Texas School for the Blind and Visually Impaired
Outreach Programs
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Expanded Core Curriculum Considerations for Students who are Deafblind

Below are seven areas for consideration addressing expanded core curriculum needs for students who are deafblind which are not already included within the ECC for Visual Impairment or the ECC for Deaf/Hard of Hearing. Each area has a list of considerations for the Teacher of Students who are Deafblind and their team to consider when determining what specialized instruction may be needed for each student. This is intended to be used in conjunction with the ECC for Visual Impairment and the ECC for Deaf/Hard of Hearing, not as a stand-alone document. These considerations were initially published as part of *Essential Tools of the Trade for Teachers of Students who are Deafblind: A How-To Guide for Completing Evaluations*.

For reference to the VI and DHH ECCs, see the *Atlantic Provinces Special Education Authority Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing* and ECC Examples of Skills from *Essential Tools of the Trade: A "How-To" Guide for Completing Functional Vision, Learning Media, And ECC Evaluations*.

1. Using Hearing for Orientation and Travel

- Does the student demonstrate compensatory skills to support localization of environmental sounds, and/or intelligibility of speech in noise, during travel?
  - Does the student have the skills to properly use an interpreter during O&M?
  - Does the student know how to use and ensure programming is appropriate for assistive listening devices for travel?
  - Does the staff need training in supporting the lack of motivating sound sources?
  - Does the student experience sound compression from hearing aids which can distort proximity of traffic or other environmental sounds?
- Is the student able to compensate for not being able to use sound shadows?

- ○ Does the student have a lack of access to sound cues?
- ○ Does the student have the ability to, or compensatory skills for orally cueing dog guides?

2. Self-Determination and Advocacy

- Does the student understand their etiology and are they able to explain the implications?
  - ○ Does the student know who they are and value who they are?
- Does the student understand how interpreting is different from Support Service Provider (SSP)/CoNavigator (CN) services and intervener services?
  - ○ Does the student understand which services are needed in which settings?
  - ○ Can they request sign language accommodations as needed?
  - ○ Can the student explain how these services in schools can be different from community services under the same name?
- Does the student understand the isolating effects of being deafblind and how to become more included?
- Does the student express a sense of self and a sense of others in the world?
  - ○ Does the student have access to people outside of their reach or have the ability to connect with them?
- Can the student self-advocate for access, and explain their needs related to access?
  - ○ (Interpreter, SSP/CN, technology, website accessibility, etc.)
- Does the student and/or family have the information needed to make connections with deafblind advocacy and family organizations?
- Does the student and/or family have the information needed to make connections with deafblind resources and connections with other families?
- Can the student advocate for and explain the need for appropriate programming for their hearing technology for use in different environments?
- Can the student explain the need for visual and/or environmental cues to be communicated in real time by their staff members?
  - ○ Does the student have the visual or auditory access to know what the topic of conversation has shifted to?

3. Stress Management and the Effects of Stress

- Does the student and/or family understand the effects of long-term stress (toxic stress) on the body and nervous system and how to both recognize and prevent them?
- Can the student advocate for their needs with regard to feelings of isolation?
- Does the student have a stress management strategy?
    - What are the implications related to their specific etiology?
- Does the student demonstrate the self-awareness to explain stressors related to their disability?

4. Communication and Language

- How does the student use their tactile-bodily sense within communication and conversation?
- How is formal speech developed and modeled without the full sense of vision and hearing?
    - What compensatory strategies does the student demonstrate in order to access and develop speech?
- What accommodations are needed for the student to access sign language?
    - Does the student need modifications to the rate or location?
    - Does the student need hand tracking or tactile sign?
    - Are accommodations needed for touch cues, facial expressions, and/or gestures?
    - Are accommodations needed for Tadoma (fingers on the speaker's lips and jawline)?
- How does the student demonstrate the use of non-formal expressions of language?
    - How is the student using gestures, BETs, and bodily-tactile language?
    - Do staff need training on recognizing these forms of language and knowing how to respond in a shared mode?
    - How are these expressions being used to support further communication and/or formal language development?
    - Does the student's visual abilities meet their need for speech reading?
    - Will they need access to Tadoma to meet this need?
- Does the student need an alternate to the phonetic approach to braille?
    - Do they need an alternative to learning literacy phonetically?
- Does the student need to use uncontracted braille longer?
- Is English their first language?

- ○ If not, what supports might the student need in order to access English?

5. Planning for the Future

- Have the student and family developed a person-centered career plan?
- Does the student have the pre-work skills needed?
  - ○ Are they able to follow directions?
  - ○ Do they have work awareness, or knowing what jobs exist?
  - ○ Do they need support in developing their soft skills?
- How are the services in schools different from community services?
  - ○ Does the student and their family understand the difference between CoNavigator and Intervener services?
  - ○ Do they know how to obtain the needed services?
  - ○ Do they know how to utilize the Deafblind Multiple Disabilities Medicaid Waiver (DBMD waiver) and/or Texas Workforce Commission (TWC) supports available?
- Does the student know the roles of a Support Service Provider (SSP)/CoNavigator (CN), Intervener, and/or interpreter and how they relate to work/community use?
- Has the student participated in experiential job exploration?
  - ○ Does the student need hands-on experiences in different jobs prior to entering the workforce?

6. Concept Development

- Is the student able to access environmental information that gives context in meaning?
  - ○ Do they need this to be given tactually (e.g., a hand on the shoulder meaning someone is attending to them)?
- How is the student filling in concept gaps?
  - ○ Do they need intensive direct instruction for this?
- How does the student learn concepts beyond an arm's reach?
  - ○ Do they need intensive direct instruction for this?
- Does the student require the use of concrete objects and/or full scale models for instruction?
- Does the student require description and direct instruction in order to participate or be an active spectator of games, sports, and social aspects to these events?
  - ○ Do they need more explanation, including tactile input?

7. Access

- Does the student have strategies and accommodations to address the combined effects of their sensory losses and the implications?
- Is the student using hand-under-hand?
  - Does the staff need training in this strategy?
- Is the student using tactile cues?
  - What cues are unique to this student?
  - Does the staff need to be trained in knowing which tactile cues mean what for each student?
- Does the student have tactile components within their calendar and use them appropriately?
  - Is the student's calendar accessible to them and do they know how to use it?
- Does the student know how to properly use their technology?
  - Does the student have a plan to maintain it, transport it, and know when to use which piece?
  - Is the text-to-speech feature accessible to the student?
  - Is captioning accessible to the student or does it need to be enlarged?
  - Does the student need direct instruction in how to use interpreters over distance technology?
  - Does the student understand the proper use of additional channels that are programmed within hearing technology for use in different environments?
- Is the student targeting the further development of their strength in tactile cognition?
  - Students who are deafblind are often stronger in the use of their tactile skills than hearing/sighted peers. Do they need support to develop and grow this strength?
  - Do they need to develop compensatory strategies due to their visual impairment?
  - Do they need to develop compensatory strategies due to their hearing loss?
- Does the student know how other conversations happen around them?
  - Does the student need modeling of social interactions/conversations tactually?
  - Do they need this for both 1:1 and group conversations, including greetings?
  - Do they know who is around them and how to gather this information?
  - Can they appropriately get the attention of others?

ECC for Students who are Deafblind

Beginning of table

Deafblind ECC Area	Team member to target ECC area	Instructional Resources	Evaluation Resources	VI Area of Connection	DHH Area of Connection
Using Hearing for Orientation and Travel	COMS, TDHH, Ed. AuD, TDB	Teaching Age-Appropriate Purposeful Skills (TAPS)	Sound Travels	O&M	Listening Skills Development
Self-Determination and Advocacy	TSVI, TDHH, COMS, SPED, TDB	EMPOWERED: An Activity-Based Self-Determination Curriculum		Self-determination Career Ed.	Social Emotional Skills, Self-determination and Advocacy, Family Education, Career Ed.
Stress Management and the Effects of Stress	TSVI, TDHH, TDB, SPED	The Guidance for Planning Behavior Intervention for Children and Young Adults who are Deafblind or have Visual and Multiple Impairments	The Guidance for Planning Behavior Intervention for Children and Young Adults who are Deafblind or have Visual and Multiple Impairments		

Deafblind ECC Area	Team member to target ECC area	Instructional Resources	Evaluation Resources	VI Area of Connection	DHH Area of Connection
		EMPOWERED: An Activity-Based Self-Determination Curriculum			
Communication and Language	TDHH, TSVI, SLP, SPED, TDB	Communication: A Resource Guide for Teachers of Students with Visual and Multiple Impairments Better Together: Building Relationships with People Who Have Visual Impairment & Autism Spectrum Disorder (or Atypical Social Development) Calendars for Students With Multiple Impairments Including Deafblindness	Communication Matrix Tactile Working Memory Scale Child-guided Strategies: The van Dijk Approach to Assessment Every Move Counts	Compensatory Skills	Communication Development, Speech Reading Development

Deafblind ECC Area	Team member to target ECC area	Instructional Resources	Evaluation Resources	VI Area of Connection	DHH Area of Connection
		Remarkable Conversations: A guide to developing meaningful communication with children and young adults who are deafblind Every Move Counts			
Planning for the Future	TDHH, TSVI, SPED, COMS, Transition Specialists, TDB			Career Ed.	Career Ed., Family Education
Concept Development	TDHH, TSVI, SLP, SPED, COMS, TDB		EVALS: Evaluating Visually Impaired Students Using Alternate Learning Standards Emphasizing the Expanded Core	Compensatory Skills, Recreation and Leisure	Communication Development

Deafblind ECC Area	Team member to target ECC area	Instructional Resources	Evaluation Resources	VI Area of Connection	DHH Area of Connection
			Curriculum

The Basic Skills Infused Skills Assessment | | |
| Access | TDHH, TSVI, SLP, SPED, COMS, TDB | | Assessment of Deafblind Access to Manual Language Systems (ADAMLS)

Informal Functional Hearing Evaluation (IFHE) | Assistive Technology, Sensory Efficiency, Social Interaction, Compensatory Skills | Audiology, Family Education, Communication |

End of table

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