

**DVIDB/CEC Revision of Initial Licensure Specialty Sets for Teachers of Students
with Deafblindness: Proposed Evidence
Reviewed after Survey
November 27th, 2021**

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Proposed Code	Proposed Item
DB.1.K1.	Historical, legal, political, and sociocultural forces unique to the education of students who are deafblind and their relevance to current educational practices.

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<p>Ask Larsen, F. & Damen, S. (2014). <u>Definitions of deafblindness and congenital deafblindness</u>. <i>Research in Developmental Disabilities</i>. 35(10), 2568-2576.</p> <p>Correa-Torres, S. M., Bowen, S. K., & Furze, M. (2020). Educators of students who are deafblind in the United States: A snapshot of their perceived needs for teacher preparation programs. <i>British Journal of Visual Impairment</i>, 0264619620915271.</p> <p>Deuce, Gail. (2017). The education of learners with CHARGE syndrome. <i>British Journal of Special Education</i>. 44, (4), 376-393.</p> <p>Giangreco, M.F., Edelman, S.W., Dennis, R.E., & Cloninger, C.J. (1995). Use and Impact of COACH with Students who are Deaf-Blind. <i>Research and Practice for Persons with Severe Disabilities</i>, 20, 121-135. https://www.chs.ca/sites/default/files/uploads/transition_planning_for_students_who_are_deafblind.pdf</p>

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<p>Agran, M., Brown, F., Hughes, C., Quirk, C., & Ryndak, D. (2014). <i>Equity & full participation for individuals with severe disabilities: A vision for the future</i>. Baltimore: Paul H. Brooke Publishing Co</p> <p>Alice Cogswell and Anne Sullivan Macy Act of 2015, H.R. 3535, 114th Cong. (2015)</p> <p>Bowen, S. K., & Correa-Torres, S. M. (2017). Understanding the communication needs of culturally and linguistically diverse students who are deafblind. <i>Perspectives of the ASHA Special Interest Groups</i>, 2(12), 81-88.</p> <p>Giangreco, M. F., Cloninger, C. J., Iverson, V. S. (2011). <i>Choosing Outcomes & Accommodations for Children: A Guide to Educational Planning for Students with Disabilities</i>. United States: Paul H. Brookes Publishing Company.</p>

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Code	
DB.1.K2.	The central role of family in the lives of individuals with deafblindness and as active core members of the team.

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Proposed Code	Proposed Item
DB.1.K3	Key qualities of programs serving individuals with deafblindness across the lifespan, and the critical roles of team members.

Research-based References

Brady, L. B. (2019). Determining a tactile threshold for learners with deafblindness: Teachers' communication modality choices. *Visual Impairment and Deafblind Education Quarterly* 65 (2), 46-55.

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Proposed Code	Proposed Item
DB.1.K4	Multiple appropriate assessments according to age and individual characteristics with the learner's team.

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Proposed Code	Proposed Item
DB.1.K5	Specialized roles of educators of learners who are deafblind, including teachers of deafblind (TDB), in their various capacities (e.g. itinerant teacher, classroom teacher, and consultant) and as supervisors of interveners and other support staff .

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<p>Nelson, C., & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. <i>American Annals of the Deaf</i>, 161(4), 406–411.</p> <p>Parker, A. T., & Nelson, C. (2016). Toward a comprehensive system of personnel development in deafblind education. <i>American Annals of the Deaf</i>, 161(4), 486–501.</p> <p>Parker, A. T., McGinnity, B. L., Bruce, S. M. (2011). Educational programming for students who are deaf-blind: A position paper of the Division on Visual Impairments. Retrieved from Council for Exceptional Children website: http://community.cec.sped.org/dvi/resourcesportal/positionpapers</p>

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Proposed Code	Proposed Item
DB.1.K6	Resources that provide specialized technical assistance, services, equipment, technology and adaptive materials at the local, state, and

	national levels related to the field of deafblindness, and how to access them.
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<p>Parker, A. T., & Nelson, C. (2016). Toward a comprehensive system of personnel development in deafblind education. <i>American Annals of the Deaf</i>, 161(4), 486–501.</p> <p>Riggio, M. & Miles, B. (2008). <i>Deafblindness: Educational Service Guidelines</i>, Watertown, MA: Perkins School for the Blind.</p>

Practice-based References

<p>Parker, A., Gebre, M. & Zhou, L. (2011). <u>Assistive technology and students who are deafblind: Bridging gaps in school participation</u>. <i>DVI Quarterly</i>. 56 (3), 21-25.</p> <p>Parker, A. T., McGinnity, B. L., Bruce, S. M. (2011). Educational programming for students who are deaf-blind: A position paper of the Division on Visual Impairments. Retrieved from Council for Exceptional Children website http://community.cec.sped.org/dvi/resourcesportal/positionpapers</p> <p>Phillips, C. L., Hile, J. L., & Jardes, T. L. (2013). A team approach for the transition to middle school and beyond for a young man who is deafblind and gifted. <i>Journal of Visual Impairment and Blindness</i>. 107 (6), 528-534.</p> <p>Probst, K.M. & Morrow, S. (2019). Supporting individuals who are deafblind interpreters, interveners, and support service providers. Retrieved from: https://rid.org/supporting-individuals-who-are-deafblind/.</p>
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Proposed Code	Proposed Item
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DB.1.K7	Communication rights for individuals with deafblindness.
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Proposed Code	Proposed Item
DB.1.K8	Principles of respectful interactions that promote access, meaningful participation, and skill development.

Research-based References

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Miles, B., (Online resource). *Conversations: Connecting and Learning With Persons Who Are Deafblind*. Watertown, MA: Perkins School for the Blind eLearning.

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Proposed Code	Proposed Item
DB.1.S1	Foster self-determination and advocacy in individuals with deafblindness and their families.

Research-based References

Cmar, J. L., McDonnall, M. C., & Markoski, K. M. (2017). In-School Predictors of Postschool Employment for Youth Who Are Deaf-Blind. *Career Development and Transition for Exceptional Individuals*, 1-11. doi:10.1177/2165143417736057

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Bruce, S. M. & Parker, A.T. (2012). Young deafblind adults in action: Becoming self-determined change agents through advocacy. *American Annals of the Deaf*, (157)1, 16-26.

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Proposed Code	Proposed Item
DB.1.S2	Support, train, communicate, and when appropriate, supervise interveners and other direct support staff.

Research-based References

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Parker, A. T., & Nelson, C. (2016). Toward a comprehensive system of personnel development in deafblind education. *American Annals of the Deaf*, 161(4), 486–501.

Practice-based References

Barton, E. E., Kinder, K., Casey, A. M. & Artman, K. M. (2011). Finding your feedback fit: Strategies for designing and delivering performance feedback systems. *Young Exceptional Children*, 14, 29-46.

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Proposed Code	Proposed Item
DB.1.S3	Foster expressive and receptive communication development and interactions.

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Martens, M. A. W., Janssen, M. J., Ruijsenaars, W. A. J. J. M., & Riksen-Walraven, M. (2014). Introducing an intervention model for fostering affective involvement with persons who are congenitally deafblind. University of Groningen: The Netherlands. Retrieved from <https://doi.org/10.1177/0145482X1410800104>

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Proposed Code	Proposed Item
DB.1.S4	Determine, recommend, and support appropriate services and providers, including, when appropriate, the services of an intervener, based on evaluation.

Research-based References

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Practice-based References

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Proposed Code	Proposed Item
DB.1.S5	Practice self-care to ensure well-being by accessing mentors and other sources of support, and engaging in other healthy living practices.

Research-based References

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Proposed Code	Proposed Item
DB.1.S6	Engage in self-reflection, professional development, and participate in professional organizations to maintain professional learning and practice.

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Parker, A. T., & Nelson, C. (2016). Toward a comprehensive system of personnel development in deafblind education. *American Annals of the Deaf*, 161(4), 486–501.

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Grisham-Brown, J., Degirmenci, H. D., Snyder, D., & Luiselli, T. E. (2018). Improving practices for learners with deaf-blindness: A consultation and coaching model. *Teaching Exceptional Children*, 50 (5), 263–271.

Kaufman, R. C. & Ring, M (2011). Pathways to leadership and professional development: Inspiring novice special educators. *Teaching Exceptional Children*, 43 (5), 52-60

Proposed Code	Proposed Item
DB.1.S7	Advocate for learners who are deafblind and their families to obtain quality services and programming including access to common core curriculum, expanded core curriculum, the arts, physical education, extra-curricular, and vocational activities, ranging from early intervention to transition to adult services.

Research-based References

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Strand 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs

Strand Leader: Phoebe Okungu

Team: Christopher Montgomery, Deanna Peterson, Heather Withrow, Chinomso Ihenagwam, Rita Aguilar

Proposed Code	Proposed Item
DB.2.K1	Effects of deafblindness on receptive and expressive communication and language development.

Research-based References

Damen, S., Janssen, M. J., Huisman, M., Ruijsenaars, W. A. J. J. M., & Schuengel, C. (2014). Stimulating intersubjective communication in an adult with deafblindness: A

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Proposed Code	Proposed Item
DB.2.K2	Effects of deafblindness on an individual's relationship to self, including self-awareness, self-regulation, self-monitoring, and self-determination.

Research-based References
<p>Bloeming-Wolbrink, K. A., Janssen, M. J., Ruijssenaars, W. A., Menke, R., & Riksen-Walraven, J. M. (2015). Effects of changes in life circumstances on interaction and communication in adults with congenital deafblindness and an intellectual disability. <i>British Journal of Visual Impairment</i>, 33(1), 31–44. https://doi.org/10.1177/0264619614558429</p> <p>Stavrou, P. D. (2016). Program of Intervention Referred To the Social-Emotional Development of Deaf-Blind Students. <i>Advances in Social Sciences Research Journal</i>, 3(11).</p> <p>Zeedyk, M.S. (2006), From intersubjectivity to subjectivity: the transformative roles of emotional intimacy and imitation. <i>Inf. Child Develop.</i>, 15: 321-344. https://doi.org/10.1002/icd.457</p>

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Practice-based References
<p>Belote, M., Lill, S., Baker, J., Sanders, D., Scott, E. (2015, September). Social skills. In National Center on Deaf-Blindness, <i>Open Hands, Open Access: Deaf-Blind Intervener Learning Modules</i>. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.</p> <p>Triulzi, L., Sotiropoulos, G., Radin, M., Morgan, S. (2015, September). Self-Determination. In National Center on Deaf-Blindness, <i>Open Hands, Open</i></p>

Access: *Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DB.2.K3	Effects of deafblindness on social and emotional development including relationships with others, attachment, trust, safety, empathy, friendships, and autonomy.

Research-based References

Bloeming-Wolbrink, K. A., Janssen, M. J., Ruijsenaars, W. A., Menke, R., & Riksen-Walraven, J. M. (2015). Effects of changes in life circumstances on interaction and communication in adults with congenital deafblindness and an intellectual disability. *British Journal of Visual Impairment*, 33(1), 31–44.
<https://doi.org/10.1177/0264619614558429>

Bloeming-Wolbrink, K. A., Janssen, M. J., Ruijsenaars, W. A., & Riksen-Walraven, J. M. (2018). Effects of an Intervention Program on Interaction and Bodily Emotional Traces in Adults with Congenital Deafblindness and an Intellectual Disability. *Journal of Deafblind Studies on Communication*, 4(1).

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Kumata, H., Doi, K., Suginaka, T., Nakazawa, M., Hatakeyama, T., & Nakagawa, T. (2013). A Study of Parent's Obstacles Nurturing Congenital Deafblind Infants and Toddlers.

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McInnes, J. (1999). *A guide to planning and support for individuals who are deafblind*. Toronto: University of Toronto Press

Proposed Code	Proposed Item
DB.2.K4	Effects of deafblindness on motor development, body concepts, engagement with physical activities, learning, play, and orientation and mobility.

Research-based References

Bigelow, A. (1992). Locomotion and search behavior in blind infants. *Infant behavior and development*. 15, 179-189.

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Proposed Code	Proposed Item
DB.2.K5	Impact of deafblindness on incidental learning.

Research-based References

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Miles, B. & Riggio, M. (1999). *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind.* Watertown, MA: Perkins School for the Blind.

Proposed Code	Proposed Item
DB.2.K6	Implications of combined hearing and vision loss on accessing, processing, and integrating information from the environment.

Research-based References

Bloeming-Wolbrink, K. A., Janssen, M., Ruijsenaars, W. A. J. J. M., & Riksen-Walraven, J. M. (2018). Effects of an Intervention Program on Interaction and Communication in Adults with Congenital Deafblindness and an Intellectual Disability. *Journal of Deafblind Studies on Communication*, 4(1), 39-66.

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Smith, M. (2012). *SAM: Symbols and meaning* (set of two books: *Guidebook*, *Assessment and games book*). Louisville, KY: American Printing House for the Blind.

Proposed Code	Proposed Item
DB.2.K7	Roles of vision, hearing, touch, taste, smell, and movement (kinesthesia) in learning.

Research-based References

Jesper Dammeyer, Congenitally Deafblind Children and Cochlear Implants: Effects on Communication, *The Journal of Deaf Studies and Deaf Education*, Volume 14, Issue 2, Spring 2009, Pages 278–288, <https://doi.org/10.1093/deafed/enn042>

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Proposed Code	Proposed Item
DB.2.K8	Effects of deafblindness on cognitive development, including the development of concepts.

Research-based References

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Proposed	Proposed Item
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DB.2.K9	Impact of etiologies associated with deafblindness, medical conditions, and additional impairments on the individual with deafblindness.

Research-based References	
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Proposed Code	Proposed Item
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DB.2.K10	Brain development and neurological implications of deafblindness on learning.
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Dammeyer, J., Nielsen, A., Strøm, E., Hendar, O., & Eiríksdóttir, V. K. (2015). A case study of tactile language and its possible structure: A tentative outline to study tactile language systems among children with congenital deafblindness. *Journal of Communication Disorders, Deaf Studies & Hearing Aids*.

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Proposed Code	Proposed Item
DB.2.K11	Differences and implications of congenital and acquired deafblindness.

Research-based References

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Proposed Code	Proposed Item
DB.2.K12	Lived experiences and perspectives of the learner who is DeafBlind.

Research-based References

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Proposed Code	Proposed Item
DB2.S1	Foster the efficient use of vision, hearing, touch, taste, smell, and movement.

Research-based References

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Strand 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Strand Leader: Marina McCormick

Team: Rachel Collins, Kristin Pfeiffer, Shannon Dawn Darst, Sheryl Sokoloski, Stephanie Mowery

Proposed Code	Proposed Item
DB.3.K1	Assistive technologies appropriate for students who are deafblind, including technologies that are available for students who are deaf, hard-of-hearing, blind, and visually impaired.

Research-based References

Hartmann, E. & Weismer, P. (2016). Technology implementation and curriculum engagement for children and youth who are deafblind. *American Annals of the Deaf*, 161(4), 462-473.

Literature/Theory-based References

Hersh, M.A. & Johnson, M.A. (Eds.) (2003). *Assistive technology for the hearing-impaired, deaf, and deafblind*. Springer-Verlag London Limited.

Snell, M., Chen, L., & Hoover, K. (2006). Teaching augmentative and alternative communication to students with severe disabilities: A review of intervention research 1997 – 2003. *Research and Practice for Persons with Severe Disabilities*, 31, 203-214

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Beukelman, D., & Mirenda, P. (2005). *Augmentative and alternative communication: Supporting children and adults with complex communication needs (3rd ed.)*. Baltimore, MD: Paul H. Brookes.

Reichle, J., Beukelman, D., & Light, J. (2002). *Exemplary practices for beginning communicators: Implications for AAC*. Baltimore, MD: Paul H. Brookes.

Proposed Code	Proposed Item
DB3.K2	Accommodations, modifications, and adaptations of materials, curriculum, and activities in the physical and virtual environment.

Research-based References

Cloninger, C., & Giangreco, M. (1995). Including students with deaf-blindness in general education classes. *Journal of Visual Impairment & Blindness*, 89(3), 262–266.

Horvath, L. S., Kampfer-Bohach, S., & Farmer Kearns, J. (2005). The use of accommodations among students with deafblindness in large-scale assessment systems. *Journal of Disability Policy Studies*, 16(3), 177–187.

Phillips, C., Hile, J., Jardes, T. (2013). A team approach for the transition to middle school and beyond for a young man who is deafblind and gifted. *Journal of Visual Impairments & Blindness*, 107(6), 528-534.

Sall, N., & Mar, H. H. (1999). In the community of a classroom: Inclusive education of a student with deaf-blindness. *Journal of Visual Impairment & Blindness*, 93(4), 197–210.

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Practice-based References

Downing, J. (2008). *Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers. (3rd Ed)*. Baltimore, MD: Brookes.

Proposed Code	Proposed Item
DB.3.S1	Integrate experiential learning and meaningful systematic instruction for the whole child, with state curriculum requirements, expanded core curriculum and sensory compensatory skills.

Research-based References

Luckner, J. L., & Carter, K. (2001). Essential teaching competencies for teaching students with hearing loss and additional disabilities. *American Annals of the Deaf*, 146(1), 7–15.

Literature/Theory-based References

Bruce, S., DiNatale, P., & Ford, J. (2008). Meeting the needs of deaf and hard of hearing students with additional disabilities through professional teacher development. *American Annals of the Deaf*, 153(4), 368–375.

Parker, A.T., McGinnity, B.L., & Bruce, S. M. (2011). A position paper of the division on visual impairments. Retrieved on July 8, 2020 from <https://higherlogicdownload.s3.amazonaws.com/SPED/d2199768-679e-41f6-aa2a-e9d3b5b748c8/UploadedImages/Position%20Papers/DVI%20Deafblindness%20Position%20Paper.pdf>

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Practice-based References

Byrnes, M. & Majors, M. (2004, May). No teacher left behind: Training teachers to meet the challenge of accessing the general curriculum for deafblind students. *Deaf-Blind Perspectives*, 11(3).

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Texas School for the Blind and Visually Impaired & van Dijk, J. (2001). *An educational curriculum for deaf-blind multi-handicapped persons*. Monmouth, OR: National Center on Deaf-Blindness.

Proposed Code	Proposed Item
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DB.3.S2	Collaboratively design and implement individually appropriate tactile instructional approaches to support literacy instruction including pre-braille and braille.
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Research-based References	
<p>Marvin, C. (1994). Home literacy experiences of preschool children with single and multiple disabilities. <i>Topics in Early Childhood Special Education</i>, 14(4), 436–455.</p> <p>Matsuda, Y.& Isomura, T. (2012). Novel mounts of accelerometers of Finger Braille recognition system. <i>Engineering Letters</i>, 20(3), 229-237.</p> <p>McKenzie, A. R., & Davidson, R. (2007). The emergent literacy of preschool students who are deaf-blind: A case study. <i>Journal of Visual Impairments & Blindness</i>, 101(11). Retrieved from http://www.afb.org/afbpress/pubjvib.asp?DocID=jvib011106</p> <p>Pegan, S. (2010). Communicating with the deafblind. <i>Socialno Delo</i>, 49(4), 247-256.</p> <p>Spyropoulou, K. (2020). TEACHERS' CONTRIBUTION IN DEAFBLIND STUDENTS' BRAILLE LITERACY. <i>European Journal of Special Education Research</i>, 6(4).</p>	

Literature/Theory-based References	
<p>Bruce, S.M., Nelson, C., Perez, A., Stutzman, B., & Barnhill, B.A. (2016). The state of research on communication and literacy in deafblindness. <i>American Annals of the Deaf</i>, 161(4), 424-443.</p> <p>Cushman, C. (2016). Functional Literacy. In S. Z. Sacks, M. C. Zatta (Eds.), <i>Keys to educational success: Teaching students with visual impairments and multiple disabilities</i> (pp. 260-293). New York: AFB Press (in conjunction with Perkins School for the Blind).</p> <p>Luckner, J.L., Bruce, S.M., & Ferrell, K.A. (2016). A summary of the communication and literacy evidence-based practices for students who are deaf or hard of hearing, visually impaired, and deafblind. <i>Communication Disorders Quarterly</i>, 37(4), 225-241.</p>	

Practice-based References	
<p>Miles, B. (2005, January). <i>Literacy for persons who are deaf-blind</i>. Monmouth, OR: The National Information Clearinghouse on Children who are Deaf-Blind (DB-LINK).</p> <p>Lamichhane, K. (2011). Fingerbraille: An Investigation of Japanese Methods for Communicating with Individuals Who Are Deaf-Blind. <i>Journal of Visual Impairment & Blindness</i>, 105(3), 181-185.</p> <p>Miles, B. (2005, January). <i>Literacy for persons who are deaf-blind</i>. Monmouth, OR: The National Information Clearinghouse on Children who are Deaf-Blind (DB-LINK).</p>	

Proposed Code	Proposed Item
DB.3.S3	Collaboratively design and implement individually appropriate instruction to support communication, including symbolic and non-symbolic tactile communication.

Research-based References
Bruce, S.M., Janssen, M.J., & Bashinski, S.M. (2016). Individualizing and personalizing communication and literacy instruction for children who are deafblind. <i>Journal of Deafblind Studies on Communication</i> , 2, 73-87.

Literature/Theory-based References
Brady, N. C., Bruce, S., Goldman, A., Erickson, K., Mineo, B., Ogletree, B. T., Paul, D., Romski, M., Sevcik, R., Siegel, E., Schoonover, J., Snell, M., Sylvester, L., & Wilkinson, K. (2016). Communication services and supports for individuals with severe disabilities: Guidance for assessment and intervention. <i>American Journal on Intellectual and Developmental Disabilities</i> , 121(2), 121-138
Bruce, S.M., Nelson, C., Perez, A., Stutzman, B., & Barnhill, B.A. (2016). The state of research on communication and literacy in deafblindness. <i>American Annals of the Deaf</i> , 161(4), 424-443.
Luckner, J.L., Bruce, S.M., & Ferrell, K.A. (2016). A summary of the communication and literacy evidence-based practices for students who are deaf or hard of hearing, visually impaired, and deafblind. <i>Communication Disorders Quarterly</i> , 37(4), 225-241.

Practice-based References
Belote, M. (2009). Touch cues. (California Deaf-Blind Services fact sheet 03).
Rowland, C. (2009). Assessing communication and learning. (Design to Learn Projects, Oregon Health and Science University).

Proposed Code	Proposed Item
DB.3.S4	Develop and deliver personalized lessons that incorporate the student's lived experiences.

Research-based References
Bruce, S., DiNatale, P., & Ford, J. (2008). Meeting the needs of deaf and hard of hearing students with additional disabilities through professional teacher development. <i>American Annals of the Deaf</i> , 153(4), 368–375.
Luckner, J. L., & Carter, K. (2001). Essential teaching competencies for teaching students with hearing loss and additional disabilities. <i>American Annals of the Deaf</i> ,

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Riggio, M. & McLetchie, B. (Eds.) (2008). *Deafblindness: Educational service guidelines*. Watertown, MA: Perkins School for the Blind.

Texas School for the Blind and Visually Impaired & van Dijk, J. (2001). *An educational curriculum for deaf-blind multi-handicapped persons*. Monmouth, OR: National Center on Deaf-Blindness.

Proposed Code	Proposed Item
DB.3.S5	Coach instructional personnel, teams, and families regarding specialized curricular knowledge and learning such as communication, literacy, and mobility.

Research-based References

Correa-Torres, S. M., & Bowen, S. (2017). *Perceived needs of teachers of students who are deafblind: Implications for training programs* [PowerPoint slides]. Retrieved from <https://nationaldb.org/library/page/2660>

Janssen, M.J., Riksen-Walraven, J.M., & van Dijk, J.P.M. (2004). Enhancing the interactive competence of deafblind children: Do intervention effects endure? *Journal of Developmental and Physical Disabilities*, 16, 73-94.

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Sall, N., & Mar, H. (1999). In the community of a classroom: Inclusive education of a student with deaf-blindness. *Journal of Visual Impairment & Blindness*, 93(4). Retrieved from <http://afb.org/afbpres/pubjvib.asp?DocID=jvib930402>

Watkins, S., Clark, T., Strong, C., & Barringer, D. (1994). The effectiveness of an intervener model of services for young deaf-blind children. *American Annals of the Deaf*, 139(4), 404–409.

Literature/Theory-based References

Bruce, S.M. & Bashinski, S.M. (2017). The trifocus framework and interprofessional collaborative practice in severe disabilities. *American Journal of Speech and Language Pathology*, 26(2), 162-180.

Bruce, S.M., Nelson, C., Perez, A., Stutzman, B., & Barnhill, B.A. (2016). The state of research on communication and literacy in deafblindness. *American Annals of the Deaf*, 161(4), 424-443.

Luckner, J.L., Bruce, S.M., & Ferrell, K.A. (2016). A summary of the communication and literacy evidence-based practices for students who are deaf or hard of hearing, visually impaired, and deafblind. *Communication Disorders Quarterly*, 37(4), 225-241.

Parker, A.T. & Nelson, C. (2016). Toward a comprehensive system of personnel development in deafblind education. *American Annals of the Deaf*, 161(4), 486-501.

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Miles, B. (2005, January). *Literacy for persons who are deaf-blind*. Monmouth, OR: The National Information Clearinghouse on Children who are Deaf-Blind (DB-LINK).

Morgan, S. (2001). "What's my role?" A comparison of the responsibilities of interpreters, interveners, and support service providers. Retrieved from <http://documents.nationaldb.org/dpb/pdf/sept01.pdf>

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Rowland, C. (2009). Assessing communication and learning. (Design to Learn Projects, Oregon Health and Science University).

Proposed

Proposed Item

Code	
DB.3.S6	Design and implement instruction that recognizes and expands the variety of communication modes used by students to facilitate learning and communication development.

Research-based References

Bruce, S.M., Janssen, M.J., & Bashinski, S.M. (2016). Individualizing and personalizing communication and literacy instruction for children who are deafblind. *Journal of Deafblind Studies on Communication*, 2, 73-87.

Cloninger, C., & Giangreco, M. (1995). Including students with deaf-blindness in general education classes. *Journal of Visual Impairment & Blindness*, 89(3), 262–266.

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Sall, N., & Mar, H. H. (1999). In the community of a classroom: Inclusive education of a student with deaf-blindness. *Journal of Visual Impairment & Blindness*, 93(4), 197–210.

Literature/Theory-based References

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Luckner, J.L., Bruce, S.M., & Ferrell, K.A. (2016). A summary of the communication and literacy evidence-based practices for students who are deaf or hard of hearing, visually impaired, and deafblind. *Communication Disorders Quarterly*, 37(4), 225-241.

Nelson, C., van Dijk, J., Oster, T., McDonnell, A. (2009). *Child-guided strategies: The van Dijk approach to assessment*. Louisville, KY: American Printing House for the Blind, Inc.

Practice-based References

Belote, M. (2009). Touch cues. (California Deaf-Blind Services fact sheet 03).

Rowland, C. (2009). Assessing communication and learning. (Design to Learn Projects, Oregon Health and Science University).

Proposed Code	Proposed Item
DB.3.S7	Utilize the student's primary communication mode(s) for assessment and instruction.

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Proposed Code	Proposed Item
DB.3.S8	Provide meaningful evidence-based instruction specific to deafblindness to support mastery of content knowledge.

Research-based References

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Proposed Code	Proposed Item
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DB.3.S9	Select and adapt assistive technologies appropriate for students who are deafblind.
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Strand 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making

Strand Leader: Susan Bashinski

Team: MaryAnn Demchak, Chevonne Sutter, Andrea Blackwood, Richard Teed

Proposed Code	Proposed Item
DB.4.K1	Assessment approaches and accommodations for individuals with deafblindness.

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Proposed Code	Proposed Item
DB.4.S1	Collect data and monitor and report progress.

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Proposed Code	Proposed Item
DB.4.S2	Conduct and collaborate on functional vision and hearing assessments of individuals with deafblindness.

Research-based References

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Proposed Code	Proposed Item
DB.4.S3	Assess expressive and receptive communication along a continuum from pre-intentional and pre-symbolic to full communicative proficiency.

Research-based References

Boers, E., Majssen, M. J., Minnaert, A. E. M.G., & Ruijsenaars, W. A. J. J. N. (2013). The application of dynamic assessment in people communicating at a prelinguistic level: A descriptive review of the literature. *International Journal of Disability, Development, and Education*, 60, 119-145.

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Proposed Code	Proposed Item
DB.4.S4	Apply person-centered assessment and planning processes to determine instruction and program planning.

Research-based References

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Proposed Code	Proposed Item
DB.4.S5	Observe behaviors to determine communicative intent in order to plan interventions.

Research-based References

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Proposed Code	Proposed Item
DB.4.S6	Conduct assessments in order to evaluate and improve the learning environment and educational programs.

Research-based References

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Proposed Code	Proposed Item
DB.4.S7	In conjunction with the results of environmental assessments, conduct routine-based assessments to identify the individual’s knowledge and skills that support access and engagement.

Research-based References

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Practice-based References

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Proposed Code	Proposed Item
DB.4.S8	Conduct assessment of skills and environments relevant to individuals with deafblindness to engage in social activities.

Research-based References

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Literature/Theory-based References

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Proposed Code	Proposed Item
DB.4.S9	Conduct preference assessments of individuals with deafblindness across classes of various sensory stimuli.

Research-based References

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Practice-based References

Proposed Code	Proposed Item
DB.4.S10	Conduct ecological assessments comprised of ecological inventories, task analyses, and discrepancy analyses as a component of program planning for individuals with deafblindness.

Research-based References

Murray-Branch, J., Udvari-Solner, A., & Bailey, B. (1991). Textured communication systems for individuals with severe intellectual and dual sensory impairments. *Language, Speech, and Hearing Services in Schools, 22*, 260-268.

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Proposed Code	Proposed Item
DB.4.S11	Conduct functional behavior assessment of problem behaviors displayed by individuals with deafblindness in order to develop positive behavior support plans that include an emphasis on communication.

Research-based References

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Strand 5: Supporting Learning Using Effective Instruction

Strand Leader: Susan Bruce

Team: Megan Connaughton, Karen Carl

Proposed Code	Proposed Item
DB.5.K1	Understand the importance of being highly responsive to all forms of communication, including behavior.

Research-based References
<p>Brady, N. C., & Bashinski, S. M. (2008). Increasing communication in children with concurrent vision and hearing loss. <i>Research & Practice for Persons with Severe Disabilities</i>, 33, 1-2, 59-70.</p> <p>Bruce, S. M., & Vargas, C. (2007). Intentional communication acts expressed by children with severe disabilities in high-rate contexts. <i>Augmentative and Alternative Communication</i>, 23(4), 300-311.</p> <p>Chen, D., Klein, M. D., & Haney, M. (2007). Promoting interactions with infants who have complex multiple disabilities: Development and field-testing of the PLAI curriculum. <i>Infants & Young Children</i>, 20, 149-162.</p> <p>Janssen, M. J., Riksen-Walraven, J. M., van Dijk, J. P. M., Hiusman, M., & Ruijsenaars, W. A. J. J. M. (2012). Enhancing sustained interaction between children with congenital deaf-blindness and their educators. <i>Journal of Visual Impairment & Blindness</i>, VOL, 177-183.</p> <p>Janssen, M. J., Riksen-Walraven, J. M., & van Dijk, J. P. M. (2003). Toward a diagnostic intervention model for fostering harmonious interactions between deaf-blind children and their educators. <i>Journal of Visual Impairment & Blindness</i>, 97, 197-214.</p> <p>Patrick, O. J. (2016). Effects of teachers' use of communication techniques on activities of daily living for learners with deafblindness in selected primary schools, Uganda (Doctoral dissertation, Kenyatta University).</p> <p>Probst, K. M. (2017). Measuring The Longitudinal Communication Growth Of Learners Who Are Deafblind.</p> <p>Vervloed, M. P., Van Dijk, R. J., Knoors, H., & Van Dijk, J. P. (2006). Interaction between the teacher and the congenitally deafblind child. <i>American Annals of the Deaf</i>, 151(3), 336-344.</p>

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Proposed Code	Proposed Item
KDB.5.K2	Understand the importance of applying the principles of systematic instruction.

Research-based References

Ivy, S. E., Hatton, D. D., & Wehby, J. H. (2018). Using graduated guidance to teach spoon use to children with severe multiple disabilities including visual impairment. *Research and Practice for Persons with Severe Disabilities, 43*, 252-268.

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Practice-based References

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Proposed Code	Proposed Item
DB.5.K3	Understand the purpose and benefit of small group instruction to meet the learning needs of each student who is deafblind.

Research-based References

Ferrell, K. A., Bruce, S., & Luckner, J. L. (2014). *Evidence-based practices for students with sensory impairments*. (Document No. IC-4). University of Florida, Collaboration for Effective Educator, Development, Accountability and Reform Center (CEEDAR Center). <http://cedar.education.ufl.edu/tools/innovation-configurations/>.

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Proposed Code	Proposed Item
DB.5.S1	Directly teach concepts that are typically learned incidentally.

Research-based References

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Parker, A. T. (2009). Orientation and mobility with persons who are deaf-blind: An initial examination of single-subject design research. *Journal of Visual Impairment & Blindness*, 103(6), 372-377.

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Practice-based References

Blaha, R., Borg, J., Clyne, M., Hartman, V., Martin, B. (2015, September). Calendars. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

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Proposed Code	Proposed Item
DB.5.S2	Provide consistent within and between activity routines to support students to anticipate, communicate, and feel secure.

Research-based References

Brady, N. C., & Bashinski, S. M. (2008). Increasing communication in children with concurrent vision and hearing loss. *Research & Practice for Persons with Severe Disabilities*, 33, 1-2, 59-70.

Bruce, S. M., Bashinski, S. M., Covelli, A. J., Bernstein, V., Zatta, M. C., & Briggs, S. (2018). Positive Behavior Supports for Individuals who Are Deafblind with Charge Syndrome. *Journal of Visual Impairment & Blindness*, 112(5), 497–560.
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Hagood, L., & Moss, K. What is conversation for the child with limited language skills? Retrieved June 5, 2020 from <https://www.tsbvi.edu/203-resources/1316-conversations-without-language-building-quality-interactions-with-children-who-are-deaf-blind>

Rodriguez-Gil, G. (2009). Fundamental classroom conditions to enhance learning experiences for students who are deaf-blind. *reSources*, 14(2), 1-6. California Deaf-Blind Services.

Proposed Code	Proposed Item
DB.5.S3	Utilize positioning, environmental modifications, and assistive technologies to increase active student engagement, and opportunities to respond.

Research-based References

Parker, A. T., Swobodzinski, M., Brown-Ogilvie, T., & Beresheim-Kools, J. (2020, October). The Use of Wayfinding Apps by Deafblind Travelers in an Urban Environment: Insights From Focus Groups. In *Frontiers in Education* (Vol. 5, p. 201). Frontiers.

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Proposed Code	Proposed Item
DB.5.S4	Teach students individually appropriate self-regulation techniques and skills.

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Hartshorne, T., Brown, D., Antaya, C., Schmittel, M. (2016, September). Behavior and Environmental Supports. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DB.5.S5	Integrate communication in all contexts and activities to support active student engagement.

Research-based References

Arndt, K., Lieberman, L. J., & Pucci, G. (2004). Communication during Physical Activity for Youth Who Are Deafblind: Research to Practice. *Teaching Exceptional Children Plus*, 1(2), n2.

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Practice-based References

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Proposed Code	Proposed Item
DB.5.S6	Make the purpose of the lesson clear to the learner.

Research-based References

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Proposed Code	Proposed Item
DB.5.S7	Apply appropriate prompting system, reinforcement, and other behavioral principles suitable to each individual and each lesson.

Research-based References

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Proposed Code	Proposed Item
DB.5.S8	Use scaffolds, modeling, guided practice, and feedback to guide the learner to support mastery of specific learning outcomes.

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Proposed Code	Proposed Item
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DB.5.S9	Provide order and organization to learning environments to maximize participation and communication.
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Research-based References	
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<p>Aitken, S. (2013). Deafblindness and society. <i>Teaching Children Who are Deafblind: Contact Communication and Learning</i>, 200.</p> <p>Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). Evidence-based practices for students with severe disabilities. CEEDAR Document NO. IC-3. CEEDAR Center.</p> <p>Hartshorne, T. S., & Schnittel, M. C. (2016). Social-emotional development in children and youth who are deafblind. <i>American Annals of the Deaf</i>, 161, 444-453.</p> <p>Pease, L., Aitken, S., Buultjens, M., Clark, C., Eyre, J. T., & Pease, L. (2002). Creating a communicating environment. <i>Teaching children who are deafblind: Contact communication and learning</i>, 350-382.</p> <p>Rowland, C., & Schweigert, P. (2005). Learning to Learn: a Systematic Child-Centered Model Skill Development in Young Children Who are Deafblind.</p> <p>Rowland, C., & Schweigert, P. (2001). Assessment and instruction of hands-on problem-solving and object interaction skills in children who are deafblind. <i>British Journal of Visual Impairment</i>, 19(2), 57-68.</p> <p>Sigafoos, J., Didden, R., Schlosser, R., Green, V. A., O'Reilly, M. F., & Lancioni, G. E. (2008). A review of intervention studies on teaching AAC to individuals who are deaf and blind. <i>Journal of developmental and Physical Disabilities</i>, 20(1), 71-99.</p>	

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Proposed Code	Proposed Item
DB.5.S10	Adjust instruction based on learner's response.

Research-based References

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Proposed Code	Proposed Item
DB.5.S11	Teach for generalization across materials, people, and environments.

Research-based References

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Proposed Code	Proposed Item
DB.5.S12	Configure homogeneous and heterogeneous groups that provide appropriate learning opportunities for learners who are deafblind.

Research-based References

Ferrell, K. A., Bruce, S., & Luckner, J. L. (2014). *Evidence-based practices for students with sensory impairments*. (Document No. IC-4). University of Florida, Collaboration for Effective Educator, Development, Accountability and Reform Center (CEEDAR Center). <http://cedar.education.ufl.edu/tools/innovation-configurations/>.

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Bruce, S., Fasy, C., Gulick, J., Jones, J., & Pike, E. (2006). Making Morning Circle Meaningful. *TEACHING Exceptional Children Plus*, 2(4), n4.

Proposed Code	Proposed Item
DB.5.S13	Differentiate instruction to meet the access and learning needs of each student in the group.

Research-based References

Ernest, J. M., Heckaman, K. A., Thompson, S. E., Hull, K. M., & Carter, S. W. (2011). Increasing the teaching efficacy of a beginning special education teacher using differentiated instruction: A case study. *International Journal of Special Education*, 26(1), 191-201.

Literature/Theory-based References

Bruce, S., Janssen, M., & Bashinski, S. (2016). Individualizing and personalizing communication and literacy instruction for children who are deafblind. *Journal of Deafblind Studies on Communication*, 2(1).

Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). Evidence-based practices for students with severe disabilities. *CEEDAR Document NO. IC-3*. CEEDAR Center.

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Gilson, C. B., Carter, E. W., & Biggs, E. E. (2017). Systematic review of instructional methods to teach employment skills to secondary students with intellectual and developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, 42(2), 89-107.

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Blaha, R., & Carlson, B. (2007). Assessment of Deafblind Access to Manual Language Systems (ADAMLS). *National Information Clearinghouse on Children Who Are Deaf-Blind*.

Proposed Code	Proposed Item
DB.5.S14	Determine group sizes and composition that allow each student ample opportunities to respond and for the instructor to provide feedback.

Research-based References

Arndt, K., Lieberman, L. J., & Pucci, G. (2004). Communication during Physical Activity for Youth Who Are Deafblind: Research to Practice. *Teaching Exceptional Children Plus*, 1(2), n2.

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Bruce, S., Fasy, C., Gulick, J., Jones, J., & Pike, E. (2006). Making Morning Circle Meaningful. *TEACHING Exceptional Children Plus*, 2(4), n4.

Proposed Code	Proposed Item
DB.5.S15	Provide or support 1:1 instruction to introduce a new concept or provide additional practice, further clarification, or a more enriching learning opportunity.

Research-based References

Arndt, K., Lieberman, L. J., & Pucci, G. (2004). Communication during Physical Activity for Youth Who Are Deafblind: Research to Practice. *Teaching Exceptional Children Plus*, 1(2), n2.

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Parker, A. T., McGinnity, B. L., & Bruce, S. M. (2012). *Educational programming for students who are deafblind: A position paper of the Division on Visual Impairments*, Council for Exceptional Children. Approved by membership, posted at www.cec.org.

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Practice-based References

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Strand 6: Supporting Social, Emotional, and Behavioral Growth

Strand Leader: Sarah Ivy

Team: Cathy Nelson, Chris Brum, Megan Schmittel

Proposed Code	Proposed Item
DB.6.K1	Impact of deafblindness on interaction, motivation, and engagement with the physical, learning, play, and social environment at home and school.

Research-based References

Arndt, K., & Parker, A. (2016). Perceptions of social networks by adults who are deafblind. *American Annals of the Deaf*, 161, 369-383.

Kamenopoulou, L. (2012). A study on the inclusion of deafblind young people in mainstream schools: Key findings and implications for research and practice. *British Journal of Special Education*, 39(3), 137-145.

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Nelson, C., Hyte, H. A., & Greenfield, R. (2016). Increasing self-regulation and classroom participation of a child who is deafblind. *American Annals of the Deaf*, 160(5), 496-509.

Literature/Theory-based References

Anthony, T. L. (2016). Early Identification of infants and toddlers with deafblindness. *American Annals of the Deaf*, 161(4), 412-423.

Haakma, I., Janssen, M., & Minnaert, A. (2017). A literature review on the psychological needs of students with sensory loss. *The Volta Review*, 116 (1/2), 29-58.

McInnes, J. M., & Treffry, J. A. (1982). *Deafblind infants and children: A developmental guide*. University of Toronto Press.

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Proposed Code	Proposed Item
DB.6.K2	Understanding that people learn social and behavioral skills incidentally through auditory or visual feedback.

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Proposed Code	Proposed Item
DB.6.K3	How families are impacted by having a child with deafblindness.

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Proposed Code	Proposed Item
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DB.6.K4	Understand the student's family cultural/ethnic background from an asset and strengths based perspective.
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<p>Alvarado, M., & Ricard, R. J. (2013). Developmental assets and ethnic identity as predictors of thriving in Hispanic adolescents. <i>Hispanic Journal of Behavioral Sciences</i>, 35(4), 510-523.</p> <p>Miller, R. A. (2018). Toward intersectional identity perspectives on disability and LGBTQ identities in higher education. <i>Journal of College Student Development</i>, 59(3), 327-346.</p>	

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Practice-based References	
<p><i>Cultural Competence Resources</i>. Nationaldb.org/for-families/cultural-competence-resources/</p>	

Proposed Code	Proposed Item
DB.6.K5	Impact of deafblindness on sensory integration, communication, emotional regulation, arousal states, and attachment may manifest in challenging behavior.

Research-based References	
<p>Bruce, S., Trief, E., & Cascella, P. (2011) Teachers' and speech-language pathologists' perceptions about a tangible symbols intervention: efficacy, generalization, and recommendations. <i>Augmentative and Alternative Communication</i>, 27, 172-182.</p> <p>Janssen, M.J., Riksen-Walraven, J.M., & van Dijk, J.P.M. (2002). Enhancing the quality of interaction between deafblind children and their educators. <i>Journal of Developmental and Physical Disabilities</i>, 14(1), 87-109.</p> <p>Nelson, C., HYTE, H. A., & Greenfield, R. (2016). Increasing self-regulation and classroom participation of a child who is deafblind. <i>American Annals of the Deaf</i>, 160(5), 496-509.</p>	

Literature/Theory-based References	
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Proposed Code	Proposed Item
DB.6.K6	Tendency of learners with deafblindness toward withdrawal, anxiety, and engagement in restricted or repetitive behaviors, and/or behaviors that indicate dysregulation.

Research-based References

Bloeming-Wolbrink, K. A., Janssen, M. J., de Weerth, C., Ruijsenaars, W. A. J. J. M., Sweep, F. C. G. J., Eijssbouts, A., & Riksen-Walraven, J. M. A. (2012). Stress in adults with congenital deafblindness and an intellectual disability: Information from their cortisol curves. *British Journal of Visual Impairment*, 30, 149-159.

Nelson, C., Greenfield, R., HYTE, H., & Shaffer, J. (2013) Stress, Behavior, and Children and Youth who are Deafblind. *Research and Practice for Persons with Severe Disabilities* 38(3), 139-156.

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Hartshorne, T. (2011). Understanding behavior in CHARGE syndrome. In U. Horsch & A. Scheele (Eds.), *Compendium on CHARGE syndrome* (pp. 189-200). Heidelberg, Germany: Median Verlag von Killisch-Horn GmbH.

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Proposed Code	Proposed Item
DB.6.S1	Arrange the physical environment, activities, and routines to support student anticipation and understanding.

Research-based References

Haakma, I, Janssen, M., & Minnaert, A. (2016). Understanding the relationship between teacher behavior and motivation in students with acquired deafblindness. *American Annals of the Deaf*, 161(3), 314-326.

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Proposed Code	Proposed Item
DB.6.S2	Utilize skillful touch, movement, and following the child’s lead to promote trust and security in relationships.

Research-based References

Janssen, M.J., Riksen-Walraven, J.M., & van Dijk, J.P.M. (2006). Applying the diagnostic intervention model for fostering harmonious interactions between deaf-blind children and their educators: A case study. *Journal of Visual Impairment & Blindness*, 100, 91-105.

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McInnes, J. M., & Treffry, J. A. (1982). *Deafblind infants and children: A developmental guide*. University of Toronto Press.

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Trust and High-quality Interactions. National Center on Deaf-Blindness.
nationaldb.org/info-center/educational-practices/trust.

Proposed Code	Proposed Item
DB.6.S3	Recognize, interpret, and be responsive to a child’s behaviors indicating emotional state and/or bids for communication to promote sustained, reciprocal, and harmonious interactions.

Research-based References

Damen, S., Janssen, M. J., Ruijsenaars, W. A. J. J. M., & Schuengel, C. (2017). Scaffolding the communication of people with congenital deafblindness: An analysis of sequential interaction patterns. *American Annals of the Deaf*, 162(1), 24-33.

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Proposed Code	Proposed Item
DB.6.S4	Utilize strategies to promote motivation, engagement, and social interaction within inclusive settings.

Research-based References

Nelson, C., Greenfield, R., Hyte, H., & Shaffer, J. (2013) Stress, Behavior, and Children and Youth who are Deafblind. *Research and Practice for Persons with Severe Disabilities* 38(3), 139-156.

Literature/Theory-based References

Haakma, I., Janssen, M., & Minnaert, A. (2017). A literature review on the psychological needs of students with sensory loss. *The Volta Review*, 116 (1/2), 29-58.

Haring, T., Haring, N. G., Breen, C., Romer, L. T., & White, J. (1995). Social relationships among students with deaf-blindness and their peers in inclusive settings. *Welcoming students who are deaf-blind into typical classrooms* (pp. 231-248). Baltimore: Paul H. Brookes Publishing Co.

Hartshorne, T. S., & Schmittl, M. (2016). Social-emotional development in children and youth who are deafblind. *American Annals of the Deaf*, 161, 444-453.

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Proposed Code	Proposed Item
DB.6.S5	Utilize strategies to support access to and inclusion in the social environment including use of personal identifiers, and accessible individualized communication systems.

Research-based References

Boas, D. C. V., Ferreira, L., De Moura, M. C., Maia, S. R., & Amaral, I. (2016). Analysis of interaction and attention processes in a child with congenital deafblindness. *American Annals of the Deaf*, 161(3), 327-341.

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Janssen, M. J., Riksen-Walraven, J. M., & Van Dijk, J. P. M. (2003). Toward a diagnostic intervention model for fostering harmonious interactions between deaf-blind children and their educators. *Journal of Visual Impairment and Blindness*, 97(4), 197-214.

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Proposed Code	Proposed Item
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DB.6.S6	Demonstrate strategies to support families and other team members to understand and develop students' social, emotional, and behavioral needs.
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Research-based References

Arndt, K., & Parker, A. (2016). Perceptions of social networks by adults who are deafblind. *American Annals of the Deaf*, 161, 369-383.

Nelson, C., Hyte, H. A., & Greenfield, R. (2016). Increasing self-regulation and classroom participation of a child who is deafblind. *American Annals of the Deaf*, 160(5), 496-509.

Wulffaert, J., Scholte, E. M., Dijkxhoorn, Y. M., Bergman, J. E. H., Conny M A van, R., & van Berckelaer-Onnes, I. A. (2009). Parenting stress in CHARGE syndrome and the relationship with child characteristics. *Journal of Developmental and Physical Disabilities*, 21(4), 301-313. doi:<http://dx.doi.org/10.1007/s10882-009-9143-y>.

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Bruce, S. M., & Borders, C. (2015). Communication and language in learners who are deaf and hard of hearing with disabilities: theories, research, and practice. *American Annals of the Deaf*, 160, 368-384. <http://dx.doi.org/10.1353/aad.2015.0035>

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Practice-based References

Aitken, S., Buultjens, M., Clark, C., Eyre, J. T., & Pease, L. (Eds.). (2000). *Teaching Children Who Are Deafblind: Contact, Communication, and Learning*. London: David Fulton Publishers.

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Martens, M. A. W., Janssen, M. J., Wied, A. J. J. M. R., & Riksen-Walraven, J. (2014). Introducing an intervention model for fostering affective involvement with persons who are congenitally deafblind. *Journal of Visual Impairment & Blindness*, 108(1), 29-41.

Proposed Code	Proposed Item
DB.6.S7	Provide explicit instruction to learners with deafblindness related to social norms and how their behavior is perceived by others.

Research-based References

Bruce, S. M., Zatta, M., Gavin, M., & Stelzer, S. (2016). Socialization and self-determination in different age dyads of students who are deafblind. *Journal of Visual Impairment & Blindness*, 110, 149-161.

Bruce, S. M., Bashinski, S. M., Covelli, A., Bernstein, V., Zatta, M., & Briggs, S. (2018). Positive behavior supports for individuals who are deafblind with CHARGE syndrome. *Journal of Visual Impairment & Blindness*, 112, 497-508.

Literature/Theory-based References

Billingsley, F. F., Huven, R., & Romer, L. T. (1995). Behavioral support in inclusive school settings. In N. G. Haring & L. T. Romer (Eds.). *Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation, learning, and friendships* (pp.251-275). Baltimore: Paul H. Brookes Publishing Co.

McInnes, J. M., & Treffry, J. A. (1982). *Deafblind infants and children: developmental guide*. University of Toronto Press.

Practice-based References

Bridgett, G. (1999). Social relationships and behavior. In J. M. McInnes (Ed.), *A guide to planning and support for individuals who are deafblind* (pp. 175-199). Toronto: University of Toronto Press.

Proposed Code	Proposed Item
DB.6.S8	Provide explicit instruction to teach play skills and cooperative interactions with peers.

Research-based References

Lieberman, L. J., & MacVicar, J. M. (2003). Play and recreational habits of youths who are deaf-blind. *Journal of Visual Impairment & Blindness*, 97, 755-767.

Pizzo, L. & Bruce, S. M. (2010). Language and play in students with multiple disabilities and visual impairments or deaf-blindness. *Journal of Visual Impairment & Blindness*, 104, 287-297.

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Practice-based References

Belote, M., Lill, S., Baker, J., Sanders, D., Scott, E. (2015, September). Social skills. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DB.6.S9	Use positive behavior supports that include functional communication training, increasing access to the environment including communication partners, functional skill development, and emotional regulation to mitigate the impact of deafblindness on challenging behavior.

Research-based References

Bruce, S. M., Bashinski, S. M., Covelli, A., Bernstein, V., Zatta, M., & Briggs, S. (2018). Positive behavior supports for individuals who are deafblind with CHARGE syndrome. *Journal of Visual Impairment & Blindness*, 112, 497-508.

Bruce, S., Trief, E., & Cascella, P. (2011) Teachers' and speech-language pathologists' perceptions about a tangible symbols intervention: efficacy, generalization, and recommendations. *Augmentative and Alternative Communication*, 27, 172-182.

Janssen, M.J., Riksen-Walraven, J.M., & van Dijk, J.P.M. (2002). Enhancing the quality of interaction between deafblind children and their educators. *Journal of Developmental and Physical Disabilities*, 14(1), 87-109.

Nannemann, A. C., Bruce, S. M., & Covelli, A. (2017). Positive behavior supports for a young adult with CHARGE syndrome. *Journal of Visual Impairment & Blindness*, 111, 175-180.

Nelson, C., Hyte, H. A., & Greenfield, R. (2016). Increasing self-regulation and classroom participation of a child who is deafblind. *American Annals of the Deaf*, 160(5), 496-509.

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Martens, M. A. W., Janssen, M. J., Wied, A. J. J. M. R., & Riksen-Walraven, J. (2014). Introducing an intervention model for fostering affective involvement with persons who are congenitally deafblind. *Journal of Visual Impairment & Blindness*, 108, 29-41.

Strand 7: Collaborating with Team Members

Strand Leader: Hillary Keys

Team: Edgenie Bellah, Lanya (Lane) McKittrick, Judy S. Young, Susie Tiggs

Proposed Code	Proposed Item
DB.7.K1	Role of the intervener to ensure optimal access to age and developmentally appropriate communicative interactions that establish shared meanings.

Research-based References

Bruce, S. M. (2010). Holistic communication profiles for children who are deafblind. *AER Journal: Research & Practice in Visual Impairment & Blindness*, 3(3), 106-114.

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Proposed Code	Proposed Item
DB.7.K2	Effective use of instructional coaching strategies to support the educational team for students who are deafblind.

Research-based References

Brock, M. E., Seaman, R. L., & Gatsch, A. L. (2018). Efficacy of video modeling and brief coaching on teacher implementation of an evidence-based practice for students with severe disabilities. *Journal of Special Education Technology*, 33(4), 259-269.

Bruce, S. M. (2002). Impact of a communication intervention model on teachers' practice with children who are congenitally deaf-blind. *Journal of Visual Impairment & Blindness*, 96(3), 154-168.

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Practice-based References

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Proposed Code	Proposed Item
DB.7.K3	Appropriate resources that provide technical assistance at the local, state, and national levels related to the field of teaching students who are deafblind.

Research-based References

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Proposed Code	Proposed Item
DB.7.K4	Unique needs of families of children who are deafblind for family-centered and child-centered practices that build trust and opportunities for meaningful advocacy.

Research-based References

Bruce, S.M. & Parker, A.T. (2012). Young deafblind adults in action: Becoming self-determined change agents through advocacy. *American Annals of the Deaf*, (157)1.

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Practice-based References

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Proposed Code	Proposed Item
DB.7.S1	Support the student's instructional team in understanding and respecting the student's and family's self-identified deafblind sensory culture and communication style.

Research-based References

Correa-Torres, Silvia M.; Bowen, Sandy K.. (2016). Recognizing the needs of families of children and youth who are deafblind. *American Annals of the Deaf*. (v.161, n.4; p.454-461).

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Practice-based References

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Proposed Code	Proposed Item
DB.7.S2	Facilitate collaboration between the student’s instructional team to identify appropriate home and community resources to create a transition plan that includes opportunities for successful post-school outcomes.

Research-based References

Garberoglio, C. L., Guerra, D. H., Sanders, G. T., & Cawthon, S. W. (2020). Community-Driven Strategies for Improving Postsecondary Outcomes of Deaf People. *American Annals of the Deaf*, 165(3), 369-392.

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Proposed Code	Proposed Item
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DB.7.S3	Promote family engagement opportunities to connect families with educational, social, and peer support within school and community settings.
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Research-based References

Kyzar, K. B., Brady, S. E., Summers, J. A., Haines, S. J., & Turnbull, A. P. (2016). Services and supports, partnership, and family quality of life: Focus on deaf-blindness. *Exceptional Children*, 83(1), 77-91.

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Practice-based References

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Proposed Code	Proposed Item
DB.7.S4	Connect families to community partners and family organizations to ensure they have access to unique supports outside the school system for individuals who are deafblind.

Research-based References

Jaiswal, A., Aldersey, H., Wittich, W., Mirza, M., & Finlayson, M. (2020). Factors that influence the participation of individuals with deafblindness: A qualitative study with rehabilitation service providers in India. *British Journal of Visual Impairment*. <https://doi.org/10.1177/0264619620941886>

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Literature/Theory-based References

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Practice-based References

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Conway, M., Veto, M., Drake, N., Wiley, D., Rothbauer, D., Lieberman, L. (2016, September). Transition to Adulthood and Community Life. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Kennedy, B., Veto, M., Fitzgerald, S., Kenrick, S., Edelman, S. & Mogan, M. (2015, September). Collaborative teaming and family partnerships. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DB.7.S5	Support the development of self-determination skills through collaboration on the unique access, resource needs, and culture of students who are deafblind.

Research-based References

Bruce, S.M. & Parker, A.T. (2012). Young deafblind adults in action: Becoming self-determined change agents through advocacy. *American Annals of the Deaf*, (157)1.

Cmar, J. L., & Markoski, K. (2019). Promoting self-determination for students with visual impairments: A review of the literature. *Journal of Visual Impairment & Blindness*, 113(2), 100-113.

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Literature/Theory-based References

Bruce, S. M., Zatta, M. C., Gavin, M., & Stelzer, S. (2016). Socialization and self-determination in different-age dyads of students who are deafblind. *Journal of Visual Impairment & Blindness*, 110(3), 149-161.

Morgan, S., Bixler, E., & McNamara, J. (2002). *Self-determination for children and young adults who are deaf-blind* (pp. 1-20). NTAC.

Practice-based References

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Proposed Code	Proposed Item
DB.7.S6	Coach the instructional team regarding best practice in all types of transitions that include the spectrum from day-to-day to life outcomes.

Research-based References

Hartmann, E. (2012). A Scale to Measure Teachers' Self-Efficacy in Deaf-Blindness Education. *Journal of Visual Impairment & Blindness*, 106(11), 728–738.
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Literature/Theory-based References

Hartmann, E. S. (2020, December). From Fragmented Practice to Rich Professional Learning: The Collaborative Work of Teachers of Learners With Deafblindness. In *Frontiers in Education* (Vol. 5, p. 254). Frontiers.

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Practice-based References

Clyne, M., Parker, A., Blaha, R., Borg, J., Hartman, V., Martin, B. (2015, September). Routines for assessment and learning. In National Center on Deaf-Blindness, Open Hands, Open Access: Deaf-Blind Intervener Learning Modules. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DB.7.S7	Participate and collaborate with the team throughout the evaluation process to assure the student's unique strengths and needs as an individual who is deafblind are being addressed to create cohesive and comprehensive evaluation reports.

Research-based References

Janssen, M. J., Riksen-Walraven, J. M., & van Dijk, J. P. (2006). Applying the diagnostic intervention model for fostering harmonious interactions between deaf-blind children and their educators: A case study. *Journal of Visual Impairment & Blindness*, 100(2), 91-105.

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Literature/Theory-based References

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Practice-based References

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Proposed Code	Proposed Item
DB.7.S8	Facilitate transdisciplinary collaboration between staff and service providers in evaluating the student’s access to sensory, communicative and environmental information and implementation of deafblind specific support strategies across educational settings.

Research-based References

Felder, J. (2018). The gap between education and adult life for people with congenital deafblindness.

Szabo, J., & Panikkar, R. K. (2017). Bridging the Gap between Physical Therapy and Orientation and Mobility in Schools: Using a Collaborative Team Approach for Students with Visual Impairments. *Journal of Visual Impairment & Blindness*, 111(6), 495–510. <https://doi.org/10.1177/0145482X1711100602>

Literature/Theory-based References

Da Fonte, M. A., & Boesch, M. C. (2016). Recommended augmentative and alternative communication competencies for special education teachers. *Journal of International Special Needs Education*, 19(2), 47-58.

Downing, J., & Eichinger, J. (2011). Instructional strategies for learners with dual sensory impairments in integrated settings. *Research and Practice for Persons with Severe Disabilities*, 36(3-4), 150-157.

Luckner, J. L., & Carter, K. (2001). Essential competencies for teaching students with hearing loss and additional disabilities. *American Annals of the Deaf*, 7-15.

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Ogletree B. T. (2017). Addressing the Communication and Other Needs of Persons With Severe Disabilities Through Engaged Interprofessional Teams: Introduction to a Clinical Forum. *American journal of speech-language pathology*, 26(2), 157–161. https://doi.org/10.1044/2017_AJSLP-15-0064

Zatta, M., & McGinnity, B. (2016). An overview of transition planning for students who are deafblind. *American Annals of the Deaf*, 161, 474-485.

Practice-based References

Alsop, L., Blaha, R., & Kloos, E. (2000). *The intervener in early intervention and educational settings for children and youth with deafblindness*. NTAC.

Proposed Code	Proposed Item
DB.7.S9	Provide leadership to the team in defining the roles of interveners, interpreters, and other specialized assistants across multiple environments according to the needs of the learner.

Research-based References

Brady, L. E. (2019). *Augmented Input and the Classroom Communication Environment for Learners with Deafblindness* (Doctoral dissertation, Columbia University).

Griffin-Shirley, N., & Matlock, D. (2004). Paraprofessionals speak out: A survey. *RE: view*, 36(3), 127.

Literature/Theory-based References

Parker, A. T., McGinnity, B. L., & Bruce, S. M. (2011). Educational Programming for Students Who are Deafblind: Position Statement Division on Visual Impairment, Council for Exceptional Children

Practice-based References

Blaha, R., Clyne, M., Hartman, V., Borg, J., & Martin, B. (2014, September, rev.). An overview of deaf-blindness and instructional strategies. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Kennedy, B., Miranda, L., Lester, J., Foster, D., McGowan, P., Cote, M. (2014, September, rev.). The role of the intervener in educational settings. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Proposed Code	Proposed Item
DB.7.S10	Model interpersonal and teaming skills including working with team members in their most effective learning style.

Research-based References

Ogletree, B. T., Brady, N., Bruce, S., Dean, E., Ronski, M., Sylvester, L., & Westling, D. (2017). Mary's Case: An Illustration of Interprofessional Collaborative Practice for a Child With Severe Disabilities. *American journal of speech-language pathology*, 26(2), 217–226. https://doi.org/10.1044/2017_AJSLP-15-0065

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Ogletree BT. Addressing the Communication and Other Needs of Persons With Severe Disabilities Through Engaged Interprofessional Teams: Introduction to a Clinical Forum. *Am J Speech Lang Pathol*. 2017 May 17;26(2):157-161. doi: 10.1044/2017_AJSLP-15-0064. PMID: 28514471.

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Proposed Code	Proposed Item
DB.7.S11	Collaborate with others on environmental assessments, adaptations, and designs to include the student who is deafblind as a full participant maximizing access to visual, acoustic, tactual, and other sensory information for communication, mobility, and engagement.

Research-based References

Peltokorpi S, Daelman M, Salo S and Laakso M (2020) Effect of Tactile Imitation Guidance on Imitation and Emotional Availability. A Case Report of a Mother and Her Child With Congenital Deafblindness. *Front. Psychol*. 11:540355. doi: 10.3389/fpsyg.2020.540355

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Practice-based References

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Proposed Code	Proposed Item
DB.7.S12	Collaboratively determine when it is appropriate to engage in role release as professionals, and when appropriate, teach other team members the skills needed to address the unique communication and mobility needs of the student who is deafblind.

Research-based References

Peltokorpi S, Daelman M, Salo S and Laakso M (2020) Effect of Tactile Imitation Guidance on Imitation and Emotional Availability. A Case Report of a Mother and Her Child With Congenital Deafblindness. *Front. Psychol.* 11:540355. doi: 10.3389/fpsyg.2020.540355

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Practice-based References

Bruce, S., & Brum, C. (2019). Assessment of learners who are deafblind: Basic principles and guidelines. *DbI Review*, 62, 59-61

Kennedy, B., Morris, D., Miller, J., Rodriguez, J., Sanabria-Ortiz, M., & Borg, J. (2015, September). Values, Ethics and Professionalism. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

Tellefson, M., Brown, C. Bowman, E., Bellah, E. (2015, September). Introduction to orientation and mobility for interveners. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.

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