

Texas School for the Blind and Visually Impaired Outreach Programs

www.tsbvi.edu | 512-454-8631 | 1100 W. 45th St. | Austin, TX 78756

IEP Quality Indicators for Students who are Deafblind

Developed by the Texas Deafblind Project for Texas School for the Blind & Visually Impaired Outreach Programs

Revised 2023

IEP Quality Indicators for Students who are Deafblind

Student's Name:		DOB:	
Date:	Person Completing Form:		
Date:	Person Completing Form:		
Date:	Person Completing Form:		

IDEA/Federal Definition of Deafblind: 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)

Texas Education Agency Definition of Deafblind: Deaf-blindness. A student with deaf-blindness is one who has been determined to meet the criteria for deaf-blindness as stated in 34 CFR, §300.8(c)(2). In meeting the criteria stated in 34 CFR, §300.8(c)(2), a student with deaf-blindness is one who, based on the evaluations specified in subsection (c)(3) and (12) of this section:

- (A) meets the eligibility criteria for a student who is deaf or hard of hearing specified in subsection (c)(3) of this section and visual impairment specified in subsection (c)(12) of this section;
- (B) meets the eligibility criteria for a student with a visual impairment and has a suspected hearing loss that cannot be demonstrated conclusively, but a speech/language therapist, a certified speech and language therapist, or a licensed speech language pathologist indicates there is no speech at an age when speech would normally be expected;
- (C) has documented hearing and visual losses that, if considered individually, may not meet the requirements for a student who is deaf or hard of hearing or for visual impairment, but the combination of such losses adversely affects the student's educational performance; or
- (D) has a documented medical diagnosis of a progressive medical condition that will result in concomitant hearing and visual losses that, without special education intervention, will adversely affect the student's educational performance. 19 TAC §89.1040 (c) (2)



The term "Individualized Education Program" (IEP) should be understood to include assessments and evaluations, student performance documentation, the entire IEP document (including goals and objectives, minutes, etc.), and other relevant records.

Purpose: This document is designed to help teams develop appropriate IEPs for students who are deafblind. Indicators not present may indicate a training need for the team. The presence of these indicators demonstrates a well-designed IEP in areas related specifically to the impact of dual sensory loss. Other factors indicating a quality IEP *in general* are not covered here.

Instructions: After reading the introduction for each of the ten areas, look in the student's IEP for the listed quality indicators. If the indicator is present, mark "Y" on this form in the column to the right of the list of indicators. Circle "N" if the indicator is not present. If the item is not applicable for this student, circle N/A, and make a note in the comments section explaining why the indicator is not relevant at this time. The three columns to the right can be used over time to measure progress in IEP development.

Developed by:

Texas Deafblind Project
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1100 W. 45th Street
Austin, TX 78756
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Ten Content Areas:

Etiology
Access to Information
Social Issues
Communication
Calendar System
Behavior
Orientation and Mobility (O&M)
Related and Supplemental Services
Transition Planning
A Teaming Process Plan

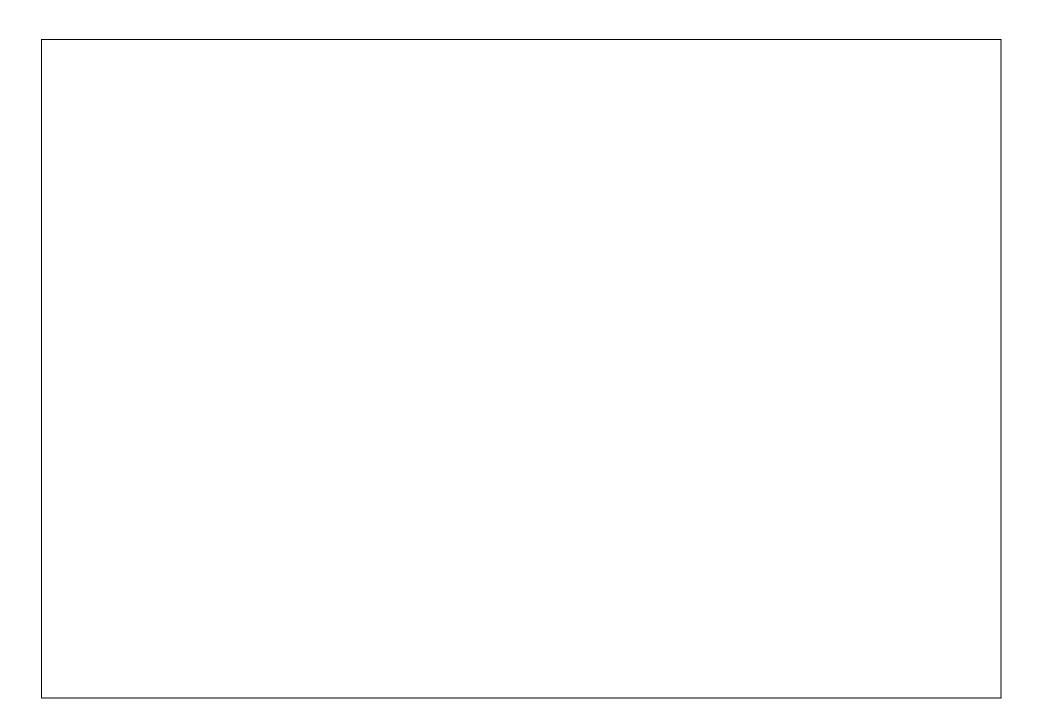


	Date:	Date:	Date:
IEP Quality Indicators for Students who are Deafblind			
ETIOLOGY	Date of IEP:	Date of IEP:	Date of IEP:
1. Etiology : There are a number of syndromes that result in both a vision and hearing loss. This may have bearing on the best educational approaches to use with the student, or give direction to long-term medical follow-up. For example, a student with Charge Syndrome may be behind in experiential development due to numerous early hospitalizations, and may be at risk for retinal detachment associated with Coloboma.	Please Write Your Answer: Y = Yes N = No N/A = Not Applicable		
1.1 The student's etiology is indicated in the evaluation and assessment documents.			
1.2 Impact of the etiology on the student's educational needs is addressed during the development of the IEP.			
1.3 The student's etiology has been reported on the annual Deafblind Child Count.			
Comments on Etiology:			



	Date:	Date:	Date:
IEP Quality Indicators for Students who are Deafblind ACCESS TO INFORMATION	Date of IEP:	Date of IEP:	Date of IEP:
2. Access to Information: For a student who is deafblind, the combined effects of the vision	Please Write	Your Answer:	
and hearing loss create a barrier that significantly impedes the ability to gather information from the environment. This causes chronic difficulties with incidental learning and concept development. Students cannot learn what they do not detect, and they may be unaware of what they are missing. Access to information is a primary issue for all students who are deafblind, and should be addressed in each IEP.	Y = Yes N = No N/A = Not Applicable		
2.1 Sensory access is appropriately assessed and clearly defined for the student in sensory and communication reports, present level of performance, and in the IEP document.			
2.2 The IEP includes strategies to systematically develop the use of sensory information (e.g. functional vision and hearing, as well as alternative sensory information).			
2.3 The student's instructional programming includes effective strategies and approaches that teach environmental information that the student is missing (e.g. thematic units, activity-based instruction, scripted routines, active learning).			
2.4 An intervener is considered based on the student's needs as addressed in 2.1 through 2.3.			
2.5 The impact of environmental factors on accessing information is addressed (e.g. lighting, noise, space/distance/rate/pace of instruction, etc.). For instance, a visually impaired student who signs needs instructional accommodations to access an interpreter and modifications to access printed information.			
2.6 Appropriate assistive technology is reviewed, evaluated, and recommended as needed.			
2.7 For any device selected for use by the student, there is a plan for introduction, maintenance, and to teach the student to use the new information it provides.			
Comments on Access to Information:			

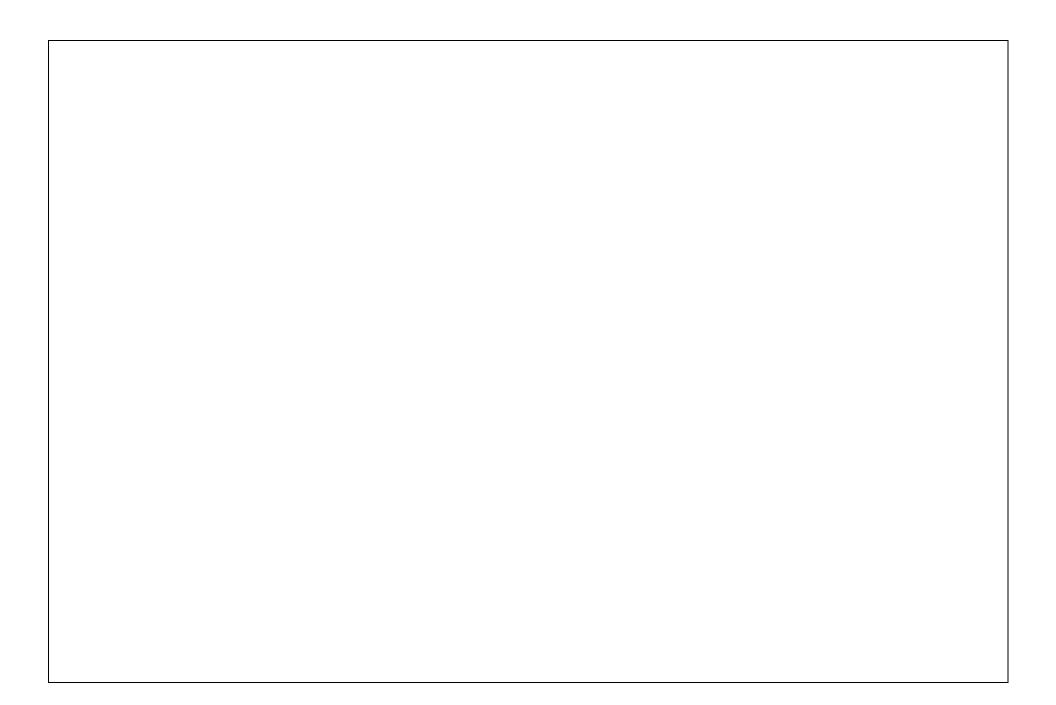






	Date:	Date:	Date:
IEP Quality Indicators for Students who are Deafblind			
SOCIAL ISSUES	Date of IEP:	Date of IEP:	Date of IEP:
3. Social Issues : A dual sensory impairment impacts the ability to form relationships and respond to interactions with others in typical ways. For example, a lack of environmental information makes it difficult to identify people, locate them, know what they are doing, or understand what they want. Many ordinary interactions may seem threatening, negative, or confusing to the student. In turn, the student's need to gather information by close viewing and/or touch can offend others. It is not unusual to see withdrawal and problems with bonding. It is important to consider that difficult social interactions for a student who is deafblind are often the result of an on-going lack of essential information. The psychological impact of changes in vision and hearing experienced by a student who is deafblind may need to be addressed in the IEP.	Please Write Your Answer: Y = Yes N = No N/A = Not Applicable		
3.1 When evaluating social skills, the team considers the effects of dual sensory loss and lack of information before developing intervention strategies to address delays in social skills.			
3.2 The IEP includes a method to orient the student to new individuals.			
3.3 The IEP addresses a way to locate and identify people in the environment.			
3.4 The IEP acknowledges the student's need to bond and build trust in order to learn and addresses whether there is a need for assigning an intervener to the student.			
3.5 Strategies are developed to increase the number and quality of serve and return interactions and relationships for the student.			
3.6 Strategies are developed to improve the ability to initiate meaningful and socially appropriate self-directed activities during free time.			
3.7 The IEP addresses how a dual sensory loss affects sexuality, including: language related to sexuality and body parts; needs unique to gender; sexual health; and appropriate touch.			
Comments on Social Issues:			







IEP Quality Indicators for Students who are Deafblind	Date:	Date:	Date:
COMMUNICATION	Date of IEP:	Date of IEP:	Date of IEP:
4. Communication – A combined vision and hearing loss can profoundly impact the development of both receptive and expressive communication. A lack of informal and/or formal communication creates a barrier affecting all areas of learning. Many students who are deafblind have difficulty finding and engaging potential communication partners without support from someone (e.g. intervener, interpreter, TDB) who can bridge between the student's unique communication system. Without this support the student is cut off from accessing both instruction and conversational interactions that are key to learning.	Please Write Your Answer: Y = Yes N = No N/A = Not Applicable		
4.1. An appropriate communication evaluation has been completed.			
4.2. The IEP incorporates communication evaluation and strategies that appropriately reflect the student's developmental level in the areas of: a. Communicative Forms: (touch cues, object symbols, pictures, gestures, sign, speech, print, Braille etc.);			
 b. Social Aspects: functions (request, reject, label, comment, report, etc.) and social interactions(bonding with primary caregivers, initiating interactions, maintaining joint attention, turn taking, etc.); 			
 c. Vocabulary and pacing: targeted vocabulary reflects the student's conceptual understanding; 			
d. Content: topics (gym, eating lunch, music, etc.), meaning categories (objects, actions, people, places, etc.) and contexts (here and now, the next activity, something occurring			
4.3. Literacy issues are considered, including the following elements: a. are alternative static communication forms (objects, tactile symbols, pictures, print, etc.) used for a variety of functions (lists, letters, experience books, etc.)?			
b. can the student spell or fingerspell?			
c. if braille is used or considered, should uncontracted braille be used?			
d. is language complexity right for a student whose primary language is sign, not English?			



Comments on Communication:	

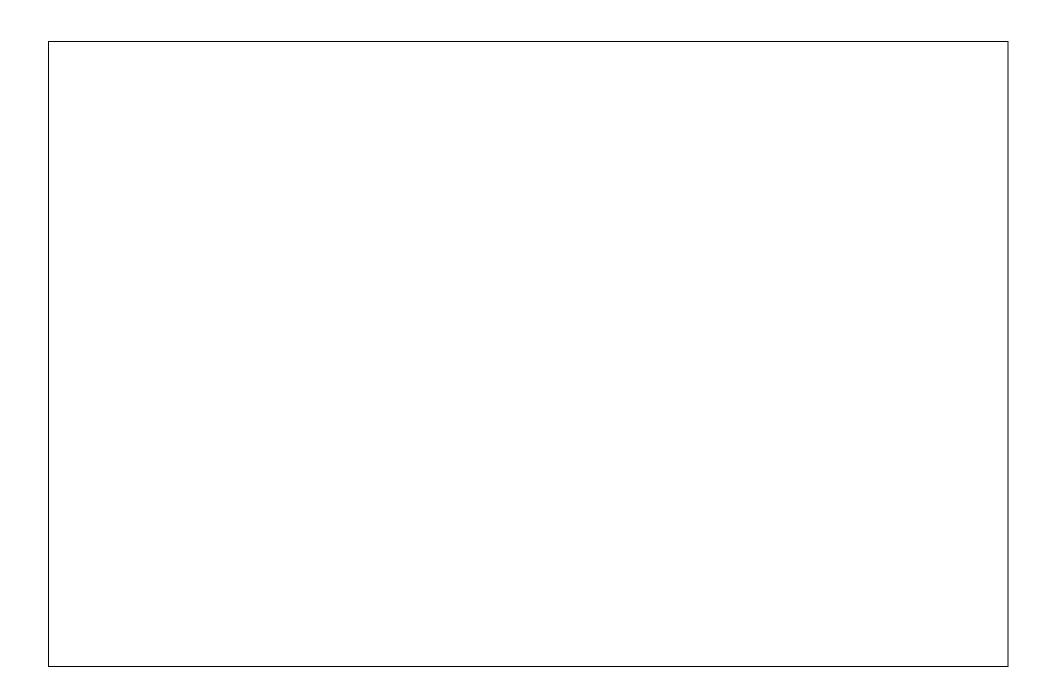


ICD Ovelity Indicators for Ctudents who are Doefblind	Date:	Date:	Date:
IEP Quality Indicators for Students who are Deafblind CALENDAR SYSTEM	Date of IEP:	Date of IEP:	Date of IEP:
5. Calendar System – Calendars provide contexts in which students who are deafblind can develop meaningful back and forth communication and time concepts. Calendars and calendar discussions also support deafblind individuals emotionally through the security that comes with anticipation of upcoming events, knowledge about changes in routine, and trust in an adult's commitment to follow through on scheduled activities.	Please Write Your Answer: Y = Yes N = No N/A = Not Applicable		
5.1 The student has a calendar system that incorporates developmentally appropriate components related to: a. Time frame - (anticipation of "next step" in familiar routines, anticipation of next event, daily, weekly, multi-weekly, monthly);			
b. Representational Symbols - (objects, parts of objects, drawings of objects, pictures, print, tactile symbols, and braille .);			
c. Calendar-Related Concepts and Language - (time, sequencing, choice making, etc.).			
5.2 The calendar is used as a methodology to support goals and objectives in curricular areas such as communication, social/emotional, recreation/leisure and behavior.			
Comments on Calendar System:			



	Date:	Date:	Date:
IEP Quality Indicators for Students who are Deafblind			
BEHAVIOR	Date of IEP:	Date of IEP:	Date of IEP:
When students who are deafblind engage in distressed behavior, they do so because they do not have a better way to communicate their complex feelings (Schultz and Hurst). These expressions may be results of feeling isolated, having reduced access to information from others and the environment, having limited abilities to anticipate what will happen to them, and ongoing medical related issues. In addition, others may have difficulty recognizing the child's communication and affirming their topics which can lead to feelings of frustration and difficulties trusting and bonding with others. It can also be the result of frustration about being ineffective in communicating about important topics in more socially acceptable ways. The student's difficulty in recognizing, trusting, and bonding with others can have an impact on behavior. Additionally, behaviors may result from the student's need to stimulate or regulate sensory input, or they may be in response to pain associated with medical conditions like glaucoma or ear infections.	Please Write Your Answer: Y = Yes N = No N/A = Not Applicable		
6.1 Evaluation of behavior includes a functional behavior analysis addressing the sensory needs met by the behaviors in question and/or their communicative intent.			
6.2 The team has evaluated whether discomfort related to medical conditions or features associated with the student's etiology are impacting the behaviors in question.			
6.3 When behavior is a concern, the IEP includes goals for improving the student's ability to communicate ideas and concerns in more socially acceptable ways.6.4 When behavior is a concern, the IEP includes strategies for providing the student with more			
understandable information about activities, surroundings, and expectations. Comments on Behavior:			





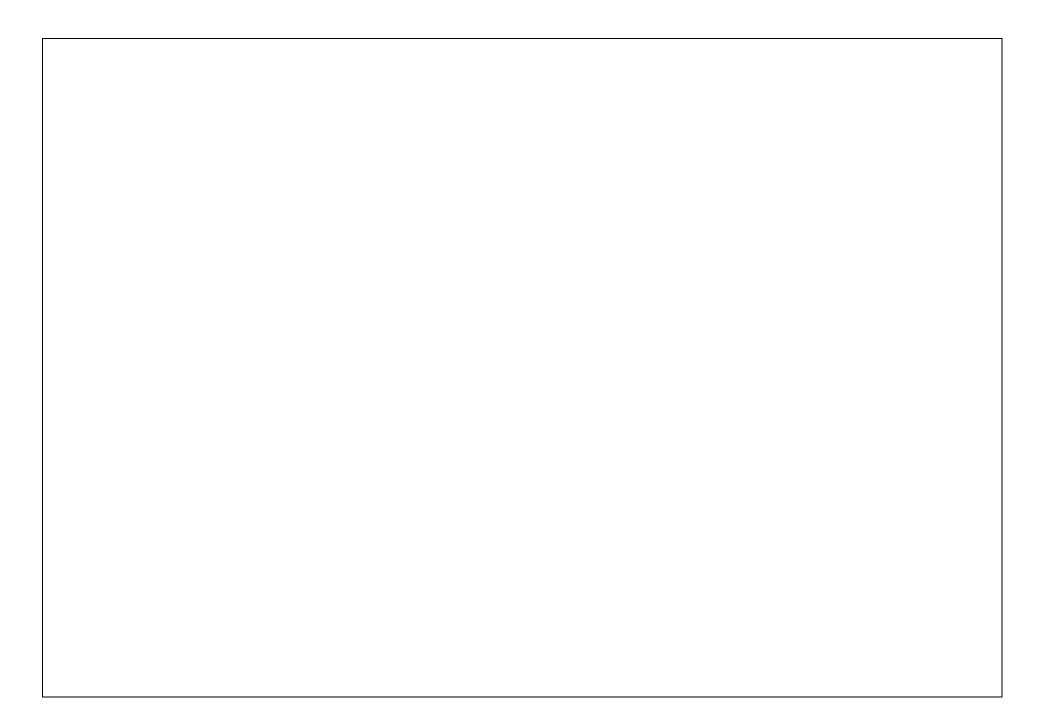


	Date:	Date:	Date:
IEP Quality Indicators for Students who are Deafblind			
ORIENTATION & MOBILITY (O&M)	Date of IEP:	Date of IEP:	Date of IEP:
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7. Orientation and Mobility (O&M) – Dual sensory loss affects the ability of students to know	Please Writ	e Your Answer:	
where they are, and how to go from place to place. Certified O&M Specialists (COMS) will find that working with this population may require some changes in instructional approaches. Students who are deafblind get less information from the environment, and have a lower	Y = Yes N = No		
motivation to explore. A dual sensory loss affects the identification and use of sound cues. Students need more orientation to environments, and strategies to gather information about their	N/A = Not A	N = NO N/A = Not Applicable	
surroundings.			
7.1. The student's level of exploration and movement is evaluated in light of the effects of being deafblind.			
7.2. O&M evaluation and programming reflects the effects of hearing loss on the student's ability to localize and identify sound cues.			
7.3. The IEP reflects a plan for the Certified O&M Specialist to receive support from the team (i.e support from an interpreter, intervener, or teacher of the deafblind) in utilizing the student's communication system during instruction.).		
7.4. Instruction as reflected in the IEP provides adequate information for the student to establish a destination and recognize a particular route (use of a communication system to establish a			
destination, use of the calendar conversation, additional time to explore the salient parts of the route).			
7.5. Instruction as reflected in the IEP provides supplemental information about the environment to offset the lack of incidental learning (what is a mall? Or a bus?) by experientially teaching concepts and related vocabulary.			
Comments on O&M:			



	Date:	Date:	Date:
IEP Quality Indicators for Students who are Deafblind			
RELATED AND SUPPLEMENTAL SERVICES	Date of IEP:	Date of IEP:	Date of IEP
8. Related and Supplemental Services – Certain related services and supports are designed for students with sensory impairments, and should be considered for all students who are deafblind. For example, an intervener is a paraprofessional with special skills and training who is designated to work individually with a student who is deafblind. Sign language interpretation and O&M are also examples of specialized services. Additionally, the effects of a dual sensory loss should be considered in assessments, evaluations and delivery of all related services provided to the student. For example, optimal positioning for communication access should be considered by the physical therapist. Counselors may need to address changes in vision and hearing experienced by a student who is deafblind.	Please Write Your Answer: Y = Yes N = No N/A = Not Applicable		
8.1. The student's sensory access to instruction has been evaluated, and the need for an interpreter or intervener to effectively meet IEP goals has been considered.			
8.2. There has been an O&M evaluation that addresses the effects of hearing loss in combination with the vision impairment in determining the need for services. (Refer to Section 7 on Orientation and Mobility.)			
8.3. The effects of a dual sensory loss have been assessed in a communication evaluation, and services of a speech/language pathologist have been considered.			
8.4. Assessments, evaluations and delivery of all related and supplemental services take into account the effects of a dual sensory loss.			
8.5. The IEP addresses training for the family and staff on issues related to dual sensory loss. Comments on Related and Supplemented Services:			







	Date:	Date:	Date:
IEP Quality Indicators for Students who are Deafblind			
TRANSITION PLANNING	Date of IEP:	Date of IEP:	Date of IEP:
9. Transition Planning – As a student enters the teen years and nears graduation, there are considerations for both educational programming and community services. The need for experientially based vocational assessment and instruction in real-world environments is heightened when sensory issues affect access to environmental information and practical experience. The ability to initiate and sustain meaningful leisure activities is impacted by the capacity to learn through modeling and gather environmental cues. Being an effective self-advocate about communication and access to information is essential for success in higher education, employment, and other community settings. Additionally, referrals to community services designed for people who are deafblind lead to better adult outcomes (e.g. community intervener, support service provider, interpreter, specialized residential & vocational support).	Please Write Your Answer: Y = Yes N = No N/A = Not Applicable		
9.1. Vocational assessment and instruction are based on the student's language and conceptual			
development, and includes sampling a variety of job experiences in work settings. 9.2. The student's ability to engage in meaningful, enjoyable, and productive self-directed leisure activities has been assessed, and the IEP includes goals to improve the student's ability to make choices and participate in activities during unstructured time as needed. 9.3. The IEP reflects development of self-advocacy skills related to communication style and			
sensory needs in education, work, and social settings.			
9.4. The IEP includes assessment and instruction related to communication and travel in various community settings and situations.			
9.5. The student has been referred to appropriate services, including the deafblind specialist at Health and Human Services, Texas Workforce Commission, the Deaf-Blind Multiple Disabilities Medicaid Waiver Program, and the Helen Keller National Center.			
Comments on Transition Planning:			

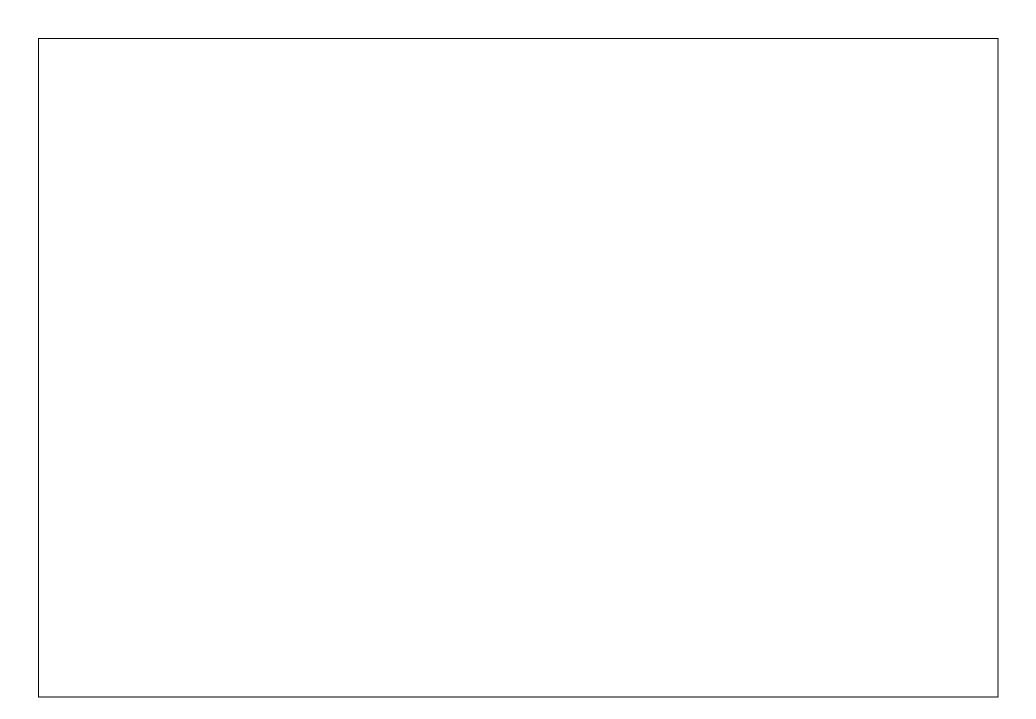






	Date:	Date:	Date:
IEP Quality Indicators for Students who are Deafblind			
TEAMING PROCESS PLAN	Date of IEP:	Date of IEP:	Date of IEP:
10. Teaming – Due to the complexity of needs of students who are deafblind, annual meetings of the IEP team may not be sufficient for planning the educational program. Continuous input from a smaller core group is often needed to guide daily programming. The function of the core team is to review, refine, and direct on-going educational programming. Core team members may include those who daily and weekly interact with the student (e.g. parent, intervener, classroom teacher, teacher of the deafblind, VI teacher, DHH teacher). The core team should meet regularly (weekly, bi-weekly, monthly or quarterly) based on the student's needs. An extended team may meet with the core team when expertise is needed in specialized therapy areas (e.g. PT, OT, O&M).	Please Write Your Answer: Y = Yes N = No N/A = Not Applicable		
10.1. The IEP includes a Team Management Plan (i.e. identifying core and extended team members; a meeting schedule; responsibilities for meeting arrangements and communication; group norms).			
10.2. Daily time is designated for the teacher and support service provider (i.e. intervener; interpreter) to plan together and discuss lesson plans, intervention strategies, and student progress.			
10.3. Training in deafblind strategies for all team members is addressed in the IEP.			
Comments on a Teaming Process Plan:			







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.

Minnesota Deafblind Technical Assistance Project (2005). Quality Indicators for Students with Deafblindness for IEP Development.



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