"It's Different for Us"
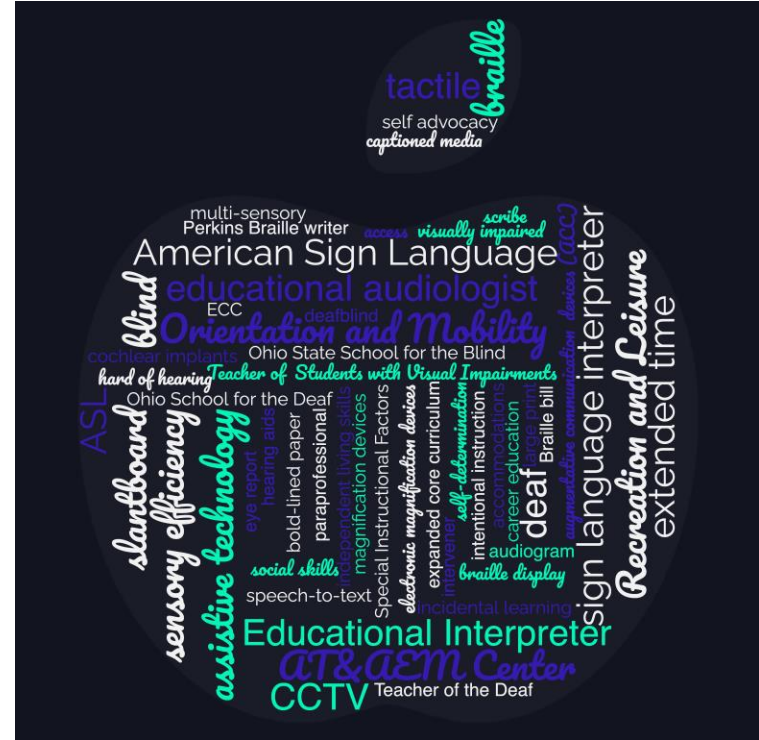
The School Experience of DHH, BVI, and Deafblind Students

Tabitha Palmer

Lauri Kaplan

2024 Spring Parent Mentor Conference

tactile
braille
self advocacy
captioned media

multi-sensory
Perkins Braille writer
access
visually impaired
scribe
American Sign Language
educational audiologist
blind
ECC
deafblind
Orientation and Mobility
cochlear implants
Ohio State School for the Blind
hard of hearing
Teacher of Students with Visual Impairments
Ohio School for the Deaf
ASL
Braille bill
slantboard
eye report
hearing aids
bold-lined paper
paraprofessional
magnification devices
Special Instructional Factors
intentional instruction
self-determination
expanded core curriculum
career education
deaf
augmentative communication devices (AAC)
sign language interpreter
Recreation and Leisure
extended time
sensory efficiency
assistive technology
social skills
electronic magnification devices
audiogram
braille display
speech-to-text
incidental learning
Educational Interpreter
AT&AEM Center
CCTV
Teacher of the Deaf

Lauri Kaplan

Since 2003, Lauri Kaplan has shared her unique knowledge of visual impairments as Parent Mentor at the Ohio State School for the Blind. Lauri is the parent of two adult children. Her son has cortical visual impairment (CVI) and additional medical and physical challenges.

Ms. Kaplan enjoys working 1:1 to guide parents across Ohio through the special education process. She listens, gathers information, and provides resources and support to families and school districts. She loves helping parents feel empowered and ready for the next adventure in "special needs parenting."

Assistive Technology is of special interest to Lauri (she's kind of a tech geek). She has watched her son benefit from alternative computer input devices, screen readers, as well as Alexa. In her free time, she enjoys biking with family and binge-watching the next Netflix series.

Tabitha Palmer

Tabitha Palmer, MS, is the mother of three children, of whom the oldest is Deaf. She has been supporting families across Ohio since 2005. She has experience supporting families of children who are deaf, hard of hearing, deafblind, and deaf plus additional disabilities.

Tabby has a passion for helping families embrace their individual journey raising a deaf or hard-of-hearing child. And her favorite part of her job is helping families find and develop their advocacy skills.

She loves to attend ETR and IEP meetings with families, so ask her to join your team!

Her hobbies include fostering cats, working out, houseplants (although she's not so skilled at outdoor gardening), paddle boarding, exploring the outdoors, traveling, and true crime podcasts (Crime Junkie is her favorite).

Objectives

1) Learn two ways that deafness, blindness, and deafblindness are different than other disabilities.
2) Identify at least three ways to create access to learning through related services, assistive technology, and community for DHH, BVI, and DB students.
3) Learn what the Expanded Core Curriculum is, and how to use it to help develop an ETR or IEP.

What's the Difference?

"A person's sensory impairment has to be seen in the context of their ability to function in their environment."

Incidental Learning

"Much of what we all know, we did not gain as a result of being taught, but through experiential or incidental learning—learning that takes place without any intent to learn."

https://www.nationaldb.org/media/doc/IncidentalLearning_QbuJy4v.pdf

Intentional Learning

*"...*is learning that occurs as a result of activities where learning is a deliberate—and often primary—goal for the learner."

https://effectiviology.com/incidental-learning/

Incidental Teaching

"...involves promoting incidental learning in individuals, by teaching them in situations where they're not trying to learn intentionally."

https://effectiviology.com/incidental-learning/

Activity

The term "blind" does not always mean a complete loss of sight.

- Visual acuity is the ability to see fine detail.
- Visual field is the part of a person's vision that allows that person to see what is happening within the peripheral, or side view, of vision.
- Some individuals have no light perception, meaning that they see only darkness, while others have vision that is useful for tasks including reading or travel.

Uniqueness of D/HH Students

- Language & Literacy

- Access Devices

- LRE

- Social-Emotional

- Incidental Learning

- Self-Advocacy

Uniqueness of B/VI Students

- Incidental Learning

- FVA

- LMA and Literacy

- Technology and Access

- Orientation and Mobility

- Other Expanded Core areas

Uniqueness of Deafblind Students

- Access

- Inclusion

- Incidental Learning

- Self-Advocacy

Fill the Gap

Creating Access to Learning

- Establishing an appropriate and comprehensive educational team.

- Implementing appropriate related services and providers.

- Introducing and using assistive technology.

- Creating a safe, welcoming, and fun learning environment.

Creating the Appropriate Team

Expanded Team Members for D/HH
- o Educational Audiologist
- o Teacher of the Deaf and Hard of Hearing
- o Hearing Intervention Specialist
- o Speech Language Pathologist
- o Educational Interpreter
- o ASL Specialist
- o Language Facilitator
- o Deaf Mentor
- o Parent Mentor

Expanded Team Members for B/VI
- o Teacher of the Visually Impaired
- o Certified Orientation and Mobility Specialist
- o Certified Vision Rehabilitation Therapist
- o Life Skills Instructor
- o Parent Mentor

Expanded Team Members for Deafblind
- o Includes expanded team members for D/HH
- o Includes expanded team member for B/VI
- o Intervener/Communication Partner/Parapro
- o Parent Mentor

Related Services & Specially Designed Instruction

Teacher of the Deaf; Teaching, Consult

Educational Audiologist

Speech Language Pathologist

Interpreter

Intervener

Orientation & Mobility

Adaptive Physical Education

Behavioral Specialist

Reader Services

Mental Health

Job Coaching

Assistive Technology instruction

Teacher of the Visually Impaired

1:1 Paraprofessional

Independent Living Skills instruction
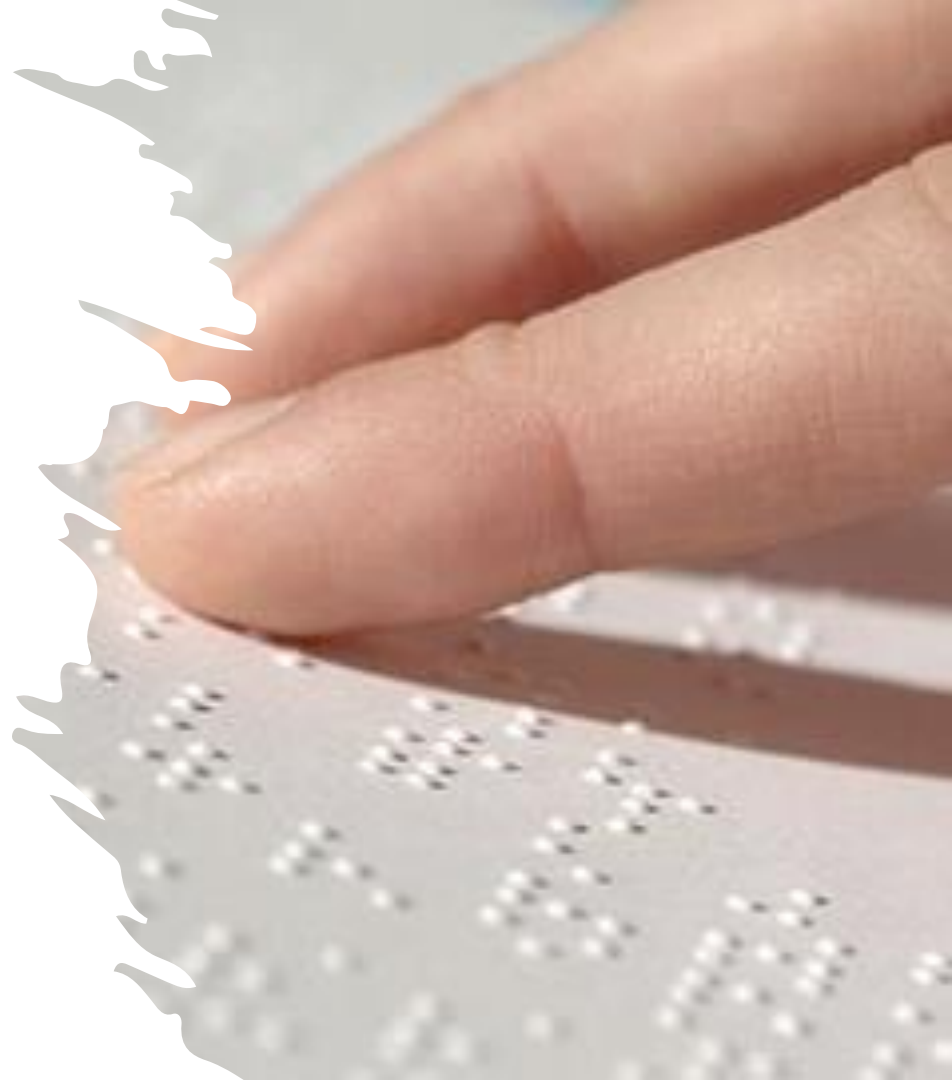
Physical Therapist

Occupational Therapist

Transportation

Nursing

Assistive Technology

- Hearing Technology
- Closed Captions
- Lighting
- Braille devices
- Electronic Magnification
- Talking or Large Print Calculator
- Lightbox
- iPad or Tablet
- Computer with assistive software

Inclusivity

Expanded Core Curriculum?

DHH

- Audiology
- Career Education
- Communicaton
- Family Education
- Functional Skills
- Self Determination & Advocacy
- Social-Emotional Skills
- Technology

Iowa Department of Education, ECC

What is the Expanded Core Curriculum?

BVI

- Assistive Technology
- Career Education
- Compensatory Skills
- Independent Living Skills
- Orientation & Mobility
- Recreation & Leisure
- Self-Determination
- Sensory Efficiency
- Social Interaction Skills

TSBVI ECC

https://www.pathstoliteracy.org/resource/what-expanded-core-curriculum/

Resources and Support

- The Parent Circle
- Ohio Hands & Voices
- Hands & Voices
- American Society for Deaf Children
- Deaf Education Ohio

- APH Family Connect
- Perkins School f/t Blind
- Lighthouse Guild   Tele-support Groups
- Wonderbaby
- Hadley

Resources & Support

Deaf and Hard of Hearing
- Statewide Services & Outreach at OSD
- Optimizing Outcomes for Students who are Deaf or Hard of Hearing (NASDSE)
- National Deaf Education Conference
- National Association of the Deaf
- National Deaf Center
- Ohio Statewide Family Engagement Center
- Ohio Coalition for the Education of Children with Disabilities
- Opportunities for Ohioans with Disabilities

Blind and Visually Impaired
- Statewide Services and Outreach - Ohio Deaf and Blind Education Services
- Ohio Library for the Blind and Print Disabled
- Cleveland Sight Center
- Clovernook Center for the Blind and Visually Impaired
- National Federation of the Blind
- American Council of the Blind
- Outreach Center for Deafness and Blindness
- Opportunities for Ohioans with Disabilities/Bureau of Services for VI
- AT&AEM Center

Deafblind
- Helen Keller National Center for Deafblind
- Helen Keller International
- Ohio Center for Deafblind Education
- Optimizing Outcomes for Students who are Deaf or Hard of Hearing
- National Association of the Deaf
- National Deaf Center
- Hands & Voices and Ohio Hands & Voices (OHV)
- American Society for Deaf Children
- The Outreach Center for Deafness and Blindness
- Opportunities for Ohioans with Disabilities

Recent Grant Work

The goal? To create community, collaborate, and share resources with families attending Statewide Services clinics whose children have low-incidence disabilities.

- Family Empowerment Kit
- Family University
  - Monthly Family Webinars
  - Wrightslaw Training

Review

- What are ways that deafness, blindness, and deafblindness are different from other disabilities?
- What are the ways you can help a family create access to learning through related services, assistive technology, and community for DHH, BVI, and DB students.
- Can you explain what the Expanded Core Curriculum is, and name three categories?
- What's your take-away from today? And how will this information help your work with families?

Scenario Discussion

Additional questions? Please reach out!

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Ohio's Parent Mentor Project

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THANK YOU FOR YOUR PARTICIPATION

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