactile Sign Language Interpreting. *Front. Educ.* 5:157. doi: 10.3389/educ.2020.00157

#### Literature/Theory-based References

Nelson, C., & Bruce, S. M. (2019). Children who are deaf/hard of hearing with disabilities: Paths to language and literacy. *Education Sciences*, 9(2), 134.

Parker, A. T., & Nelson, C. (2016). Toward a comprehensive system of personnel development in deafblind education. *American Annals of the Deaf*, 161(4), 486-501.

#### Practice-based References

Buchanan, L., Hayes, J., Montgomery, C., Peterson, L., & Stagg, S. (2015, September). Concept development and responsive environments. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Tellefson, M., Brown, C. Bowman, E., & Bellah, E. (2015, September). Orientation and mobility in everyday routines. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.5.S8	Assist the individual with deafblindness to organize sensory information and orient to space and objects across all settings.

Research-based References
McKenzie, A. R., & Davidson, R. (2007). The emergent literacy of preschool students who are deaf-blind: A case study. <i>Journal of Visual Impairment &amp; Blindness</i> , 101(11), 720-725.

Literature/Theory-based References
Blaha, R., & Carlson, B. (2007). Assessment of Deafblind Access to Manual Language Systems (ADAMLS). <i>National Information Clearinghouse on Children Who Are Deaf-Blind</i> .

Practice-based References
Blaha, R., Borg, J., Clyne, M., Hartman, V., & Martin, B. (2015, September). Calendars. In National Center on Deaf-Blindness, <i>Open Hands, Open Access: Deaf-Blind Intervener Learning Modules</i> . Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.
Clyne, M., Hegg, L., Kitterman, T., McGowan, H., & Shin, S. (2016, September). Accessing the Curriculum and the Environment. In National Center on Deaf-Blindness, <i>Open Hands, Open Access: Deaf-Blind Intervener Learning Modules</i> . Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.
Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., & Peterson, D. (2014, September, rev.). The sensory system, the brain, and learning. In National Center on Deaf-Blindness, <i>Open Hands, Open Access: Deaf-Blind Intervener Learning Modules</i> . Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.
Scoggin, K., Christianson, K., Cooper, H., Lauger, K., Knapp, M., Peterson, D., & Mogan, M. (2014, September, rev.). Availability for learning. In National Center on Deaf-Blindness, <i>Open Hands, Open Access: Deaf-Blind Intervener Learning Modules</i> . Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.5.S9	Implement routines to support students' anticipation, motivation, communication, and security.



### Research-based References

Brady, N. C., & Bashinski, S. M. (2008). Increasing communication in children with concurrent vision and hearing loss. *Research and Practice for Persons with Severe Disabilities, 33*, 1-2, 59-70.

### Literature/Theory-based References

Aitken, S., Bultjens, M., Clark, E., & Eyre, J. T. (2000). *Teaching children who are deafblind: Contact communication and learning*. David Fulton Publishers.

Crook, C., Miles, B., & Riggio, M. (1999). Developing early communication and language. In B. Miles & M. Riggio (Eds.), *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind* (pp. 146-178). Perkins School for the Blind.

### Practice-based References

Clyne, M., Parker, A., Blaha, R., Borg, J., Hartman, V., & Martin, B. (2015, September). Routines for assessment and learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules* Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Hagood, L., & Moss, K. (no date). *What is conversation for the child with limited language skills?* Retrieved June 5, 2020 from <https://www.tsbvi.edu/203-resources/1316-conversations-without-language-building-quality-interactions-with-children-who-are-deaf-blind>

Rodriguez-Gil, G. (2009). Fundamental classroom conditions to enhance learning experiences for students who are deaf-blind. *reSources, 14*(2), 1-6. California Deaf-Blind Services.

Proposed Code	Proposed Item
DBI.5.S10	Utilize positioning, environmental modifications, and identified assistive technologies to increase student engagement, and opportunities to respond.

### Research-based References

Lancioni, G. E., O'Reilly, M. F., Singh, N. N., Oliva, D., Baccani, S., Severini, L., & Groeneweg, J. (2006). Micro-switch programmes for students with multiple disabilities and minimal motor behaviour: Assessing response acquisition and choice. *Pediatric Rehabilitation, 9*(2), 137-143.

Lancioni, G. E., Mantini, M., O'Reilly, M. F., & Oliva, D. (1999). An adapted acoustic orientation system for promoting independent indoor travel and activity in persons

with profound multiple disabilities. *Journal of Developmental and Physical Disabilities*, 11(1), 35-46.

#### Literature/Theory-based References

Hartmann, E., & Weismer, P. (2016). Technology implementation and curriculum engagement for children and youth who are deafblind. *American Annals of the Deaf*, 161, 462-473.

Lancioni, G. E., Singh, N. N., O'Reilly, M. F., Sigafoos, J., & Oliva, D. (2014). Assistive technology for people with severe/profound intellectual and multiple disabilities. In *Assistive technologies for people with diverse abilities* (pp. 277-313). Springer.

Nelson, C., Bruce, S., & Barnhill, B. (2019). Future directions in the field of deafblindness. In C. Guardino & J. Cannon (Eds.). *Deafness and Diversity: Deafness with Disability*. Gallaudet University Press.

Parker, A. T., Grimmett, E. S., & Summers, S. (2008). Evidence-based communication practices for children with visual impairments and additional disabilities: An examination of single-subject design studies. *Journal of Visual Impairment & Blindness*, 102(9), 540-552.

Riggio, M., & McLetchie, B. (2008). *Deafblindness: Educational service guidelines*. Perkins School for the Blind.

#### Practice-based References

Clyne, M., Hegg, L., Kitterman, T., McGowan, H., & Shin, S. (2016, September). Accessing the Curriculum and the Environment. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Clyne, M., Wolfe, J., Blaha, R., & Hertzog, T. (2015, September). Maximizing vision and hearing. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.5.S11	Use strategies to promote turn-taking.

#### Research-based References

Berge, S. S., & Raanes, E. (2013). Coordinating the chain of utterances: An analysis of communicative flow and turn taking in an interpreted group dialogue for deaf-blind persons. *Sign Language Studies*, 13(3), 350-371.

Chen, D., & Haney, M. (1995). An early intervention model for infants who are deaf-blind. *Journal of Visual Impairment & Blindness*, 89(3), 213-221.

Janssen, M. J., Riksen-Walraven, J. M., & van Dijk, J. P. (2006). Applying the diagnostic intervention model for fostering harmonious interactions between deaf-blind children and their educators: A case study. *Journal of Visual Impairment & Blindness*, 100(2), 91-105.

Janssen, M. J., Riksen-Walraven, J. M., & Van Dijk, J. P. (2003). Contact: Effects of an intervention program to foster harmonious interactions between deaf-blind children and their educators. *Journal of Visual Impairment & Blindness*, 97(4), 215-229.

Martens, M. A., Janssen, M. J., Ruijssenaars, W. A., & Riksen-Walraven, J. M. (2014). Introducing an intervention model for fostering affective involvement with persons who are congenitally deafblind. *Journal of Visual Impairment & Blindness*, 108(1), 29-41.

Raanes, E., & Berge, S. S. (2017). Sign language interpreters' use of haptic signs in interpreted meetings with deafblind persons. *Journal of Pragmatics*, 107, 91-104.

#### Literature/Theory-based References

Bruce, S. M. (2005). The impact of congenital deafblindness on the struggle to symbolism. *International Journal of Disability, Development and Education*, 52(3), 233-251.

Bruce, S. M., Nelson, C., Perez, A., Stutzman, B., & Barnhill, B. A. (2016). The state of research on communication and literacy in deafblindness. *American Annals of the Deaf*, 161(4), 424-443.

Chen, D., Haney, M., Klein, M. D., & Alsop, L. (1998). Learning How To PLAI: Ways To Promote Learning through Active Interaction with Infants Who Are Deafblind.

Hart, P. (2006). Using imitation with congenitally deafblind adults: Establishing meaningful communication partnerships. *Infant and Child Development: An International Journal of Research and Practice*, 15(3), 263-274.

#### Practice-based References

Chen, D., & Downing, J. (2006). *Tactile strategies for children who have visual impairments and multiple disabilities*. AFB Press.

Miles, B., & Riggio, M. (1999). *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind*. Perkins School for the Blind.

Proposed Code	Proposed Item
DBI.5.S12	Make adaptations and offer supports for tactile skill development.

#### Research-based References

Gabarró-López, S., & Mesch, J. (2020). Conveying environmental information to deafblind people: a study of tactile sign language interpreting. *Front. Educ*, 5(157), 10-3389.

#### Literature/Theory-based References

Chen, D., & Downing, J. (2006). *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities*. AFB Press.

Downing, J., & Eichinger, J. (2011). Instructional strategies for learners with dual sensory impairments in integrated settings. *Research and Practice for Persons with Severe Disabilities*, 36(3-4), 150-157.

#### Practice-based References

Morrow, S., Daniels, D., Hertzog, T., Stern, G., & Withrow, H. (2016, September). Introduction to Sign Language and Braille. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Nuccio, J., & Smith, T. B. (2010). Providing and receiving support services: Comprehensive training for Deaf-Blind persons and their support service providers. *Seattle, WA, ms*.

Scoggin, K., Authenment, G., Medina, M., Mogan, M., Russell, C., Nuccio, J., & Broadway, H. (2016, September). Touch for Connection and Communication. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Scoggin, K., Authenment, G., Mogan, M., Medina, M., Miles, B., & Russell, C. (2016, September). Touch for Connecting and Learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Trief, E. (2013). STACS: Standardized tactile augmentative communication symbols. Louisville, KY: American Printing House for the Blind.

Proposed Code	Proposed Item
DBI.5.S13	Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.

#### Research-based References

Chen, D., & Downing, J. (2006). *Tactile strategies for children who have visual impairments and multiple disabilities*. AFB Press.

#### Literature/Theory-based References

Bruce, S., Nelson, C., Parker, A.T., Sanders, D., Graves, A., & Rimka, C. (2020). Conceptual paper for re-validating the teacher of deafblind and intervener competencies. *Visual Impairment and Deafblind Education Quarterly*, 65(1), 65-74.

Downing, J. E., & Chen, D. (2015). Beginning steps in communication intervention. In J. E. Downing, A. Hanreddy, & K. D. Peckham-Hardin (Eds.), *Teaching communication skills to students with severe disabilities* (pp. 107-136). Paul H. Brookes Publishing Co.

Nelson, C., & Bruce, S. M. (2019). Children who are deaf/hard of hearing with disabilities: Paths to language and literacy. *Education Sciences*, 9(2), 134.

Miles, B., & Riggio, M. (1999). *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind*. Perkins School for the Blind.

Rowland, C., & Parker, A. T. (2016). Communication intervention for children who are deaf-blind. In R. A. Sevick & M. Ronski (Eds.), *Examining the science and practice of communication interventions for individuals with severe disabilities* (pp. 75–98). Brookes.

#### Practice-based References

Alsop, L., (Ed.) (2002). *Understanding deafblindness*. Logan, UT: SKI-HI Institute, Utah State University.

Chen, D., & Downing, J. (2006). *Tactile strategies for children who have visual impairments and multiple disabilities*. AFB Press.

Miles, B., & Riggio, M. (1999). *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind*. Perkins School for the Blind.

Van den Tillaart, B., Triulzi, L., Hertzog, T., Montgomery, C., & Daley, C. (2014, September, rev.). Understanding communication principles. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.5.S14	Implement recommended augmentative and alternative communication systems..

#### Research-based References

Snodgrass, M. R., Stoner, J. B., & Angell, M. E. (2013). Teaching conceptually referenced core vocabulary for initial augmentative and alternative communication. *Augmentative and Alternative Communication, 29*(4), 322-333.

#### Literature/Theory-based References

Welch, T. R. Communication Skills. In S. Sacks (Ed.), *Keys to educational success: Teaching students with visual impairments and multiple disabilities* (pp. 229-259). AFB Press.

#### Practice-based References

Clyne, M., Wolfe, J., Blaha, R., & Hertzog, T. (2015, September). Maximizing vision and hearing. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.5.S15	Promote opportunities for communication with a variety of peers and staff.

#### Research-based References

Ferrell, K. A., Bruce, S., & Luckner, J. L. (2014). *Evidence-based practices for students with sensory impairments*. (Document No. IC-4). University of Florida, Collaboration for Effective Educator, Development, Accountability and Reform Center (CEEDAR Center). <http://cedar.education.ufl.edu/tools/innovation-configurations/>.

#### Literature/Theory-based References

Downing, J., & Eichinger, J. (2011). Instructional strategies for learners with dual sensory impairments in integrated settings. *Research and Practice for Persons with Severe Disabilities*, 36, 3-4, 150-157.

Parker, A. T., McGinnity, B. L., & Bruce, S. M. (2012). *Educational programming for students who are deafblind: A position paper of the Division on Visual Impairments*, Council for Exceptional Children. Approved by membership, posted at [www.cec.org](http://www.cec.org).

#### Practice-based References

Belote, M., Lill, S., Baker, J., Sanders, D., & Scott, E. (2015, September). Social skills. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.5.S16	Implement modifications and accommodations as specified on an IEP/IFSP.

#### Research-based References

Hartmann, E. S. (2020, December). From Fragmented Practice to Rich Professional Learning: The Collaborative Work of Teachers of Learners With Deafblindness. In *Frontiers in Education* (Vol. 5, p. 254). Frontiers.

#### Literature/Theory-based References

Hartmann, E. S. (2016). Understanding the everyday practice of individualized education program team members. *Journal of Educational and Psychological Consultation*, 26(1), 1-24.

#### Practice-based References

Kennedy, B., Veto, M., Fitzgerald, S., Kenrick, S., Edelman, S. & Mogan, M. (2015, September). Collaborative teaming and family partnerships. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Rodriguez-Gil, G., & Brown, D. *A self-evaluation guide for assessing the quality of your interactions with a student who is deaf-blind*. Fact Sheet. San Francisco: California Deaf-Blind Services

Proposed Code	Proposed Item
---------------	---------------

DBI.5.S17	Implement strategies that support IEP transition goals to adult roles, including employment, higher education, and community participation based on the student's interests with the support of the team
-----------	--

**Research-based References**

Cawthon, S. W., Caemmerer, J. M., & pepnet 2 Research and Evidence Synthesis Team. (2014). Parents' perspectives on transition and postsecondary outcomes for their children who are d/Deaf or hard of hearing. *American Annals of the Deaf*, 159(1), 7-21.

Petroff, J. G., Pancsofar, N., & Shaaban, E. (2019). Postschool outcomes of youths with Deafblindness in the United States: Building further understandings for future practice. *Journal of Visual Impairment & Blindness*, 113(3), 274-282.

**Literature/Theory-based References**

Zatta, M., & McGinnity, B. (2016). An overview of transition planning for students who are deafblind. *American annals of the deaf*, 161(4), 474-485.

**Practice-based References**

Conway, M., Veto, M., Drake, N., Wiley, D., Rothbauer, D., & Lieberman, L. (2016, September). Transition to Adulthood and Community Life. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Steere, D. E., & Cavaiuolo, D. (2002). Connecting outcomes, goals, and objectives in transition planning. *Teaching Exceptional Children*, 34(6), 54-59.

Proposed Code	Proposed Item
---------------	---------------

DBI.5.S18	Facilitate language and literacy development as directed by certified professionals
-----------	---

**Research-based References**



Brady, L. E. (2019). *Augmented Input and the Classroom Communication Environment for Learners with Deafblindness* (Doctoral dissertation, Columbia University).

Probst, K. M. (2017). *Measuring The Longitudinal Communication Growth Of Learners Who Are Deafblind*.

#### Literature/Theory-based References

Chen, D., Alsop, L., & Minor, L. (2000). Lessons from Project PLAI in California and Utah: Implications for early intervention services to infants who are deaf-blind and their families. *Deafblind perspectives*, 7, 1-23.

Pogrund, R., & Fazzi, D. (2002). *Early Focus*. AFB Press.

#### Practice-based References

Alsop, L., Robinson, C., Goehl, K., Lace, J., Belote, M., & Rodriguez-Gil, G. (2007). *Interveners in the classroom: Guidelines for teams working with students who are deafblind*. Logan, UT: SKI-HI Institute. Retrieved from <http://intervener.org/resources/Comparison-of-Interveners-and-Paraprofessionals.pdf>

Blaaha, R., & Carlson, B. (2007). Assessment of Deafblind Access to Manual Language Systems (ADAMLS). *National Information Clearinghouse on Children Who Are Deaf-Blind*.

Kennedy, B., Miranda, L., Lester, J., Foster, D., McGowan, P., Cote, M., & Sanders, D. (2014, September, rev.). Progressing from non-symbolic to symbolic communication and complex language. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Kennedy, B., Miranda, L., Lester, J., Foster, D., McGowan, P., & Cote, M. (2014, September, rev.). The role of the intervener in educational settings. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University. Retrieved from <https://www.nationaldb.org/products/modules/ohoa/intervener-role-db/>

Miles, B., & McLetchie, B. (2004). *Developing Concepts With Children Who Are Deaf-Blind*. Monmouth, OR: DB-LINK: National Information Clearinghouse on Children Who Are Deaf-Blind.

National Center on Deaf-Blindness (2019). *Intervener Services and Interveners in Educational Settings: Definition*. Retrieved from

[https://documents.nationaldb.org/NCDB\\_Intervener\\_Services\\_Definition\\_2019\\_a.pdf](https://documents.nationaldb.org/NCDB_Intervener_Services_Definition_2019_a.pdf)

Probst, K. M., & Morrow, S. (2019). Supporting individuals who are deafblind: Interpreters, Interveners, and support service providers. Retrieved from <https://rid.org/supporting-individuals-who-are-deafblind/>

Smith, M. (2012). *SAM: Symbols and meaning*. Louisville, KY: American Printing House for the Blind.

Trief, E. (2013). *STACS: Standardized tactile augmentative communication symbols*. Louisville, KY: American Printing House for the Blind.

Van den Tillaart, B., Triulzi, L., Hertzog, T., Montgomery, C., & Daley, C. (2014, September, rev.). Understanding communication principles. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Van den Tillaart, B., Triulzi, L., Hertzog, T., Montgomery, C., & Daley, C. (2014, September, rev.). Emergent communication. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Wiley, D., Fagbemi, M., Filek, J., Kirscher, C., Morrow, S. M., Reiman, J., Rohr, L., & Taylor-Snell, E. (2014). Interveners in the home and community: An under-recognized imperative. Retrieved from <https://www.nationaldb.org/media/doc/Interveners-Home-Community.pdf>

## **Strand 6: Supporting Social, Emotional, and Behavioral Growth**

**Strand Leader:** Maurice Belote

**Team:** Hilary Travers, Julie Maier, Deb Carlson Foster

Proposed Code	Proposed Item
---------------	---------------

DBI.6.K1	Effect of deafblindness on bonding, attachment, and social interaction
----------	--

#### Research-based References

Bruce, S. M., Janssen, M. J., & Bashinski, S. M. (2016). Individualizing and personalizing communication and literacy instruction for children who are deafblind. *Journal of Deafblind Studies on Communication*, 2(1), 73-87.

Haakma, I., Janssen, M., & Minnaert, A. (2016). Understanding the relationship between teacher behavior and motivation in students with acquired deafblindness. *American Annals of the Deaf*, 161(3), 314-326.

Nelson, C., HYTE, H. A., & Greenfield, R. G. (2016). Increasing self-regulation and classroom participation of a child who is deafblind. *American Annals of the Deaf*, 160(5), 496-509.

Trief, E., Cascella, P., & Bruce, S. M. (2013). A field study of a standardized tangible symbols system for learners who are visually impaired and have multiple disabilities. *Journal of Visual Impairment and Blindness*, 107, 180-191.

#### Literature/Theory-based References

Crook, C., Miles, B., & Riggio, M. (1999). Developing early communication and language. In Miles, B. & Riggio, M. (Eds.), *Remarkable conversations: a guide to developing meaningful communication with children who are deafblind* (pp. 146-179). Perkins School for the Blind.

Martens, M. A. W., Janssen, M. J., Ruijsenaars W. A. J. J. M., & Riksen-Walraven, J. M. (2014). Introducing an intervention model for fostering affective involvement with persons who are congenitally deafblind. *Journal of Visual Impairment and Blindness*, 18(1), 1-8.

Nelson, C., & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 406–411.

Nelson, C., van Dijk, J., Oster, T., & McDonnell, A. P. (2009). *Child-guided strategies: The van Dijk approach to assessment for understanding children and youth with sensory impairments and multiple disabilities*. Louisville, KY: American Printing House for the Blind.

#### Practice-based References

Bowen, S. K., & Correa-Torres, S. (2017). Understanding the communication needs of culturally and linguistically diverse students who are deafblind. *Perspectives of the ASHA Special Interest Groups*, 2(12), 81-88.

Bruce, S., Randall, A., & Birge, B. (2008). Colby's growth to language and literacy: The achievements of a child who is congenitally deafblind. *TEACHING Exceptional Children Plus*, 5, 2-12. <http://escholarship.bc.edu/education/tecplus/vol5/iss2/art6>

Chen, D. (Ed.) (2014). *Essential elements in early intervention*. American Foundation for the Blind Press.

Van den Tillaart, B., Triulzi, L., Hertzog, T., Montgomery, C., & Daley C. (2014, September, rev.). Emergent communication. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Van Dijk, R., Nelson, C., Postma, A., & van Dijk, J.(2010). Deaf children with severe multiple disabilities: Etiologies, intervention, and assessment. In M. Marschark & P. Spencer(Eds.), *Oxford handbook of deaf studies, language, and education* (Vol. 2, pp. 171–192). Oxford University Press.

Proposed Code	Proposed Item
DBI.6.S1	Establish and maintain a trusting relationship with the individual.

#### Research-based References

Damen, S., Janssen, M. J., Ruijssenaars, W. A. J. J. M., & Schuengel, C. (2015). Communication between children with deafness, blindness, and deafblindness and their social partners: An intersubjective developmental perspective. *International Journal of Disability, Development, and Education*, 62(2), 215-243.

Janssen, M. J., Riksen-Walraven, J. M., & van Dijk, J. P. M. (2002). Enhancing the quality of interactions between deafblind children and their educators. *Journal of Developmental and Physical Disabilities*, 14, 87-108.

Janssen, M. J., Riksen-Walraven, J. M., & van Dijk, J. P. M. (2003). Effects of an intervention program to foster harmonious interactions between deaf-blind children and their educators. *Journal of Visual Impairment and Blindness*, 97, 215-229.

Janssen, M. J., Riksen-Walraven, J. M., & van Dijk, J. P. M. (2004). Enhancing the interactive competence of deafblind children: Do intervention effects endure? *Journal of Developmental and Physical Disabilities*, 16(1), 73-94.

Janssen, M. J., Riksen-Walraven, J. M., van Dijk, J. P. M., Huisman, M., & Ruijsenaars, W. A. J. J. M. (2011). Fostering harmonious interactions in a boy with congenital deafblindness: A single-case study. *Journal of Visual Impairment and Blindness, 105*, 177-183.

Janssen, M. J., Riksen-Walraven, J. M., van Dijk, J. P. M., Ruijsenaars, W. A. J. J. M., & Vlaskamp, C. (2007). Team interaction coaching with educators of adolescents who are deaf-blind: Applying a diagnostic intervention model. *Journal of Visual Impairment and Blindness, 101*(11), 677-689.

#### Literature/Theory-based References

Gilkerson, L., & Ritzler, T. T. (2005). The role of reflective process in infusing relationship-based practice into an early intervention system. *The handbook of training and practice in infant and preschool mental health*, 427-452

Hartmann, E. S. (2012). A socio-cognitive approach to how children with deafblindness understand symbols. *International Journal of Disability, Development, and Education, 59*, 131-144.

Janssen, M. J., Riksen-Walraven, J. M., & van Dijk, J. P. M. (2006). Applying the diagnostic model for fostering harmonious interactions between deaf-blind children and their educators. *Journal of Visual Impairment and Blindness, 100*(2), 91-105.

Nelson, C., van Dijk, J., Oster, T., & McDonnell, A. P. (2009). *Child-guided strategies: The van Dijk approach to assessment for understanding children and youth with sensory impairments and multiple disabilities*. Louisville, KY: American Printing House for the Blind.

#### Practice-based References

Gleason, D. (revised 2017). Early interactions with children who are deaf-blind. *DB-LINK: The National Information Clearinghouse on Children Who Are Deaf-Blind*. Retrieved 05/12/2020.  
<https://www.nationaldb.org/info-center/early-interactions-factsheet/>

Shafer, S., & Moss, K. (2015). Job one for educators: Becoming a good playmate. *Texas School for the Blind and Visually Impaired*. Retrieved 06/11/2020.  
<https://www.tsbvi.edu/job-one-for-educators-becoming-a-good-playmate>

Van den Tillaart, B., Daley, C., Hertzog, T., Montgomery, C., & Triulzi, L. (2014, September, rev.). Building trusted relationships. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.6.S2	Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.

Research-based References
<p>Janssen, M. J., Riksen-Walraven, J. M., &amp; van Dijk, J. P. M. (2002). Enhancing the quality of interactions between deafblind children and their educators. <i>Journal of Developmental and Physical Disabilities, 14</i>, 87-108.</p>
<p>Janssen, M. J., Riksen-Walraven, J. M., &amp; van Dijk, J. P. M. (2003). Contact: Effects of an intervention program to foster harmonious interactions between deaf-blind children and their educators. <i>Journal of Visual Impairment and Blindness, 97</i>, 215-229.</p>
<p>Janssen, M. J., Riksen-Walraven, J. M., &amp; van Dijk, J. P. M. (2004). Enhancing the interactive competence of deafblind children: Do intervention effects endure? <i>Journal of Developmental and Physical Disabilities, 16</i>, 73-94.</p>
<p>Janssen, M. J., Riksen-Walraven, J. M., van Dijk, J. P. M., Huisman, M., &amp; Ruijsenaars, W. A. J. J. M. (2011). Fostering harmonious interactions in a boy with congenital deafblindness: A single-case study. <i>Journal of Visual Impairment and Blindness, 105</i>, 177-183.</p>
<p>Nelson, C., HYTE, H. A., &amp; Greenfield, R. G. (2016). Increasing self-regulation and classroom participation of a child who is deafblind. <i>American Annals of the Deaf, 160</i>(5), 496-509.</p>
<p>Nelson, C., Greenfield, R. G., HYTE, H. A., &amp; Shaffer, J. P. (2013). Stress, behavior, and children and youth who are deafblind. <i>Research and Practice for Persons with Severe Disabilities, 38</i>(3), 139-156.</p>

Literature/Theory-based References
<p>Hartshorne, T., &amp; Schmittl, M. (2016). Social-emotional development in children and youth who are deafblind. <i>American Annals of the Deaf, 161</i>(4), 462-473.</p>
<p>Janssen, M. J., Riksen-Walraven, J. M., &amp; van Dijk, J. P. M. (2006). Applying the diagnostic model for fostering harmonious interactions between deaf-blind children and their educators. <i>Journal of Visual Impairment and Blindness, 100</i>(2), 91-105.</p>
<p>Martens, M. A. W., Janssen, M. J., Ruijsenaars Wied A. J. J. M., &amp; Riksen-Walraven, J. M. (2014). Introducing an intervention model for fostering affective involvement with</p>

persons who are congenitally deafblind. *Journal of Visual Impairment and Blindness*, 18(1).1-8.

Nelson, C., van Dijk, J., Oster, T., & McDonnell, A. P. (2009). *Child-guided strategies: The van Dijk approach to assessment for understanding children and youth with sensory impairments and multiple disabilities*. Louisville, KY: American Printing House for the Blind.

Orelove, F. P., Sobsey, D., & Gilles, D. L. (2017). *Educating students with severe and multiple disabilities: A collaborative approach*. Paul H. Brookes.

#### Practice-based References

Chen, D. (Ed.). (2014). *Essential elements in early intervention*. American Foundation for the Blind Press.

Hartshorne, T. S., & Nicholas, J. (Eds.). (2017). Self-regulation in children with CHARGE syndrome. *Deaf-Blind International*.

Miles, B., & McLetchie, B. (2008). Developing concepts with children who are deaf-blind. *Deaf-Blind Perspectives*. 1-8.

Shafer, S., & Moss, K. "Job one for educators: Becoming a good playmate". *Texas School for the Blind and Visually Impaired Resources*. (November, 2015).

Proposed Code	Proposed Item
DBI.6.S3	Facilitate direct learning experiences.

#### Research-based References

Brown, F. E., McDonnell, J., & Snell, M. E. (2020). *Instruction of students with severe disabilities*. Pearson.

Chen, D., & Downing, J. (2006). *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities*. American Foundation for the Blind Press.

#### Literature/Theory-based References

Lueck, A. H., & Dutton, G. N. (Eds.). (2015). *Vision and the brain: Understanding cerebral visual impairment in children*. American Foundation for the Blind Press.

Nelson, C., & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 406–411.

### Practice-based References

Buchanan, L., Hayes, J., Montgomery, C., Peterson, L., & Stagg, S. (2015, September). Concept development and responsive environments. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Gleason, D. (revised 2017). Early interactions with children who are deaf-blind. *DB-LINK: The National Information Clearinghouse on Children Who Are Deaf-Blind*. Retrieved 05/12/2020.  
<https://www.nationaldb.org/info-center/early-interactions-factsheet/>

Miles, B. & McLetchie, B. (2008). Developing concepts with children who are deaf-blind. *Deaf-Blind Perspectives*, 1-8.

Proposed Code	Proposed Item
DBI.6.S4	Observe and identify communicative behavior and intent.

### Research-based References

Bruce, S. M., Trief, E., & Cascella, P. W. (2011). Teachers' and speech-language pathologists' perceptions about a tangible symbols intervention: Efficacy, generalization, and recommendations. *Augmentative and Alternative Communication*, 27, 172-182.

Iacono, T., Carter, M., & Hook, J. (2009). Identification of intentional communication in students with severe and multiple disabilities. *Augmentative and Alternative Communication*, 14, 102-114. <https://doi.org/10.1080/07434619812331278246>

Rowland, C., & Schweigert, P. (2000). Tangible symbols, tangible outcomes. *Augmentative and Alternative Communication*, 16, 61-78.

### Literature/Theory-based References

Bates, E., Camaioni, L., & Volterra, V. (1975). The acquisition of performatives prior to speech. *Merrill-Palmer Quarterly of Behavior and Development*, 21, 205-226.

Martens, M. A. W., Janssen, M. J., Ruijsenaars, W. A. J. J. M., & Riksen-Walraven, J. M. (2014). Introducing an intervention model for fostering affective involvement with persons who are congenitally deafblind. *Journal of Visual Impairment and Blindness*, 18(1), 1-8.



Stephenson, J., & Linfoot, K. (1996). Intentional communication and graphic symbol use by students with severe intellectual disability. *International Journal of Disability, Development and Education*, 43, 147-165.  
<https://doi.org/10.1080/0156655960430205>

**Practice-based References**

Chen, D. (Ed.). (2014). *Essential elements in early intervention*. AFB Press.

Miles, B. & McLetchie, B. (2008). Developing concepts with children who are deaf-blind. *Deaf-Blind Perspectives*, 1-8.

Proposed Code	Proposed Item
DBI.6.S5	Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.

**Research-based References**

Grattan, J. (2020). *Using the System of Least Prompts to Teach Self-Help Skills to Students Who Are Deafblind* (Doctoral dissertation).

Taylor, R. G. (1987). Teaching a severely handicapped deaf-blind young woman to prepare breakfast foods. *Journal of Visual Impairment & Blindness*, 81(2), 67-69.

**Literature/Theory-based References**

Chen, D., & Downing, J. (2006). *Tactile strategies for children who have visual impairments and multiple disabilities*. AFB Press.

Lewis, S., Savaiano, M. E., Blankenship, K., & Greeley-Bennett, K. (2014). Three areas of the expanded core curriculum for students with visual impairment: Research priorities for independent living skills, self-determination, and social interaction skills. In *International Review of Research in Developmental Disabilities* (Vol. 46, pp. 207-252). Academic Press.

Lieberman, L. J. (2016). Hard of hearing, deaf, or deafblind. *J. Winnick, D. Porreta Adapted Physical Education and Sport*, 6th ed., Champaign, IL.: Human Kinetics, 253-270.

Miles, B., & Riggio, M. (1999). *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind*. Perkins School for the Blind.

Romer, L. T., & Romer, M. A. (1995). Developing educational plans to support valued lifestyles. In N. G. Haring & L. T. Romer, Eds. *Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation, learning, and friendships* (pp. 105-132). Paul H. Brookes Publishing Company.

Zatta, M., & McGinnity, B. (2016). An overview of transition planning for students who are deafblind. *American annals of the deaf*, 161(4), 474-485.

#### Practice-based References

Conway, M., Veto, M., Drake, N., Wiley, D., Rothbauer, D., & Lieberman, L. (2016, September). Transition to Adulthood and Community Life. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Triulzi, L., Sotiropoulos, G., Radin, M., & Morgan, S. (2015, September). Self-Determination. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.6.S6	Provide and reinforce instruction in the areas of daily care and self-help.

#### Research-based References

Cmar, J. L., McDonnall, M. C., & Markoski, K. M. (2017). In-school predictors of post-school employment for youth who are deaf-blind. *Career Development and Transition for Exceptional Individuals*. [doi.org/10.1177/2165143417736057](https://doi.org/10.1177/2165143417736057).

Orellove, F. P., Sobsey, D., & Gillies, D. L. (2017). *Educating students with severe and multiple disabilities: A collaborative approach*. Paul H. Brookes.

Petroff, J. (2010). A national transition follow-up study of youth with deaf-blindness: Revisited. *Research and Practice in Visual Impairment and Blindness*, 3(4), 132-13.

Petroff, J. G., Pancsofar, N., & Shaaban, E. (2019). Postschool outcomes of youths with deafblindness in the United States: Building further understandings for future practice. *Journal of Visual Impairment and Blindness*, 113(2), 274-282.

#### Literature/Theory-based References

Nelson, C., & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 406-411.

Practice-based References

Zatta, M., & McGinnity, B. (2016). An overview of transition planning for students who are deafblind. *American Annals of the Deaf*, 161(4), 474-485.

Proposed Code	Proposed Item
DBI.6.S7	Apply appropriate prompting systems, reinforcement, and other behavioral principles that are supportive to the individual.

Research-based References

Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). *Evidence-based practices for students with severe disabilities* (Document No. IC-3). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website:  
<http://cedar.education.ufl.edu/tools/innovation-configurations/>

Ivy, S. E., Hatton, D. D., & Wehby, J. H. (2018). Using graduated guidance to teach spoon use to children with severe multiple disabilities including visual impairment. *Research and Practice for Persons with Severe Disabilities*, 43, 252-268.

Literature/Theory-based References

Bruce, S. M., & Borders, C. (2015). Communication and language in learners who are deaf and hard of hearing with disabilities: Theories, research, and practice. *American Annals of the Deaf*, 160, 368-384.

Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (pp. 124-155). Boston: Pearson.

Practice-based References

Kennedy, B., Miranda, L., Lester, J., Foster, D., McGowan, P., Cote, M. (2014, September, rev.). The role of the intervener in educational settings. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DBI.6.S8	Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.

Research-based References

Möller, K., & Danermark, B. (2007). Social recognition, participation, and the dynamic between the environment and personal factors of students with deafblindness. *American annals of the deaf*, 152(1), 42-55.

Literature/Theory-based References

Bruce, S. M., Zatta, M. C., Gavin, M., & Stelzer, S. (2016). Socialization and self-determination in different-age dyads of students who are deafblind. *Journal of Visual Impairment & Blindness*, 110(3), 149-161.

Hartmann, E., & Weismer, P. (2016). Technology implementation and curriculum engagement for children and youth who are deafblind. *American annals of the deaf*, 161(4), 462-473.

Pogrund, R., & Fazzi, D. (2002). *Early Focus*. AFB Press.

Wood, W. M., Fowler, C. H., Uphold, N., & Test, D. W. (2005). A review of self-determination interventions with individuals with severe disabilities. *Research and Practice for Persons with Severe Disabilities*, 30(3), 121-146.

Practice-based References

Alsop, L. (2004). Competencies for training interveners to work with children and students with deafblindness. *SKI-HI Institute*.

Chen, D., & Downing, J. (2006). *Tactile strategies for children who have visual impairments and multiple disabilities*. AFB Press.

Klein, M. D., Chen, D., & Haney, M. (2000). *Promoting learning through active interaction*. Paul H. Brookes Publishing Co.

Proposed Code	Proposed Item
DBI.6.S9	Use sensory integration strategies as directed to support self-regulation.

Research-based References

Bundy, A. C., & Lane, S. J. (2020). *Sensory integration: Theory and practice*. F.A. Davis Company.

Literature/Theory-based References

Brown, D. (2009). The sensory integration perspective and what it offers us in the field of deaf-blindness. *Deafblind International Review* 43, 4-9.

Hartshorne, T. S., Stratton, K. K., Brown, D., Madhavan-Brown, S., & Schmitte, I. M. C. (2017). Behavior in CHARGE syndrome. *American Journal of Medical Genetics*, 175 C. 431–438.

**Practice-based References**

Deuce, G. (2017). The education of learners with CHARGE syndrome. *British Journal of Special Education*, 44(4), 376-393.

Hartshorne, T., Brown, D., Antaya, C., & Schmittel, M. (2016, September). Behavior and environmental supports. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Hartshorne, T. S., & J. Nicholas, J. (Eds.). (2017). *Self-regulation in children with CHARGE syndrome*. Deaf-Blind International.

Van Dijk, J., & Nelson, C. (1998). History and change in the education of children who are deaf-blind since the rubella epidemic of the 1960s: Influence of methods developed in the Netherlands. *Deaf- Blind Perspectives*, 5(2), 1–5. Retrieved from National Center on Deaf- Blindness website: <http://documents.nationaldb.org/dbp/pdf/dec97.pdf>

Proposed Code	Proposed Item
DBI.6.S10	Use strategies that promote the individual's independent and safe movement and active exploration of the environment as directed.

**Research-based References**

Nelson, C., Greenfield, R. G., Hyte, H. A., & Shaffer, J. P. (2013). Stress, behavior, and children and youth who are deafblind. *Research and Practice for Persons with Severe Disabilities*, 38(3), 139-156.

**Literature/Theory-based References**

Lolli, D., Sauerburger, D., & Bourquin, E. A. (2010). Teaching orientation and mobility to students with vision and hearing loss. In W. R. Wiener, R. L. Welsh, & B. B. Blasch (Eds.), *Foundations of Orientation and Mobility: Vol. II. Instructional strategies and practical applications* (pp. 537-563). AFB Press.

Nelson, C., & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 406–411.

Parker, A. (2017). Considering a practical orientation and mobility framework to design communication interventions for people with visual impairments, deafblindness, and multiple disabilities. *Perspectives of the ASHA Special Interest Groups, Vol. 2 (SIG 12)*, 89-97.

#### Practice-based References

Gense, D. J. & Gense, M. (2004). The importance of orientation and mobility skills for students who are deaf-blind. *Deaf-Blind Perspectives*, 12(2).1-8.

Theelin, J. W., Curtis, S. E., Maddox, J. F., & Travis, L. S. (2011). Balance and mobility. In T. S. Hartshorne, M. A. Hefner, S. L. H. Davenport, & J. W. Theelin (Eds.), *CHARGE syndrome* (pp. 55-61). San Diego, CA: Plural.

Proposed Code	Proposed Item
DBI.6.S11	Promote social interactions and the development of meaningful relationships with an ever-expanding number of people.

#### Research-based References

Hartshorne, T., & Schmittl, M. (2016). Social-emotional development in children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 462-473.

Sheffield, R. (2014). *Qualitative investigation of the experience of quality of life for young adults who are blind* [Unpublished doctoral dissertation]. Texas Tech University. <http://www.rebeccasheffield.com/>

#### Literature/Theory-based References

Downing, J. E., Hanreddy, A., & Peckham-Hardin, K. (Eds.). (2015). *Teaching communication skills to students with severe disabilities* (3rd ed.). Brookes Publishing.

Hartmann, E. (2012). A socio-cognitive approach to how children with deafblindness understand symbols. *International Journal of Disability, Development, and Education*, 59(2), 131-144.

Nelson, C., & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 406–411.

Orelove, F. P., Sobsey, D., & Gillies, D. L. (2017). *Educating students with severe and multiple disabilities: A collaborative approach*. Paul H. Brookes.

**Practice-based References**

Belote, M., Lill, S., Baker, J., Sanders, D., & Scott, E. (2015, September). Social skills. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Sacks, S. Z., & Zatta, M. C. (Eds.). (2016). *Keys to educational success: Teaching students with visual impairments and multiple disabilities*. AFB Press.

**Strand 7: Collaborating with Team Members**

**Strand Leader:** Kristi Probst

**Team:** Ira Padhye, Kira Robinson, Chris Russell

Proposed Code	Proposed Item
DBI.7.S1	Articulates the role of the intervener, including the differences between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants.

**Research-based References**

Griffin-Shirley, N., & Matlock, D. (2004). Paraprofessionals speak out: A survey. *RE: view*, 36(3), 127.

**Literature/Theory-based References**

Chen, D., & Downing, J. (2006). *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities*. AFB Press.

Massafra, A., Gershwin, T., & Gosselin, K. (2020). Policy, Preparation, and Practice . . . Oh My! Current Policy Regarding the Paraprofessional Role and Preparation for Working With Students With Disabilities. *Journal of Disability Policy Studies*, 31(3), 164–172. <https://doi.org/10.1177/1044207320920004>

Sacks, S., & Silberman, R. (1998). *Educating Students Who Have Visual Impairments with Other Disabilities*. Paul H. Brookes.

**Practice-based References**

McInnes, J. (1999). *A Guide to Planning and Support for Individuals Who Are Deafblind*. University of Toronto Press.

Alsop, L., (Ed.). (2002). *Understanding Deafblindness*. Logan, UT: SKI-HI Institute, Utah State University.

Alsop, L., Blaha, R., & Kloos, E. (2000). *The Intervener in Early Intervention and Educational Settings for Children and Youth With Deafblindness*. Monmouth, OR: The National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind

Alsop, L., Robinson, C., Goehl, K., Lace, J., Belote, M., & Rodriguez-Gil, G. (2007). *Interveners in the classroom: Guidelines for teams working with students who are deafblind*. Logan, UT: SKI-HI Institute. Retrieved from <http://intervener.org/resources/Comparison-of-Interveners-and-Paraprofessionals.pdf>

Kennedy, B., Veto, M., Fitzgerald, S., Kenrick, S., Edelman, S. & Mogan, M. (2015, September). Collaborative teaming and family partnerships. In National Center on Deaf-Blindness, Open Hands, Open Access: Deaf-Blind Intervener Learning Modules. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University. Retrieved from <https://www.nationaldb.org/products/modules/ohoa/collaborative-teaming-db/>

Probst, K. M., & Morrow, S. (2019). Supporting individuals who are deafblind: Interpreters, Interveners, and support service providers. Retrieved from <https://rid.org/supporting-individuals-who-are-deafblind/>

Rodriguez-Gil, G., & SPECIALIST, C. E. (2009). The roles and responsibilities of team members for a student who is Deaf-Blind. *ReSources*, 14(3), 1-6.

Wiley, D., Fagbemi, M., Filek, J., Kirscher, C., Morrow, S. M., Reiman, J., Rohr, L., & Taylor-Snell, E. (2014). Interveners in the home and community: An under-recognized imperative. Retrieved from <https://www.nationaldb.org/media/doc/Interveners-Home-Community.pdf>

Proposed Code	Proposed Item
---------------	---------------



DBI.7.S2	Ongoing communication about the goals of lessons with team members and supervisors as needed.
----------	---

#### Research-based References

Bruce, S. M. (2007). Using action plans to support communication programming for children who are deafblind. *RE: view*, 39(2), 71.

Dammeyer, J. (2009). Congenitally deafblind children and cochlear implants: Effects on communication. *Journal of Deaf Studies and Deaf Education*, 14(2), 278-288.

Wiley, S., Meinzen-Derr, J., Stremel-Thomas, K., Schalock, M., Bashinski, S. M., & Ruder, C. (2013). Outcomes for children with deaf-blindness with cochlear implants: A multisite observational study. *Otology & Neurotology*, 34(3), 507-515.

#### Literature/Theory-based References

Bowen, S. K., & Correa-Torres, S. M. (2017). Understanding the communication needs of culturally and linguistically diverse students who are deafblind. *Perspectives of the ASHA Special Interest Groups*, 2(12), 81-88.

Luckner, J. L., Bruce, S. M., & Ferrell, K. A. (2016). A summary of the communication and literacy evidence-based practices for students who are deaf or hard of hearing, visually impaired, and deafblind. *Communication Disorders Quarterly*, 37(4), 225-241.

Orelove, F., Sobsey, D., & Gilles, D. L. (2017). *Educating Students with Severe and Multiple Disabilities: A Collaborative Approach*. Paul H. Brookes.

Sacks, S., & Silberman, R. (1998). *Educating Students Who Have Visual Impairments with Other Disabilities*. Paul H. Brookes.

#### Practice-based References

Alsop, L., Killoran, J., Robinson, C., Durkel, J., & Prouty, S. (2004). Recommendations on the Training of Interveners for Students who are Deafblind. *Monmouth, OR: NTAC: National Technical Assistance Consortium for Children and Adults Who Are Deaf-Blind*.

Alsop, L. (Ed.). (2002). *Understanding Deafblindness*. Logan, UT: SKI-HI Institute, Utah State University.

Grisham-Brown, J., Değirmenci, H. D., Snyder, D., & Luiselli, T. E. (2018). Improving practices for learners with deaf-blindness: A consultation and coaching model. *TEACHING Exceptional Children*, 50(5), 263-271.

Probst, K. M., & Morrow, S. (2019). Supporting individuals who are deafblind: Interpreters, interveners, and support service providers. Retrieved from <https://rid.org/supporting-individuals-who-are-deafblind/>

Smith, M. (2005). *Sensory learning guidebook and assessment forms*. Louisville, KY: American Printing House for the Blind.

Stremel, K. (2009). Cochlear implants for children with blindness or visual impairments. *Division on Visual Impairment Quarterly*, 54(3), 23-26.