

Deaf-Blind Annual Child Count

**WHO SHOULD BE INCLUDED AND
WHY??**

Federal Definition of Deaf-Blindness

- Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. 34 CFR 300.8 (c) (2)

Deaf-Blind (DB), Multiple disabilities (MU) policy

Multiple disabilities means two or more disabilities occurring together (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness. [NC 1500-2.4(b)(8)]



N C Annual Child Count

- Annual count of children 0-21 who meet eligibility
 - Typically completed in February and March, **however you can add any student at any time during the year**
 - Electronic submission <http://ec.ncpublicschools.gov/disability-resources/deaf-blind/census>
 - Please share with Principals, classroom teachers, teachers of the visually impaired, teachers of the deaf/hard of hearing, service providers
 - Be alert for children coming in from Part C, they often fall off the radar of the LEA from ages 3 to 5 years

Visual Accommodations

- Student needs accommodations to access the curriculum and participate in the community
 - Large print
 - Braille
 - Color and background of print
 - Hands on exploration of items being discussed
 - Avoid glare
 - Preferential seating
 - Orientation and Mobility training
 - Exposure to the Expanded Core Curriculum
 - Social skills

Hearing Accommodations

- FM System
- Educational Interpreter
- Note taker
- Closed Captioning – movies, videos, television
- Augmentative Communication Devices
- Seating preference
- Reduce visual distractions
- Materials to reinforce concepts
- Extra exposure to materials

Impact of Dual sensory loss

- The range of vision and hearing loss varies widely – each person is affected differently
- Rare – No hearing and No vision
- Mild vision and mild hearing loss often is equal to moderate vision and hearing loss (Multiplicative rather than plus)
- The impact of loss is greatest among children with additional disabilities
 - Communication
 - Concept development
 - Incidental Learning

Etiologies Related to DB

- More than 56 etiologies related to DB have been identified
- The majority causes are unknown
- Aicardi Syndrome
- Batten Disease
- CHARGE Syndrome
- Cytomegalovirus (CMV)
- Dandy Walker Syndrome
- Down Syndrome
- Hydrocephaly
- Meningitis
- Moebius Syndrome
- Norrie Disease
- Prader-Willi Syndrome
- Prematurity
- Usher Syndrome

Things to consider: During the Identification Process

- Access to people and to the environment are greatly affected
- Two individuals can have the exact same hearing and vision loss but the affect will be greatly different for each and the accommodations and instructional strategies must be individualized
- Students with Intellectual Disabilities may be more affected by vision and sensory loss, thus appearing to be more ID than they actually are
- When not receiving direct interaction, the student is NOT engaged in learning
- Students who are DB may appeared sleepy or bored, but if activity is not within their “Bubble”, they are unaware that anything is happening

ECU Teacher Support Project can help!

- Technical assistance & coaching to teams working with learners
 - ✓ Individualized and targeted to the specific learner
 - ✓ Assistive technology, curriculum, & resource loans
- Professional development workshops
 - ✓ Communication, literacy, mathematics, self-determination
 - ✓ “Make & Take” sessions

Contact us!

<http://www.ecu.edu/cs-educ/sefr/sped/dbproject.cfm>

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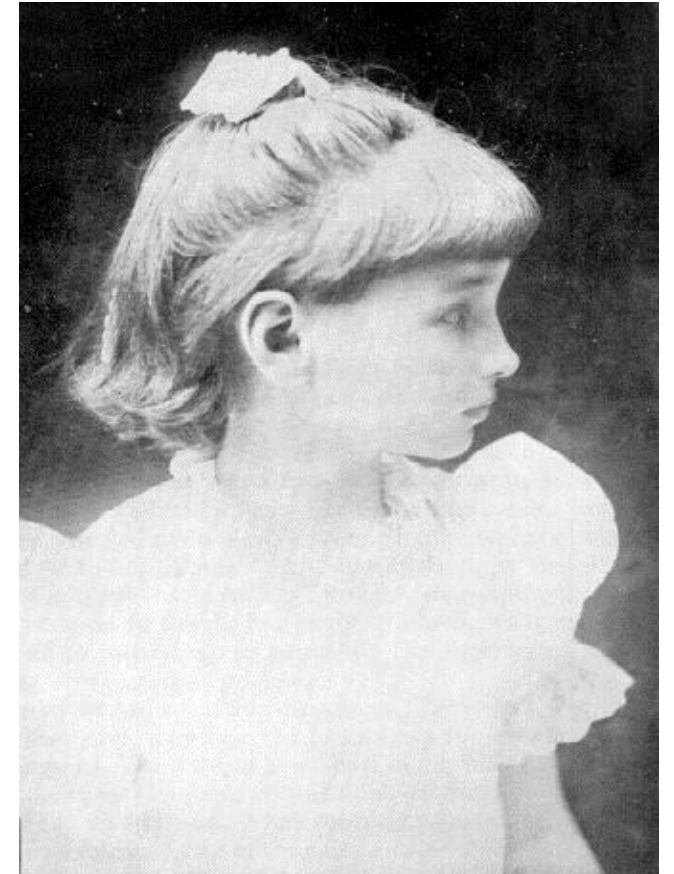


For Information on: Transition and Training

Helen Keller National Center

Please contact:

Marilyn C. Trader, MSW
Southeast Regional Representative
Serving (KY, NC, SC, TN)



Additional Information

- NCDPI Website – DB Census
<http://ec.ncpublicschools.gov/disability-resources/deaf-blind/census>
- Includes link to the current census, FAQ, and Instructions to complete census
- NC Deaf-Blind Project Staff
 - Dottie Snyder NCDPI 919.807.3987
 - Sandra Warren ECU 252.328.2699
 - Mary LaCorte ECAC 704.892 1321
 - Dreama McCoy NCDPI 919.807.3920