

DEAF-BLIND (deafblind)

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.

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| Instructional Method / Delivery | <p style="text-align: center;">Accommodations</p> <ul style="list-style-type: none">• Provide systematic instruction with appropriate modifications and assistive technology.• Give visual descriptions or tactile representation of any material being used for instruction.• The student will need more time to explore tactile items and respond.• The student may be missing vital experiential background that the teacher will need to provide prior to delivery of new material.• The teacher needs to assess for comprehension of concepts being taught and provide meaningful information.• Provide handouts in appropriate media (e.g., braille, tape, large print, tactile representation). |
| Discussion / Questioning | <ul style="list-style-type: none">• Provide the student with discussion material early, especially if the student is expected to respond through discussion.• An interpreter may be needed to relay information to and from the student and other people in the classroom.• An Assistive Listening Device (ALD) may be worn by the teacher to increase the volume and clarity of the class lecture/discussion.• The student may use a low vision device to view material being presented during discussion.• Use overlays with high contrast for students with low vision.• Provide students with copies of overhead materials in student's preferred media (e.g., Braille, large print).• When using audiovisual materials (overhead projector, video, etc.) be aware of the negative effects on hearing and sight. Some students using their residual hearing may need to sit away from overhead projectors that are noisy. Students using an interpreter will need light on the interpreter to see the signs. For some students, dimming the lights may impair the student's ability to see the material.• Information that is presented visually should be described for the student with vision loss and some material may need to be represented tactually through use of models or tactile graphics.• In some instances, the teacher may need to remain in one place when lecturing so that the student can follow the voice clearly.• Teacher should present lecture at an appropriate speed for the interpreter to keep pace.• Encourage participation during discussion by allowing student time to answer.• Allow the interpreter to translate to the class what the student signs. |

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| Independent Worksheets | <ul style="list-style-type: none">• Worksheets may need to be converted into large print or Braille. (Computer conversion should be considered, but should always be checked by someone knowledgeable of braille).• Make sure that the worksheets are not visually or tactually cluttered.• Have easily identified workspace for the student to place answers.• The student may need to access and complete the worksheet using an alternate means of response, such as braille, low vision device, interpreter, computer with appropriate modifications.• Allow the student more time to complete the worksheets. (It usually takes longer to read and write using large print, braille, and/or low vision devices).• Allow the student time after class to ask questions privately and make the student aware that this is an option. |
| Assessments | <ul style="list-style-type: none">• Use appropriate modifications to make assessment accessible to student (e.g., braille format, large print, oral presentation, signed presentation, or scanned into computer to use with suitable computer programs to accommodate for vision and hearing loss.)• Allow the student to take the test orally or in appropriate media.• Allow the student to record test answers using appropriate media.• Provide the student extended test-taking time.• Allow student to take test in a different location for better lighting.• Allow the student to use Braille typed answers that can later be transcribed into print, when braille is the student's media. |
| Centers | <ul style="list-style-type: none">• Arrange center to have appropriate contrast, color, and lighting for students with low vision. For students approaching items by touch, arrange center in a tactual manner.• Have all students place items back in proper place to allow student who is deafblind to easily find items visually or tactually.• Label items in center in appropriate media.• Decrease unnecessary visual or tactual clutter. .• Allow adequate time for the student to complete work. |
| Projects | <ul style="list-style-type: none">• Allow student more time to complete project.• Be sure student has necessary modifications and assistive technology to access Internet, books, and other resource materials for project completion.• Be sure student understands requirements of project and has an opportunity to ask questions for clarification.• Allow student to turn in project in appropriate media, especially if student is still learning keyboarding skills. Braille can be translated by the teacher of the visually impaired. |

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| Reports | <ul style="list-style-type: none">• Allow student more time to complete paper.• Be sure student has necessary modifications and assistive technology to access the Internet, books, and other resource materials for report completion• Be sure student understands requirements of report and has an opportunity to ask questions for clarification.• Allow student to turn in report in appropriate media, especially if student is still learning keyboarding skills. Braille can be translated by the teacher of the visually impaired. |
| Reading | <ul style="list-style-type: none">• Reading material should be in appropriate media for student.• The student may require the reading material in large print or braille.• The student may use a LVD (low vision device) such as a CCTV or magnifier to access the material.• The student may need support of a Reader to read textbooks and other materials to the student. Some students may access reading material by having it scanned into computer and use a program that will read the text aloud.• Decrease glare by correctly positioning material.• Be sure there is appropriate lighting. |
| Writing | <ul style="list-style-type: none">• The student may require an alternative means of writing such as a brailler, low vision device, or computer with appropriate software• The student may require longer time to complete assignments. |
| Drawing | <ul style="list-style-type: none">• Drawings may need to be represented tactilely or with more contrast for student to access them.• Describe drawings to student. |
| Groups | <ul style="list-style-type: none">• An Assistive Listening Device may be used in small groups to enhance the understanding of several voices.• Bring awareness to the group that only one student speaks at a time.• Have students in the group identify themselves before speaking.• Materials that are developed by the group may need to be converted to alternate format. |
| Note-taking | <ul style="list-style-type: none">• The student may require a notetaker in class.• Provide the student with written, Brailled, or taped important information discussed.• Provide an easily identified workspace for the student to take notes.• Provide the student access to discussion notes using high contrast text and background (such as black and yellow). Be sure text is of appropriate size, spacing, and boldness.• Review the notetaker's notes to ensure that the student is correctly getting all of the information presented in class. |

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| Presentation | <ul style="list-style-type: none">• Allow the interpreter to translate to the class what the student is signing.• An oral interpreter may be needed if the student's voice is not clearly understood or loud enough.• Allow the interpreter to relay comments and feedback from the peers and teacher to the student.• Give visual descriptions or tactile representation of any material being used for instruction.• The student will need more time to explore tactile items and respond.• The student may be missing vital experiential background that the teacher will need to provide prior to presenting new material.• The teacher needs to assess for comprehension of concepts being taught and provide meaningful information.• Provide handouts in appropriate media (e.g., braille, tape, large print, tactile representation). |
| Computers | <ul style="list-style-type: none">• Be sure computer has appropriate assistive technology for accessing print such as screen enlarging hardware or screen enlarging software software, or screen reading software.• Be sure computer has appropriate assistive technology for alternate access (e.g., braille input, voice recognition).• Be sure computer has appropriate output (e.g., braille electronic displays, hard copy braille.)• Computer foreground and background may need to be changed to more contrasting colors (e.g., yellow print on black background). |
| Physical Classroom | <ul style="list-style-type: none">• Provide lighting that is appropriate for the student (Some students will require bright lightening, while other students require dim light. An extra lamp to provide more lighting may be used or if dim light is needed, the student may use a visor or sunglasses to block the light.)• Reduce glare from fluorescent lighting and exposed windows.• Provide adequate space to allow for interpreter and classroom transition.• Seating considerations should be made in regards to best placement of student in regard to the vision and hearing impairment.• Consideration of classroom arrangement to promote student independence.• When an ALD (assistive listening device), LVD (low vision device), or other form of AT (assistive technology) is being used, make the entire class aware of how it is going to be incorporated into the classroom. |

* If the accommodations do not seem appropriate for the student, remember to check other disability areas.

Sevier County Department of Special Education
Dr. John Enloe, Director