

Supporting Individuals with Hearing and Vision Loss; Assistive Tech/Adaptive Equipment Resources



Coordinated Care Discussion

- Any resources/documents that can help me understand and help me explain to a family about sensory loss impact on development
- What questions should I be considering as I help a family coordinate their IFSP
- What questions should I be asking families to help me do that service coordination (e.g., What do you know about your child's sensory loss? What questions do you have about your child's sensory loss?)
- What things should the IFSP team consider when determining who to have on an evaluation and IFSP team—how to determine when to bring in a sensory specialist (e.g., TDHH)
- Who or where can I go if I have questions about the diagnosis

What do I need to know about sensory disabilities to help coordinate a child's care?

- Etiology
- Level of hearing (audiology)
- Level of vision (optometrist/ophthalmologist)
- How they are using hearing functionally
- How they are using vision functionally (difference between diagnostic and functional ability)
- Does the child have additional disabilities?
- Sensory system - what does the child like?
- Communication preferences

Where do I go for basic information?

● Deafblind

- Wisconsin Deafblind Technical Assistance Project (WDBTAP) - Birth to 21
 - <https://wesp-dhh.wi.gov/wdbtap/>
 - <https://dpi.wi.gov/sped/program/deafblind>
- Center for Deafblind Persons - 16 and older
 - <https://www.deaf-blind.org/>
- Helen Keller National Center - 16 and older
 - <https://www.helenkeller.org/hknc/>
- National Center for Deafblindness
 - <https://www.nationaldb.org/>

Where do I go for basic information?

● Blind and Low Vision

- Wisconsin Center for the Blind and Visually Impaired (Outreach - ages 3-21)

- <https://www.wcbvi.k12.wi.us/outreach/>

- <https://dpi.wi.gov/sped/program/vision>

- Vision Forward

- <https://vision-forward.org/>

Where do I go for basic information?

- Deaf or Hard of Hearing
 - Wisconsin Educational Services Program for the Deaf and Hard of Hearing (Outreach - ages 3-21)
 - <https://wesp-dhh.wi.gov/outreach/>
 - <https://dpi.wi.gov/sped/program/deaf-hard-of-hearing>
- Hear Wisconsin
 - <https://hearwi.org/kellogg-child-family>

Where do I go for basic information?

- Wisconsin Sound Beginnings (Birth to 3)
 - <https://www.dhs.wisconsin.gov/newbornscreening/hearing.htm>
 - Referral and process (see next slide)

WSB New Referral



Adding Wisconsin Sound Beginnings CARES to a Birth to 3 Program Team

NEW Referral

Referral

- Service Coordinator (SC)** receives WE-TRAC Diagnostic Audiology Report and hearing-specific information from CARES team
 - *OR - County gets referral from other source

Intake

- SC** invites CARES EI Coordinator to consult before initial contact with family, virtual/phone/email
- SC** invites CARES EI Coordinator to join intake visit, virtual
- SC** requests audiological records (Signed releases)
- SC** sends intake information to CARES

Initial Evaluation (IE)

- SC** notifies CARES of upcoming Evaluation; Schedule a planning meeting, virtual
- SC** invites CARES team member to IE, virtual
 - Auditory and visual assessments completed
 - SC will receive evaluation report from CARES team
 - Team will determine how/when to introduce ODDACE Project to the family

Initial IFSP

- SC** invites CARES team member to IFSP meeting, virtual
- SC** adds CARES team to IFSP – role/frequency varies
 - CARES Beginnings – Recommend at least 6 visits to introduce DHH-specific information
- SC** sends completed IFSP to CARES

Joint Visits

- Primary Service Provider (PSP)** contacts CARES team member(s) & family to schedule a joint visit
 - Early visits focus on CARES Beginnings Parent Priorities
- PSP** schedules *Joint Planning* with CARES team member(s) before the visit, virtual/phone/email
- PSP** determines who will send virtual link for *Joint Visit* with the family
- PSP** schedules *Reflection* with CARES team member(s) following the Joint Visit, virtual/phone/email

IFSP Updates

- SC or PSP** notifies CARES team when child/family will be discussed at county team meeting
- SC or PSP** notifies CARES team of IFSP update timelines
- PSP** invites CARES team member to a Joint Visit prior to IFSP update
 - CARES updates assessment (auditory and/or visual) every 6 months
 - CARES team attends IFSP, virtual
- SC** sends completed IFSP to CARES

Transition

- SC or PSP** notifies CARES of transition timelines and IFSP Transition meetings
 - CARES team member attends IFSP Transition meeting
 - CARES supports smooth handoff to DHH parent and education supports for ages 3+

Contact

Christine Kometer, CARES Early Intervention Coordinator ckometer@cesa1.k12.wi.us

Assistive Technology

WisTech:

- [WisTech Website](#)
- [AT Resources Sensory Disabilities - YouTube Video](#)
- [Wisconsin AT4ALL](#)

TEPP (telecommunications):

- [Brochure for TEPP Including Waiver Amounts](#)

TAPP (telecommunications assistance program)

- [Brochure for TEPP Assistance](#)

WDBTAP

- [iCanConnect](#) (Tele-communication for Deafblind)

Deafblind



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Public Instruction
Jill K. Underly, PhD, State Superintendent

Deafblind Definition

Deafblind means concomitantly deaf or hard of hearing and blind or visually impaired, the combination of which causes severe communication and other developmental and educational needs such that the individual disability-related needs of the student extend beyond the instruction and supports required for a student who is solely deaf or hard of hearing or blind or visually impaired.

[PI 11.36 \(4m\), Wis. Admin. Code](#)

Wisconsin Deafblind Technical Assistance Project (WDBTAP)

- Federal Technical Assistance and Dissemination Project funded by the Office for Special Education Programs.
- Serves families, agencies and districts - aged birth to graduation.
- What does this population look like?
- Anyone can make a referral to the deafblind registry. Can stay on the registry for one year while making a determination:
 - [WDBTAP Request for Services](#)
 - [WDBTAP Resource Section](#)
 - [WI DPI Deafblind Page](#)

Etiquette

- **Deafblind identity is personal and should not be assumed that the person identifies as having a “disability.”**
- **Do not assume the individual who is deafblind needs assistance. Ask before intervening.**
- **Individuals who are deafblind generally have some usable vision and some usable hearing. It is not possible to know by looking at the person what their needs are.**
 - Ask them how they communicate so conversations are clear and equitable.



Empowering Interveners Series

Empowering Interveners

Save the Dates

2nd Tuesday each month
from November 2024 -
August 2025

4:00-5:30 pm PST

5:00-6:30 pm MST

6:00-7:30 pm CST

7:00-8:30 pm EST

Register using the Google
Form at:

forms.gle/61tg625aw4Aq8WdaA



Training Series on Effective
Strategies, Best Practices, and
Innovative Approaches in
Deafblind Education

[Link to Topics](#)

This no cost virtual training series is
designed for individuals working in the
role of an intervener:

- **Learn** from leading experts about effective strategies, best practices, and innovative approaches to enhance your skills and support students;
- **Connect** with peers to share experiences and strategies;
- **Access** valuable tools and resources to continue your learning.

RID CEUS available

Accommodations available upon request

For additional questions contact:
heidi.hollenberger@wesp-dhh.wi.gov



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[Link to Topics and Objectives](#)

[Registration](#)

Blind and Low Vision



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Public Instruction
Jill K. Underly, PhD, State Superintendent

Blind and Low Vision

What do I need to know about vision loss to help coordinate care?

- **What accommodations or modifications can help with overall development and safety**
- **Parental mental health with the diagnosis - blind babies do not smile back**
- **Blind babies can be very passive because vision is our confirmation sense (for what we hear)**

Considerations for the IFSP

Teacher for the Blind and Orientation & Mobility Specialist:

- can conduct a functional vision evaluation
- can interpret the diagnostic/clinical ocular report
- can share the impact of vision loss on development including bonding
- can share strategies/modifications/accommodations for the home
- can help the family get this form completed:
[DPI Ocular Report](#)
- can share strategies for independent mobility at home and in the community

Resources

- [Wisconsin Center for the Blind and Visually Impaired](#)
- [Encouraging Children to Wear Glasses - Vision Forward](#)
- [Children's Services Referral Form - Vision Forward Association \(vision-forward.org\)](#)
- [Vision Forward Children's Program Tour! \(youtube.com\)](#)
- <https://vision-forward.org/store/>
- [Birth to 3 Functional Vision Tool](#)
- [Infantsee](#)
- [Wisconsin Prevent Blindness](#)

Resources

- [Babies Count - Vision Forward](#)
- www.babiescount.org
- <https://www.wonderbaby.org/>
- [Early Intervention Program for Students who are Blind or Visually Impaired - Teaching Students with Visual Impairments](#)
- [Paths to Literacy](#)
- [Perkins CVI - Parenting Now](#)
- [Wisconsin Pediatric Eyecare Professionals](#)

Resources



Wisconsin Center for the Blind and Visually Impaired
 Wisconsin Department of Public Instruction, Jill K. Underly, PhD, State Superintendent

Vision Therapy – Vision Services A Comparison		
	Private/Medical Vision Therapy/Vision	Public School
Determination of Services	<ul style="list-style-type: none"> Prescribed, provided and monitored by an eye care professional optometrist 	<ul style="list-style-type: none"> IEP team determines if a student meets disability category criteria as defined under state rule https://docs.legis.wisconsin.gov/code/admin_code/pi/11/36/3 Specially Designed Instruction determined
Funding	<ul style="list-style-type: none"> Private May be covered by major medical OR Fee-for-service payment by 	<ul style="list-style-type: none"> 100% covered by Local Education Agency (LEA) Free and appropriate public education (FAPE)
Disability	<ul style="list-style-type: none"> Eye exam required (Functional optometric assessment) Seldom acuity factor 	<ul style="list-style-type: none"> Eye exam required (Ophthalmologist or Optometrist) Blind and visually impaired means even after correction a child's visual functioning adversely affects educational performance
Delivery Model	<ul style="list-style-type: none"> Private clinic As determined by prescription (short term, 7-14 months) Direct 1-on-1 or 1-on-2 Consultation to classroom and parent 	<ul style="list-style-type: none"> School and community As determined by IEP (service evaluated yearly) Direct instruction Indirect instruction (teach others to provide instruction that requires repetition throughout the day in order to obtain
Type of Service	<ul style="list-style-type: none"> Assessment Development of vision skills such as convergence/divergence, focus and track. May include vision perception and eye-hand-foot/brain coordination 	<ul style="list-style-type: none"> Assessment Development of academic and functional skills related to vision loss Compensatory strategies Accommodations and modifications
Credentials	<ul style="list-style-type: none"> Doctor of Optometry degree (OD) Credentials "FCOVD" designates a doctor as 	<ul style="list-style-type: none"> BS or MS degree with certification in education of the visually impaired

Inclusions		
	<ul style="list-style-type: none"> Typically Correctable vision in one eye 20/70 or better acuity in one eye with correction 	<ul style="list-style-type: none"> Visual functioning adversely affects educational performance Need for specially designed instruction

REV 3/2022

[Link to Vision Therapy Comparison](#)

Deaf and Hard of Hearing



Wisconsin Sound Beginnings (WSB)

Coordination, Assistance, Resources & Evaluation Services (CARES)



Elizabeth Seeliger, AuD, IMH-E
WSB Program Director



Chris Kometer, MEd, LSLS Cert AVE
WSB EI Coordinator



Lauren Burke, MS/CCC-SLP
Communication Specialist
Emphasis on LSL



Christina Vorreyer-Davis, MS
Communication Specialist
Emphasis on ASL



Considerations for the IFSP

Wisconsin Sound Beginnings Cares Team:

Multi-disciplinary team

- AuD
- SLP
- Teacher of the Deaf and Hard of Hearing
- ASL Specialist
- Embedded in Infant Mental Health mindset to enhance parent-child relationship

Distanced Team Member of County Birth to 3 program Teams

- Available to all 72 County Birth to 3 programs
- Join virtually

Considerations for the IFSP

Wisconsin Sound Beginnings Cares Team:

Just in Time Support when a Child is on your Team

- Referral Support
- Intake, Evaluation and IFSP development support
- Implement CARES Beginnings with PSP
- Teaming
- Coaching
- Joint Visits

Considerations for the IFSP

Wisconsin Sound Beginnings:

- can help functional listening evaluation
- can interpret the diagnostic/clinical audiogram
- explain amplification
- discuss listening environments
- language development
- can share the impact of hearing loss on development including bonding when there isn't a shared language
- can share strategies/modifications/accommodations for the home
- share a variety of many resources such as:

[Reasons to Say "YES" to EI](#)

[ASL Classes](#)

Statewide Outreach Services

Who we serve

- Any student in the state of Wisconsin who is deaf, hard of hearing, or deafblind, from *3 to 21, their families, and the educational teams that serve the child

*WDBTAP serves birth to 21

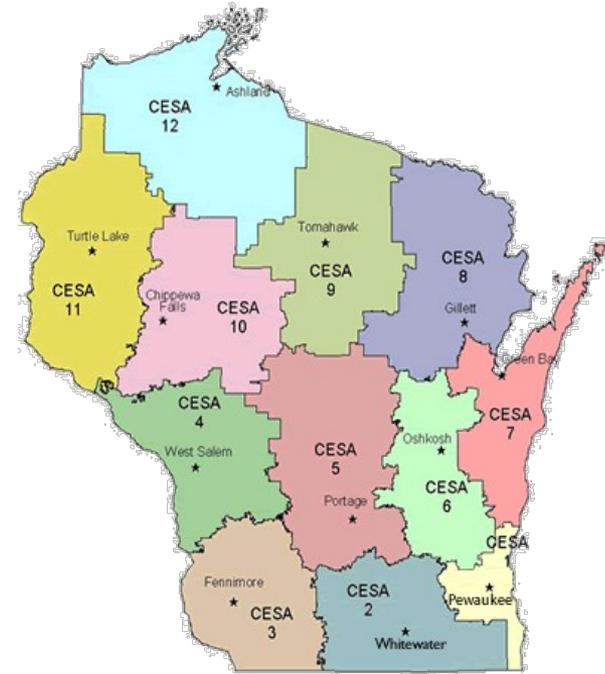
How

- Specialized programs and services
- Professional development opportunities
- Consultations



Overview of Wisconsin

- 1,639 deaf and hard of hearing students, ages 3-21 yrs.
- 157 deafblind students, ages birth-21 yrs.



**Numbers based on 2020-2021 WiseData and DB Census information (1,639 DHH statewide/99 WSD and 157 DB statewide)*

Our Services



Supporting D/HH/DB students in Wisconsin



Statewide Outreach Services

For Families

- Parent Mentor Program
- Deaf Mentor Program
- Family Events (Meet and Greets)
- Spanish Family Weekend
- Material, Resource, Training (MRT)

For Professionals

- Professional Meetings
- Training Opportunities
- Interpreting Mentoring Program
- Material, Resource, Training (MRT)



Statewide Outreach Services

For Students

- College & Transition Fair
- Peer to Peer Regional Events

For School Districts

- Consultations
- Social Emotional Learning Groups
- Coaching Support
- Administrative Support

Most services are free of charge!



Statewide Outreach Services

How to receive services

- **Consultations:** Contact the Outreach office at 262-728-7112 or outreach@wesp-dhh.wi.gov
- **Requests for all services:** Visit our website to fill out a Request for Services Form (<http://wesp-dhh.wi.gov/outreach/requestservices/>)
- **Events/professional development:** Visit the website and follow us on social media (next slide).



Statewide Outreach Services

Resources

- Website:
<http://wesp-dhh.wi.gov/outreach/>
- Facebook:
<https://www.facebook.com/WESPDHH.Outreach>
- YouTube:
bit.ly/WIOutreachDHHYoutube
- Events:
<http://wesp-dhh.wi.gov/events/>
- Library:
<http://wesp-dhh.wi.gov/wsd/library/>



Terminology

- **D/deaf**
 - NOT deaf/mute, deaf and dumb
- **Hard of Hearing**
 - NOT hearing impaired
- **Deafblind**
 - NOT deaf and blind

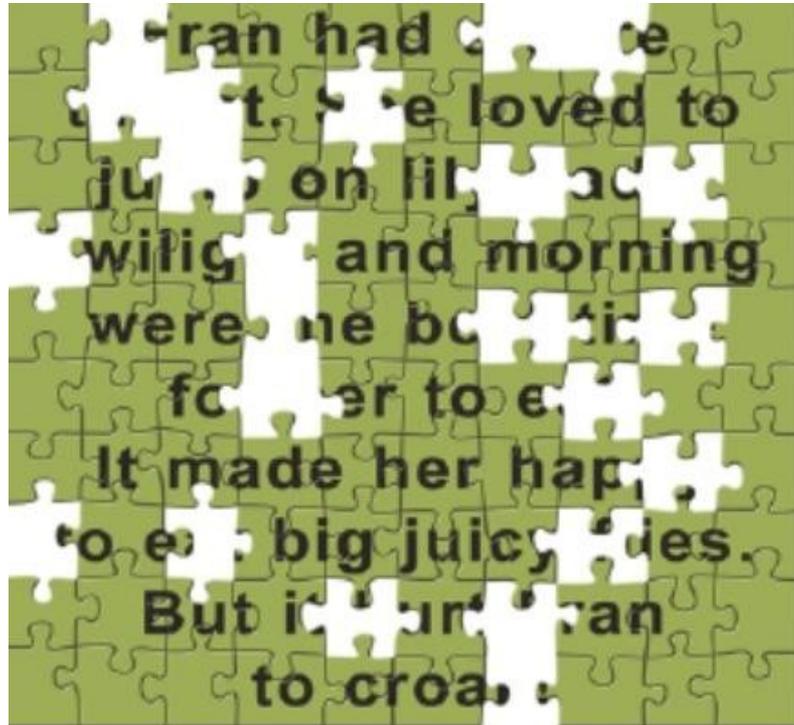


Accessibility Example (that we just like to share)

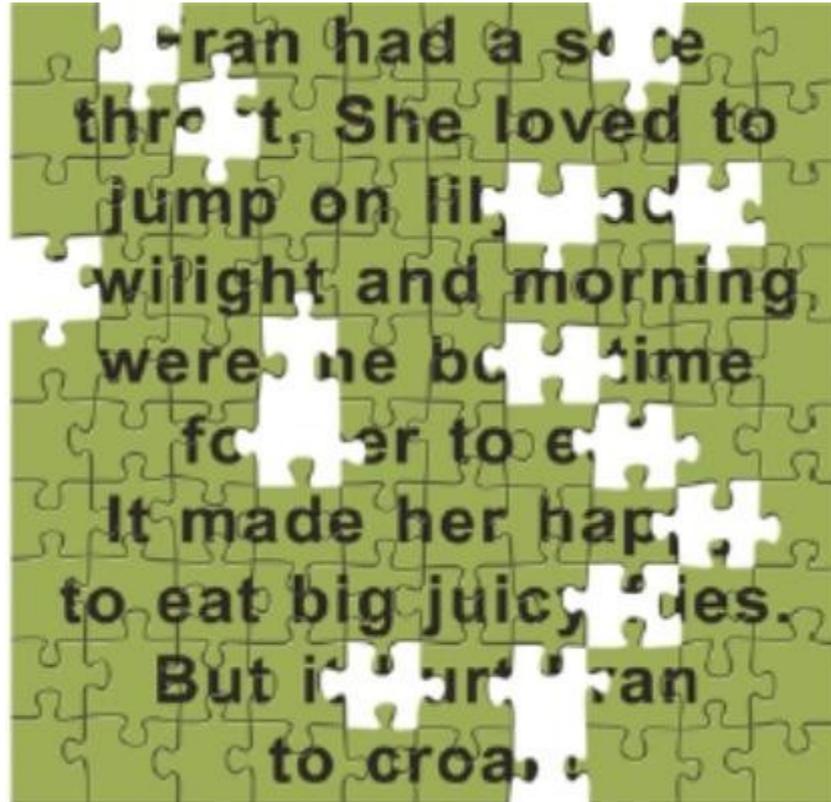


75% Access (That's enough right?)

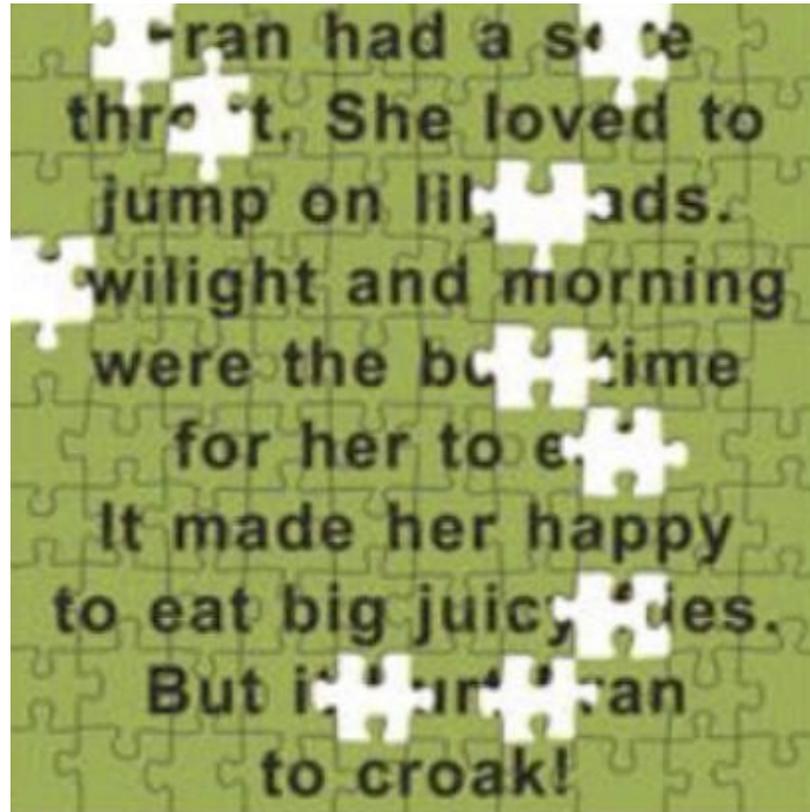
Give the main idea of this paragraph.



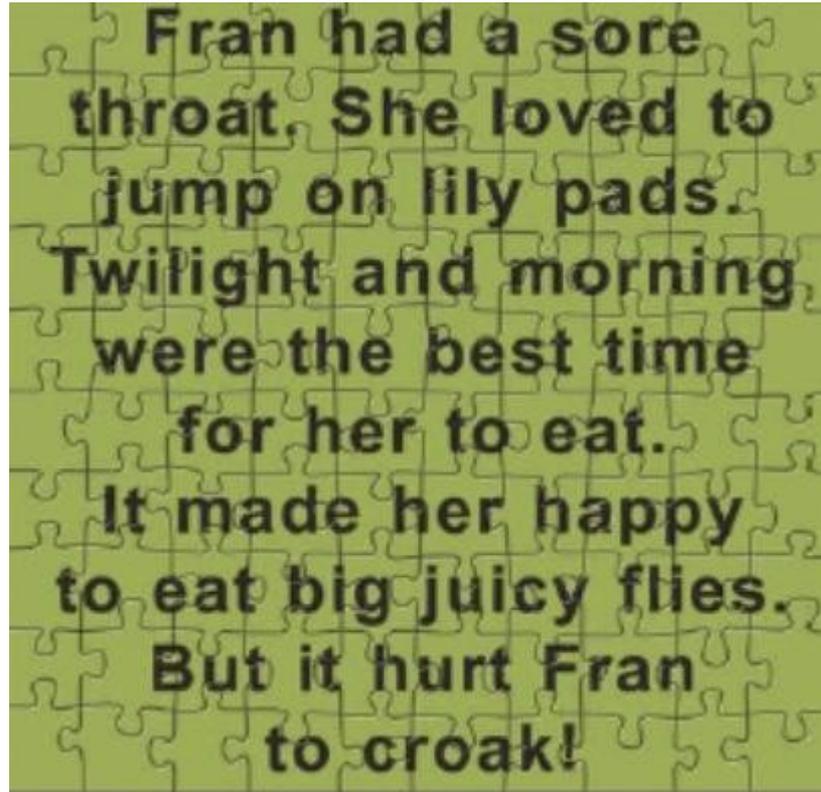
85% Access: Close to all of it?



90% Access: We are good now!



100% Access

A green puzzle background with text. The text is written in a bold, black, sans-serif font and is centered on the puzzle pieces. The text reads: "Fran had a sore throat. She loved to jump on lily pads. Twilight and morning were the best time for her to eat. It made her happy to eat big juicy flies. But it hurt Fran to croak!"

Fran had a sore throat. She loved to jump on lily pads. Twilight and morning were the best time for her to eat. It made her happy to eat big juicy flies. But it hurt Fran to croak!

Resources

DHS Resources/Information:

- BADR Brochure
<https://www.dhs.wisconsin.gov/publications/p02238.pdf>
- DHS Sign Language Interpreter Technical Assistance Document
<https://www.dhs.wisconsin.gov/publications/p02242.pdf>
- DHS CART Technical Assistance Document
<https://www.dhs.wisconsin.gov/publications/p02975.pdf>
- Statewide Deaf Disability Benefits (age up to 59) - Jennifer Koehn
(link to her page) <https://www.dhs.wisconsin.gov/odhh/benefits.htm>
- WI Governor's Council for the Deaf and Hard of Hearing
<https://dhhcouncil.wisconsin.gov/>
- Service Fund Technical Assistance Document (direct link to SF page)

Resources

Assistive Technology:

- Hearing Loop information
 - Loop Wisconsin: <http://www.loopwisconsin.com/>
 - Hearing Loop: <http://www.hearingloop.org/>
- Video Phone providers for Deaf and HOH callers fluent in ASL
 - Purple: <https://zpconnect.com/>
 - Sorenson: <https://sorenson.com/vrs/>
- Wisconsin Relay: <https://wisconsinrelay.com/>
 - Video demonstrations how relay services (711) work for TTY, VCO, HCO, Telebraille, speech-to-speech (STS), and more.

Resources

Transition Resources:

- WESP-DHH Outreach <https://wesp-dhh.wi.gov/outreach/>
 - Be sure to check transition page
- Division of Vocational Rehabilitation (DVR) <https://dwd.wisconsin.gov/dvr/>
- National Deaf Center <https://nationaldeafcenter.org/>
- Wisconsin's transition road map for students who are Deaf, Hard of Hearing and Deafblind:
<https://drive.google.com/file/d/1w6VU31F8E6favOPbEkdSEPkFpcp2oypV/view>
- Visor Card for Drivers who are Deaf or Hard of Hearing:
<https://www.dhs.wisconsin.gov/publications/p02027.pdf>
 - Visor card Instructions Sheet:
<https://www.dhs.wisconsin.gov/publications/p02027i.pdf>

Resources

Social Connections:

- Wisconsin Association of the Deaf (WAD) <https://www.wisdeaf.org/>
- National Association of the Deaf (NAD) <https://www.nad.org/>
- Wisconsin Hearing Loss Association of America (WI HLAA)
<https://www.hlaawi.org/>
- National Hearing Loss Association of America (HLAA)
<https://www.hearingloss.org/>
- Center for the DeafBlind Persons, Inc <https://www.deaf-blind.org/>
- Hand-n-Hand <https://www.hnhnew.org/>
- Check FaceBook

Contacts

Wisconsin Deafblind Technical Assistance Project (birth to 21)

Wisconsin Center for the Blind and Visually Impaired (3-21)

Vision Forward (birth to 6)

Deaf and Hard of Hearing Outreach (WESP-DHH) (3-21)

[Office for the Deaf and Hard of Hearing](#)

Wisconsin Sound Beginnings (birth to 3; KometerCL24@uww.edu)

Questions?



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WESP-DHH Outreach provides a variety of programs and services to students, ages birth to 21, who are deaf, hard of hearing, or deafblind, their families, and the educational teams and school districts that serve them, regardless of the student's educational placement or communication modality. Most of these programs are free-of-charge.

WESP-DHH Outreach does not discriminate on the basis of: sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disabilities.