



Resources for Teachers *by Betsy McGinnity, M.Ed.*

Education

Source: Minnesota DeafBlind Technical Assistance Project
<http://www.dbproject.mn.org/education.html>

Teaching Strategies and Content Modifications for the Child with Deaf-Blindness

Children with deaf-blindness have unique educational needs. Although they are deaf the adaptations needed for their learning style will differ from the child who only has deafness. Although they are blind the adaptations needed for their learning style will differ from the child who only has blindness. Source: Texas School for the Blind and Visually Impaired
<https://www.tsbvi.edu/seehear/archive/strategies.html>

Educational Practices

Information on the planning and practices in developing a program for a student who is deaf-blind. Source: National Center on Deaf-Blindness
<http://nationaldb.org/ISSelectedTopics.php?topicCatID=9>

Environmental Considerations

The consideration of environmental factors, both physical and emotional, is critical for children who are deafblind. The combination of vision and hearing loss affects the development of communication, learning and social interactions. Source: National Center on Deaf-Blindness
<http://nationaldb.org/ISSelectedTopics.php?topicCatID=62>

Issues in Deafblindness: When the IEP Is Aligned with the General Curriculum

Students with deafblindness who participate in the general education curriculum face some unique challenges. This article discusses these issues and proposes some strategies for addressing these concerns. Source: Texas School for the Blind and Visually Impaired
<http://www.tsbvi.edu/seehear/spring06/issues.htm>

Literacy

Literacy exists along a continuum from emergent to independent. For the learner who is deaf-blind, literacy instruction must include a strong emphasis on communication and socialization. Source: National Consortium on Deaf-Blindness
<http://nationaldb.org/ISSelectedTopics.php?topicCatID=32>

IEP Quality Indicators for Students with Deafblindness

This document is designed to help educational teams develop appropriate IEPs for students with deafblindness. Source: Texas School for the Blind and Visually Impaired
http://www.tsbvi.edu/attachments/1800_IEP_Indicators.pdf

Considerations in IEP Development for Children Who are Deafblind

Source: Pennsylvania Deafblind Project
<http://cdd.unm.edu/deafblind/forms/facts/IEPDevelopment.pdf>

Documenting Modifications in the IEP for the Student with Deaf-Blindness

Students with deaf-blindness frequently require modifications regarding the delivery of instructional services. Without appropriate modifications, the child with deaf-blindness may be unable to access information from the instructional environment. Source: Texas School for the Blind and Visually Impaired

<http://www.tsbvi.edu/seehear/archive/modifications.html>