

**Three-Part Training on:**

**Students with Combined Vision and Hearing Loss: Planning for Their Success**



**Part 1**

4:00 – 5:30 PM

Tuesday, October 19, 2010

---

---

---

---

---

---

---

---

Who are these children with combined vision and hearing loss?



You might know them by what we say about them

---

---

---

---

---

---

---

---



**Red Flags !**



“The records say his hearing is fine. He loves music.”

“He hears when he wants to.”  
“She sees when she wants to.”

“He has normal hearing in one ear.”  
“She has normal vision in one eye.”



“I know she has normal hearing, but she is 6 years old and I am still not sure if she understands what we are saying.”

“She has so many other needs, a mild hearing loss is the least of her concerns.”

“He has a significant intellectual disability... We wouldn't expect him to use his vision.”

---

---

---

---

---

---

---

---

**Red Flags !**

“He is just deaf but he is so clumsy. His eyes bother him when he is outside in the sunshine.”

“I know she has a syndrome- oh yes, it is called CHARGE, but the eye doctor said her vision is fine.”



“She has cerebral palsy in addition to her hearing loss. I don’t know anything about a vision problem.”

“I know this child had head trauma very early in his life. He has cortical visual impairment but there is nothing about a hearing problem. I am not sure if he understands anything I am saying.”

---

---

---

---

---

---

---

---

**These children may:**

... be at home with significant health challenges...

... be in a classroom with other deaf children, but no one knows they are starting to have vision problems...

... have a mild hearing loss and wear glasses, but no one realizes that the glare on the whiteboard or the sunlight bothers them so much. They are not seeing as well as we think...

---

---

---

---

---

---

---

---

**These children may:**

... be finding ways to compensate for their loss of vision or hearing and are near grade level, but have even higher potential and are exhausted at end of the day; doing homework becomes so hard...

... find school miserable because no one understands their communication...

---

---

---

---

---

---

---

---

There are several ways we refer to these students who have:

- Combined Visual Impairment and Hearing Loss
- Combined Vision and Hearing Loss
- Dual Sensory Impairments
- Deaf-blindness
- DeafBlindness

---

---

---

---

---

---

---

---

|  |   |
|--|---|
| <p>The definition of deaf-blindness is located in Part B of the Federal Regulations, Sec. 300.8: Child with a disability.</p>  | <p>The definition of deaf-blindness is located in (WAC 392-172A-01035).</p>   |
| <p>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.</p> | <p>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 students with deafness or students with blindness and adversely affect a student's educational performance.</p> |

---

---

---

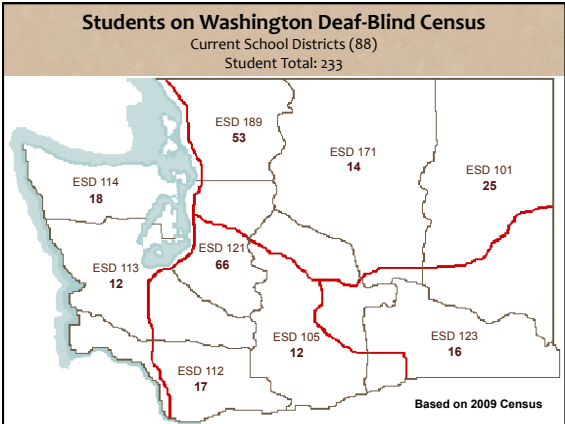
---

---

---

---

---




---

---

---

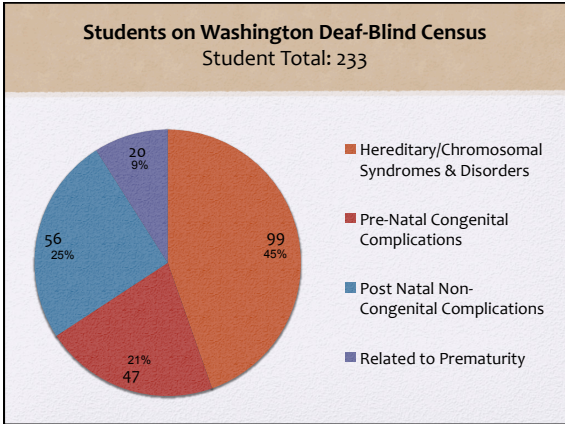
---

---

---

---

---



---

---

---

---

---

---

---

**Vision and Hearing**



What are the two senses used for most communication and learning in school?

---

---

---

---

---

---

---

Some facts about school in general:

---

---

---

---

---

---

---

## Vision

### Estimated:

80-90% of learning comes through vision

---

---

---

---

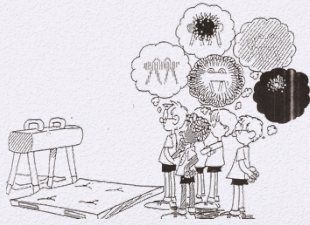
---

---

---

## Mild Visual Impairment

Glasses do not correct everything!



---

---

---

---

---

---

---

## Hearing

It is estimated that 40-60 % of communication in a classroom is auditory.

Studies show that most classrooms around the world have too much noise and reverberation even for students with typical (normal) hearing.

---

---

---

---

---

---

---

## Hearing

Hearing Aids or Cochlear implants do not correct everything!

---

---

---

---

---

---

---

## Minimal Hearing Loss

### What you need to know:

On any one day in an elementary school, you can expect 1/4-1/3 of your students to have a hearing loss.

With 25 students and one teacher in the classroom... the noise level can reach from 55-75 dB

90% of knowledge acquired by a young child is learned incidentally

---

---

---

---

---

---

---

## Unilateral Hearing Loss

### Did you know:

If **two ears** can discriminate 90% of a message at 40 decibels, **one ear** will only be able to discriminate 72% of that same message at the same volume

Students with unilateral hearing loss have been found to perform 1-2 years behind hearing students on standardized academic achievement tests

May have difficulties developing appropriate social skills due to occasional barriers in communication.

---

---

---

---

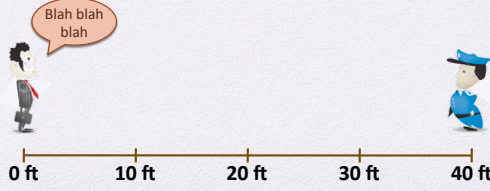
---

---

---

### Unilateral Hearing Loss

**Did you know:**  
A voice heard clearly at 40 feet away with **two ears** can barely be heard at 10 feet away with **one ear**.



0 ft      10 ft      20 ft      30 ft      40 ft

---

---

---

---

---

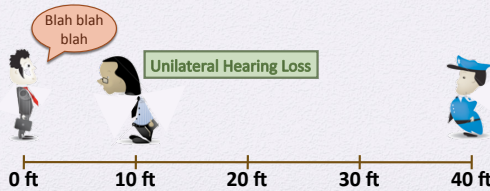
---

---

---

### Unilateral Hearing Loss

**Did you know:**  
A voice heard clearly at 40 feet away with **two ears** can barely be heard at 10 feet away with **one ear**.



0 ft      10 ft      20 ft      30 ft      40 ft

---

---

---


---

---

---

---

---



You want to go eat?

Yeah, I'm pretty beat!

No, I can't eat meat.

You have problems with your feet?

Who the heck is Pete?

---

---

---

---

---

---

---

---

**Success comes from knowledge, planning, implementing and monitoring**

---

---

---

---

---

---

---


---

**Challenges**

IN GENERAL EDUCATION AND/OR SPECIAL EDUCATION FOR THESE STUDENTS:

Assessment tools that are inappropriate for these students

Learning pace in the classroom penalizes the student and increases FATIGUE FACTOR




---

---

---

---

---

---

---

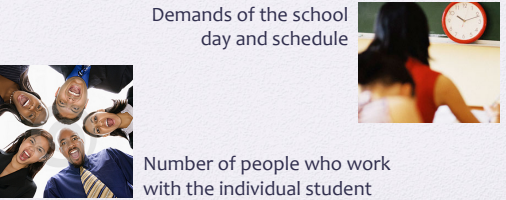
---

**Challenges**

IN GENERAL EDUCATION AND/OR SPECIAL EDUCATION FOR THESE STUDENTS:

Demands of the school day and schedule

Number of people who work with the individual student




---

---

---

---

---

---

---

---



## Challenges

IN GENERAL EDUCATION AND/OR SPECIAL EDUCATION FOR THESE STUDENTS:

No trusting relationship with anyone



---

---

---

---

---

---

---

---



Do you or your staff have the philosophy that everyone in the environment needs to “work” with this student?

---

---

---

---

---

---

---

---

## Challenges

IN GENERAL EDUCATION AND/OR SPECIAL EDUCATION FOR THESE STUDENTS:

Lack of understanding concepts that everyone else already knows since they hear and see

---

---

---

---

---

---

---

---

What concepts does your student have? Without the concept, vocabulary is useless!

---

---

---

---

---

---

---

Concept Development

**work**

---

---

---

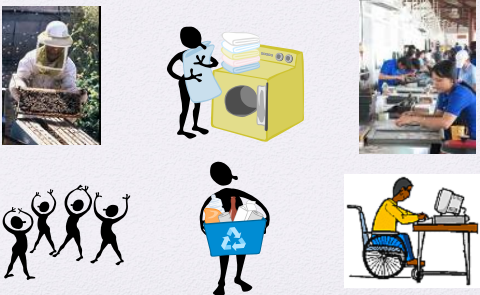
---

---

---

---

The concept: **work**



The collage contains six images: 1. A beekeeper in a protective suit and hat working with a beehive. 2. A person in a white shirt loading or unloading a yellow washing machine. 3. A person in a blue shirt working in a factory or industrial setting. 4. Three stylized black figures with their arms raised in celebration. 5. A person in a blue shirt carrying a blue recycling bin with a white recycling symbol. 6. A person in a yellow shirt sitting in a wheelchair at a desk, working on a computer.

---

---

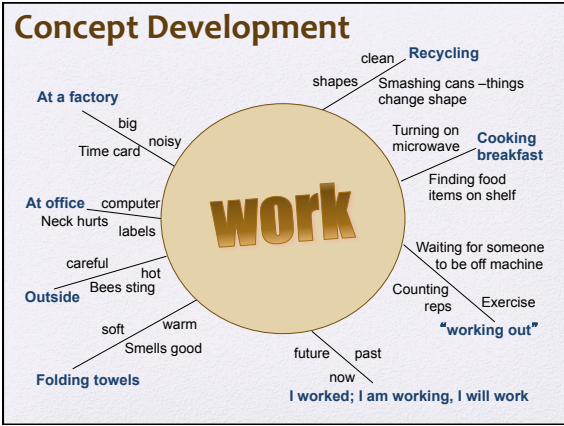
---

---

---

---

---




---

---

---

---

---

---

---

---

**Challenges**

IN GENERAL EDUCATION AND/OR SPECIAL EDUCATION FOR THESE STUDENTS:

No REAL interaction and communication opportunities for students who do not communicate or do not understand communication in ways adults and students understand

---

---

---

---

---

---

---

---

**Have you ever...**

Used a piece of "artificial turf" and placed it in a child's hand to indicate it is time to go outside?

Placed your hand UNDER a child's to show him how to open a door?

Given a child a choice by saying the choices and the child hitting a "switch" when he heard the choice he wanted?

---

---

---

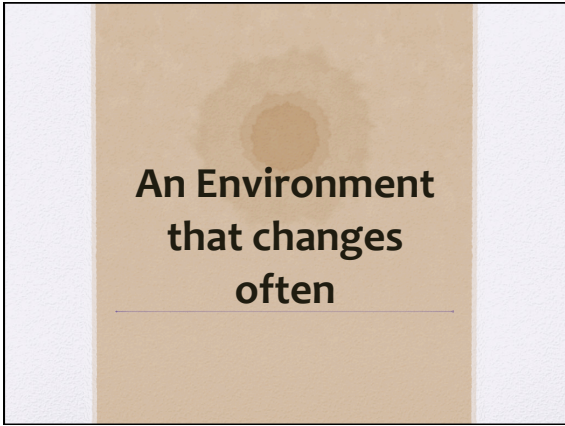
---

---

---

---

---



---

---

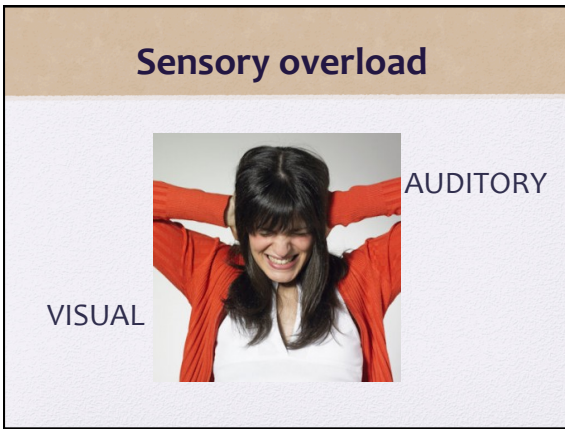
---

---

---

---

---



---

---

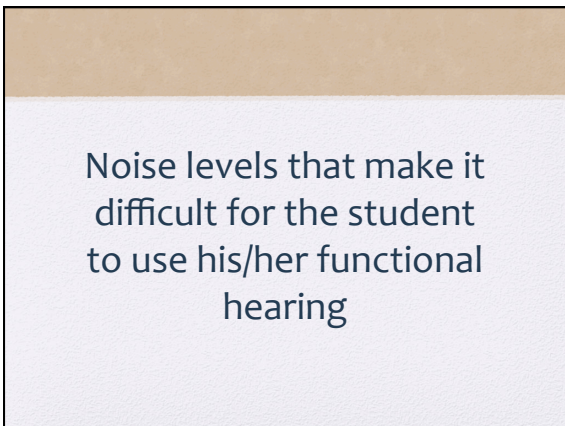
---

---

---

---

---



---

---

---

---

---


---

---

**Have you ever considered a life that could be described like this?**

You will have few close relationships in your life

You will experience long hours of doing nothing day after day



Someone will do almost everything for you and to you the rest of your life

---

---

---

---

---

---


---

---

**Have you ever considered a life that could be described like this?**

You may understand little of what people say to you and they may understand even less of what you want to say!

You will not participate in recreation activities that you might find enjoyable



Your experience of community life will be limited

---

---

---

---

---

---

---

---

**This life becomes one of**

# Isolation




---

---

---

---


---

---

---

---

Have you ever wondered how many people in your district or agency have experience working with children who have a combined vision and hearing loss?




---

---

---

---

---

---

---


---

**Deafblindness: Educational Service Guidelines**

**Perkins School for the Blind**

Editors:  
Marianne Riggio and  
Barbara McLetchie

2008



**Deafblindness:**  
*Educational Service Guidelines*

[https://secure2.convio.net/psb/site/Ecommerce/223326677?VIEW\\_PRODUCT=true&product\\_id=3101&store\\_id=1101](https://secure2.convio.net/psb/site/Ecommerce/223326677?VIEW_PRODUCT=true&product_id=3101&store_id=1101)

---

---

---

---

---

---

---

---

**Part 2 of Three-part Training:**

**Part 2:**  
**Students with Combined Vision and Hearing Loss:  
Planning for Their Success**



4:00 – 5:30 PM  
Tuesday, October 26, 2010

---

---

---

---

---

---

---

---