

DRAFT PROGRAM

Deafblind International (DbI) Network of the Americas Conference
Partnerships for Lifelong Learning
April 15-18, 2018

Sunday, April 15

1:00 p.m.

Welcome, Marianne Riggio, Network Chair

Conference Opening: Dave Power, CEO Perkins School for the Blind
Gil Morbey, President DbI,
Jo Ann McCann, Project Office, US Department of Education, OSERS
Clara Berg, President NFADB

Tribute to Dr. Jan van Dijk
Rosanne Silberman, Bernadette Van Den Tillaart, Catherine Nelson

Michael Delaney, Executive Director- Perkins International, Introduction of Keynote

Dr. Anthony Lake, Past Executive Director, UNICEF
The State of the World's Children with Disabilities

3:00-3:45

S 1.1 Teaching Concepts to Children Using the BEST Elements of Dance

Kristen Paul, Catherine Nelson, Paige Turbush, Cathy Cartwright

The purpose of this workshop is to introduce the BEST elements of dance that include; Body (e.g., body parts, balance, and inner self), Energy (e.g. adult led flow, child led flow, balanced turn-taking, biobehavioral states, self-regulation, and motivation), Space (place, size, inward and outward focus, orientation, orientation and mobility) and Time (e.g. rhythm, anticipation, patterns, and timing) as a context for teaching academic, adaptive, and social skills during creative dance lessons to students with sensory impairment. By the end of the presentation participants will practice using BEST as a context for teaching academic and social skills through creative dance lesson for students who are deafblind.

S1.2 Grupo Brazil in Partnership with Universities for Dissemination of Information, Research and Studies in the Areas of Deafblindness and Multiple Sensory Disabilities

Karina Maldonado, Shirley Maia, Susan Araoz, Vula Ikonomidis

This presentation will discuss how partnerships with public and private universities from different regions of Brazil helped to disseminate information, consolidate researches and study groups. Overall results will be discussed including that today there are 151 people with deafblindness in higher education.

S1.3 “Oh the Places You’ll Go... After High School” Deaf-Blind Young Adults in Transition
Beth Jordan, Marilyn Trader

This presentation focuses on learning more about the summer programs available to young adults at the Helen Keller National Center. Transition Institutes for deaf-blind young adults offer invaluable mentoring opportunities in fun social settings. Plus, with the passage of recent legislation in the United States, it’s never been a better time to be a young adult who is interested in college and work after high school. Let’s generate some excitement!

S1.4 Family Engagement and Leadership: Partnering Together in an Ever Changing World
Clara Berg

During the presentation we will examine the multifaceted aspects of family engagement and leadership, discussing both their similarities and their differences. Through a collaborative process, we’ll identify opportunities for family engagement and leadership at individual, local, regional and global levels. We’ll also share tips for partnering with self-advocates and professionals with the ultimate goal of sustaining lifestyle choices that remain steadfast regardless of systems changes.

S1.5 Reaching for the Stars: Are your expectations high enough?

Jane Rosen, Maureen Weber-O’Brien

Meet Jose, a 17 year old young man whose IEP classified him as “multiple disabilities” rather than “deafblind.” It was assumed Jose could not do many tasks, let alone independently! Jose’s lack of access to communication via sign language rather than his physical disabilities limited his reaching for the stars. Would expectations change if Jose was successful in the community?

S1.6 Communication equipment used by deafblind

Jerry Berrier

This presentation is an overview of the National Deaf-blind Equipment Distribution Program (iCanConnect). Positive outcomes as well as challenges will be discussed along with showcasing current adaptive equipment which is used to communicate via the internet, cellular network and landline network. Discuss difficulties faced by specific subsets of deafblind.

S1.7 Student-Centered AAC for Learners with Cortical Visual Impairment (CVI): Assessment, Design, and Implementation

Christopher Russell

One of the greatest areas of need in the professional development of CVI is in addressing the unique adaptations and strategies necessary to support the implementation of student-centered, accessible forms of alternative and augmentative communication (AAC), both aided and unaided forms, for students with CVI. This session targets holistic communication intervention for children and youth with CVI and additional challenges including deafblindness.

S1.8 Measuring the Longitudinal Growth of Learners who are Deafblind

Kristi Probst

The ability to adequately track student growth is key when IEP teams are making educational decisions. The purpose of this study was to explore the differences in the number, type, and intensity of educational service provision and to track the longitudinal communication growth of students who are deafblind. Implications as well as possible future research from this study will be discussed.

S1.9“Open your eyes: reflections of the experience of a person with acquired deafblindness”
Guido Fernandez Cornide

The presentation will focus on sharing the experiences of Guido, an adult who woke up deafblind at age 35 due to meningitis. He nearly died, but fortunately he didn't. Quite the opposite, he started a process of self-reflection and personal growth that changed his life forever. Based on the book he wrote, during the talk he will address some of the topics that are relevant for the deafblind community, the families and the professionals working with this population.

S1.10 Developing and Supporting Legislation to Recognize Interveners at the State Level
Michelle Clyne

In 2013, Illinois had a low awareness of the purpose and role of interveners, as measured in a survey of state special education coordinators. When the project began a new cycle in October 2013, we had a goal for the SEA to approve language making Deaf-Blind Interveners a related service. This presentation will share the various steps that were taken to increase the awareness and the information sharing that ensued.

S1.11 Implementing Behavioral Competencies for Performance Management
Alyssa Young

This presentation will focus on DeafBlind Ontario Services' journey in implementing the behavioral competencies into human resources practices to manage and develop the performance of Interveners.

S1.12 The Sooner the Better: A Framework for Training Early Intervention Practitioners on Deaf-Blindness

Megan Cote

In April 2017, the National Center on Deaf-Blindness launched a product called “The Sooner the Better: A Framework for Training Early Intervention Practitioners on Deaf-Blindness’. This framework offers state deaf-blind projects a collection of online resources they can use to provide customized training and technical assistance to early intervention providers, project staff, and families. This session will discuss the components of the framework and how the materials can be customized to meet individual and system wide training needs for early intervention.

4:00-4:45

S2.1 ADAMLS (Assessment of Deafblind Access to Manual Language) supports families, rehabilitation workers, and educators in the identification of necessary strategies to support access to sign and fingerspelling for individuals with deafblindness

Robbie Blaha

The presentation will address ADAMLS. Sign and fingerspelling are visual in nature. Since individuals with deafblindness have ongoing difficulties in accessing visual information, it is important to assess and identify the necessary strategies and accommodations that allow these individuals to learn and understand manual communication. ADAMLS was developed to guide educators, rehabilitation workers and families in addressing this need.

S2.2 Strategies for supporting learners with deafblindness and complex communication needs: Nonsymbolic signal dictionaries and communication portfolios

Susan Bashinski, Carol Darrah, Christine Spratling

In this session, presenters will demonstrate how teams can collaboratively create a communication portfolio (i.e., a notebook with photos and descriptions that depict a learner's unique communication forms), and use these to support a learner's communication and participation. Presenters will also introduce intervention tools; tools which will help others better understand and a more appropriately response to a learner's communication efforts, by promoting consistent communicative interactions across a learner's day.

S2.3 Collaborating for Success: Vision Professionals and American Sign Language Interpreters Working Together!

Shannon Wright

We will start this session by identifying and defining the roles of the individuals we will be discussing during the session. We will discuss the general settings where they work and some of the jargon that is used by either group. We will discuss how the different groups are certified or qualified and resources for finding the professional that you need. We will discuss some specific examples about what the vision professionals need from sign language interpreters and what sign language interpreters need from the vision professionals and why. Lastly, we will discuss any examples from the audience of situations they have encountered and try to provide alternatives or other solutions.

S2.4 Challenging Behaviors: Developing strategies for access to quality education

Karina Medina

Children with disabilities and challenging behavior are vulnerable to exclusion from educational services because teachers do not have the tools, resources or knowledge to meet their needs. In response d, an action plan to be presented to the authorities of the Ministry of Education of the Córdoba Province, specifically the General Directive of Private Education Institutes, Special mode was developed. This plan proposes training sessions complementing in a coordinated manner two main themes to provide meaningful tools to managers, teachers and educational team. One theme focuses on the development and preparation of plans behavior modification,

while the other theme focuses on physical intervention techniques to give support in that incidents. This presentation aims to share the development of the action plan, the content of the training and the impact on institutions and actors.

S2.5 Cognition, Communication, Social Relationships and Engineered Environments: Conscious Teaching Practices and Processes for Deafblind Learners

Susan DeCaluwe

Piaget's theory of human intelligence believes, "The principal goal of education is to create learners who are capable of doing new things, not simply of repeating..."

Van Dijk's approach encourages us, "To live alongside the deafblind learner: so that, we can experience with him, so we can better understand his meanings, values and choices.

Nielsen's Active Learning Theory believes that "Through active exploration and examination, the child achieves skills to use in interactions with others, fulfills her needs, and gradually lets her interact with instructions and education, and be an independent as possible.

Together these giants identified and delineated the steps necessary to integrate cognition, communication, social relationships and active learning environments enriching the lives of the deafblind learners.

S2.6 Brain-Based Visual Impairment – So Many Children! So Many Teachers! Meeting the Training Need in Multiple Formats

Christine Roman, Mary C. Zatta, Ellen Mazel

Teachers of students with visual impairments and orientation and mobility (O&M) specialists are challenged by the diversity of their caseloads and the student population they serve. Teacher training programs struggle to provide their students with the breadth of knowledge needed to serve the wide ranging abilities of individuals who blind or visually impaired. Participants will learn about an array of training models developed to meet the wide ranging needs and learning styles of teachers and related service personnel through onsite, blended (hybrid) and online delivery of training. This presentation will also provide participants with information related to various credentials that can be earned to substantiate their expertise in this area.

S2.7 Effective Positioning Interventions to Facilitate Fine Motor Skills in Children with CHARGE Syndrome and/or Deafblindness

Sarah Maust, Samantha Kublin

This presentation will provide families and providers with researched evidence for adaptive positions to best support and promote fine motor development for children with CHARGE syndrome. The need for increased proprioceptive sensory input for children with CHARGE Syndrome has been well documented by David Brown, deafblind educational specialist. By providing evidence for positioning interventions and increasing proprioceptive input, families and providers can promote fine motor skills. The increase in fine motor skills can assist children with CHARGE Syndrome and/or deafblindness to achieve optimal participation in school, self-care skills and play. Participants will have a brief overview of the three positions used in the research study and the impact on fine motor skills. The evidence discovered in the research study will be

presented and general recommendations and accommodations to the sitting environment of the child will be shared. Information will be reinforced through use of case and visual examples
Students who are Deafblind.

S2.8 DeafBlind Pocket Communicator: No-Tech Innovation Using 3D Printing

Amy Parker, Susan Sullivan

For many Deafblind people, having a simple, low-tech tool is beneficial when traveling in the community or interacting with members of the public. This presentation will explain the a tool called the DeafBlind Pocket Communicator which is a slim, pocket-sized, no-tech device which displays the braille alphabet embossed beneath the corresponding raised print letters, numbers and symbols. This is a conversation tool for the deafblind with those who cannot fingerspell, and it can be used for writing limited braille messages and teaching the beginning of braille. Prototypes on a 3D printer were created and further innovation is possible.

S2.9 Building a National Collaborative Network for Deaf-Blind Services

Sam Morgan, Gail Leslie

In the United States, educational services for children who are deaf-blind depend on a nationally funded technical assistance model. Students with complex needs are often served in local schools where systemic barriers make a cohesive quality programming difficult. This presentation will offer ideas on how a cooperative approach can be used to build and sustain a professional community to better serve children and youth who are deaf-blind. Information will include: Ways to build consensus and a common vision; use of the construct of community of practice; methods for working together in the creation of products and materials; ways of supporting and improving shared work.

S2.10 Educational practice in multiple disabilities or deaf

-Author: Dr. Emelia Hernandez

Presenters will share the results of quantitative research on educational practice of teachers who work with population that presents multiple disabilities or deaf who attend centers of multiple care of the State of Yucatán, Mexico during the 2014-2015 school year. They will describe the 9 focal indicators assessed and the training needs of both on the part of the use of compensatory methodologies, as well as in the implementation of strategies. The educational practice of teachers remains an area of opportunity for the bodies responsible for the training and updating of teachers and special education support team.

S2.11. DeafBlind Self-Advocacy: Realizing Your Rights

Chris Woodfill

Exercising one's right to live and function in our society is a measure of being granted the freedom to choose towards shaping one's future. Witnessing a person with combined hearing and vision loss exercise his or her right to seek employment, obtain a college degree and to have a family remain a mystery for many. The deaf-blind community was, at most, obstructed from many opportunities to benefit from information and resources available in the life a human being enriched and cherished: the ability to live and be allowed to choose, avail with options and possibilities. To allow a deaf-blind individual to learn from experiences and mistakes would foster growth in actualizing their human right to lead a prosperous life with career and lifestyle most desired.

S2.12 UDL: At The Core of Implementing a Responsible and Sustainable Inclusive Process
Maria Bove

UDL is a structure that supports all students, including those students with significant disabilities and deafblindness in the general classroom setting. UDL also emphasizes cultural competence as an equalizer for social justice. This presentation will focus on the most successful structures from cooperative learning to co-teaching; partner learning, functional learning styles and in the educators' management, communication and teaching styles shifting from a disability to an ability paradigm.

6:00 Opening Reception co-sponsored by Perkins International and National Family Association for Deaf-Blind (NFADB)- Bass River Room and Hyannisport East and West (second floor of hotel)

Monday, April 16

Theme: Family Partnerships

Moderator: Clara Berg, President NFADB

8:30- Announcements- Marianne Riggio

8:45-9:30 Plenary : Ed Bosso

9:30-9:45 Break

9:45-11 Panel Discussion: Perspectives on Family Partnerships

Panel Moderator: Steve Perreault

Panelist:

Educator: Mary Vasquez

Deafblind Person: Maricar Marquez

Parent: DeJeanne Morris

Adult Service: John Mascio

11:00-11:15 Coffee Break

11:15-12:00

M1.1 Collaborative Teamwork – Students, Families and School Community

Carmen Lucia Guerrero de Prado

This presentation will focus on the importance to have equal participation with the students, families and the professionals/and or educative community. Each partner has a specific role as part of a team but also as part of a group of people that share worries and challenges; however together it makes it easier to succeed.

M1.2 Process of communication of Children with Deafblindness

Fernanda Falkoski

This presentation will explain the communication process of deafblind individuals using alternative communication resources. The results the research showed were that mediators had their own ways to communicate with the child; some actions and reactions were perceived as having meaning; communication often has to “discovered”, as the child’s behavior offer hints and communicational possibilities that need to be recognized and named: and relatives hold fundamental information about the process.

M1.3 Touch, Bonding, and Relaxation

Holly Cooper

This presentation will discuss the importance of touch between mothers or caregivers and infants and young children with deafblindness. Issues that can interfere with bonding and touch will be addressed. In addition, the benefits of massage will be discussed.

M1.4 Informal Functional Hearing Evaluation (IFHE)

Chris Montgomery, Adam Graves

This presentation will address the Informal Functional Hearing Evaluation (IFHE). IFHE is meant to guide the teacher of the deaf and hard of hearing (TDHH), the teacher of the visually impaired (TVI), and the teacher of students with Deafblindness (TDB) in determining what accommodations are needed in the classroom, home, and community environments to promote student access to information.

M1.5 What's so Unique about the Unique Learning System?

Wendy Buckley

The Unique Learning System is an online, standards-based system that provides tools and materials for students with special needs to access the curriculum. Differentiated materials are provided at three levels across six grade bands from pre-school to transition. Instructional targets link academic content standards to curriculum content for students with special needs. This presentation will look at how Unique Learning System is used across the Deafblind Program at Perkins School for the Blind.

M1.6 Positive Touch Access: Invitation to Touch Leads to Self-Actualization

Susanne Morrow

Over the past 5-10 years there has been a major shift in the way touch techniques are labeled and used in the USA, specifically with DeafBlind adults. Research in the field of deafblind education has indicated for decades the critical aspect of touch in early cognitive and communication development. The presenter proposes a shift in approaching these often tension-laden ideas and suggests an overarching approach: Positive Access and will address the need for parent education.

M1.7 Using the Communication Matrix Assessment and Community to Improve Communication in Individuals throughout the Americas who are Deafblind

Emily Quinn, Alexandria Cook, Gloria Rodriguez,-Gil

The Communication Matrix (www.communicationmatrix.org) is a web-based assessment of

expressive communication for individuals of all ages who are at the very earliest stages of communication development and who may not use speech to communicate. It is available in seven languages, including Spanish. This free service offers customized “just in time” and “just for me” problem solving, engaging both professional and nonprofessional stakeholders in discussions of appropriate assessment and intervention related to the development of communication skills. In this presentation we will demonstrate how to use the assessment and the community skills.

M1.8 Culture Encounters of the DeafBlind Kind: An Immersion

Katherine Gabry, Allen Reposh

Culture Encounters of the Deafblind Kind was developed by the DeafBlind Community Access Network of New Jersey, Inc. This presentation will explain the activity. The activity has been likened to “speed dating for learning about Deafblind culture.” Participants split into small groups (no more than 4 per group), led by DeafBlind individuals, to discuss a variety of daily life experience questions. When each question has been answered and discussion ended, the leader poses another question, and the process is repeated. DeafBlind leaders add the “DeafBlind perspective,” as applicable. Participants spend 8 minutes in a group led by a particular DeafBlind individual, and then they rotate to the next group, which is led by another DeafBlind individual.

M1.9 The Development of a Deafblind Team: a collaborative partnership to meet complex student needs

Michelle Schmidt, Tanya Margeson, Annie Lehbauer, Rachel Schroots, Kendra Anderson, Michele kohut-Jones

This presentation will present the deafblind team which is comprised of an inclusive education teacher, a teacher of the Deaf or Hard of Hearing, a Teacher of the Visually Impaired, a Deafblind Intervenor, Occupational and Physical Therapists, an Augmentative Communication Specialist, the Director of Instruction for Student Support, and a representative from the Provincial Outreach Program for

M1.10 Early intervention Home Visiting Practices with Families of Diverse Backgrounds

Deborah Chen

This session will identify and explain routines-based practices in early intervention home visits as an effective way for collaborating with families of diverse backgrounds and addressing the learning needs of their young children (birth-36 months) with deafblindness. Routines-based intervention is recognized as an evidence-based home visit practice that benefits very young children with disabilities and their families. This session will draw from a review of relevant early intervention research and the presenter’s experiences.

M1.11 Where Am I? How to Utilize Tactile Maps

Shannon Wright

We will begin with a brief overview of what tactile maps are. The participants will be shown a variety of tactile mapping examples and demonstrations will be given incorporating audience members as volunteers. Next, we will talk about the structure of tactile mapping and how to

utilize space effectively as well as where tactile mapping can occur. We will discuss specific locations where tactile maps have been utilized and discuss what they are attempting to describe to the user. Lastly, the participants will work in small groups to create tactile maps to share with each other. We will show some of the examples to the group.

M1.12 Thoughtful Implementation of Technology for Children with Deafblindness

Elizabeth Hartmann, Patti Weismer

The interactive session introduces three theoretical frameworks and models that are useful to the integration of technology in learning environments: a) universal design for learning (UDL) framework, b) SETT framework, and c) SAMR model. These frameworks provide guidance on what technology tools may be efficacious in teaching children and youth with deafblindness.

12:00 – 1:30 Lunch Break- Bass River Room, Hyannis East and West, Bogie's

1:30-2:15- Workshops

M2.1 Collaboration at the Government and Local Level: Seeds for Success

Tom Miller, Ron Benham, Tracy Oshbahr

The focus of this presentation is to illustrate that successful collaboration and advocacy for our early intervention programs and families is best achieved by being an active advocate for the early intervention system as a whole. This presentation will use a case study to illustrate the power of collaboration to effect change and the funding of our specialized programs.

M2.2 Orientation and Mobility Skills for Students with Deafblindness

Carolina Gonzalez

Participants will learn strategies for teaching O&M skills at home, school, and in the community. Participants will learn alternate communication strategies and know how to work with interpreters and interveners. Basic sign language related to O&M, as well the use of adaptive mobility devices will also be covered.

M2.3 Infant Toddler Classroom: A Model for Parents of Low Vision, Blind, and Deafblind Children with support of Social Workers, TVI/TDB/O&Ms and Volunteers

Susan DeCaluwe

Come learn about our classroom...once a week we offer the deafblind children's families information relevant to issues of visual impairment. A team made up of the parents, social workers, siblings, one on one volunteers, and teachers all come together to provide a predictable weekly routine for the deafblind children and their families.

M2.4 Intervenors: The Path to Professionalization

Linda Alsop

As the importance of intervenors for children and youth who are deafblind becomes more widely accepted, this presentation will describe the online Intervener Training Program offered at Utah State University through which intervenors have been trained since 2008. A panel of these

nationally credentialed interveners will share their experiences and perspectives about their training, their work, and their membership in the National Intervener Association. Other efforts toward professionalizing the intervener practice will be discussed, including national efforts to establish intervener services as related services under federal law IDEA.

M2.5 “Empowering the Deaf-Blind: Accessing Information through Touch”

Marilyn Trader, Maricar Marquez

This proposal is designed to increase the awareness and understanding of touch signals that have been used within the deaf-blind community in the United States and all over the world. Touch signals have been utilized by individuals who are deaf-blind as well as the professionals working in the deaf-blind field for many years. Touch signals is a generic term that refers to a system that uses signals through touch on various articulation locations on the receivers body to provide visual, environmental and social feedback information so that the deafblind person gains equal access to the environment and is empowered to then make informed decisions in response.

M2.6 Utah’s Journey in Obtaining Services for Students who are Deafblind

Debbie Sanders, Susan Patten, Erin Farrer

The purpose of this presentation is to share examples and strategies from Utah for providing the unique and diverse services needed for children who are deafblind including 2) the history of our deafblind services and funding sources, b) an overview of the delivery of educational and deafblind project supports, c) ongoing collaboration and planning to appropriately

M2.7 Deafblind Specialist – Teacher Training in Ontario

Lynne Osasuyi, Dan Maggiacomo, Heather Hickman

Within the province of Ontario, we have a regulated system Additional Qualifications (AQs) as one form of professional learning for teachers. The courses members take are designed by teachers for teachers and reflect the experience and pedagogy of the teaching profession in Ontario. Through these explorations, candidates strengthen professional efficacy by gaining in-depth knowledge, refining professional judgment and generating new knowledge for practice within the field of deafblindness.

M2.8 New Trends in Technical Assistance: Using Distance Mentoring to Increase Efficiency and Improve Child Outcomes

Robin Greenfield

This presentation will provide information on a distance mentoring model that is being used by the Idaho Project for Children and Youth with Deaf-Blindness. The model is designed to provide technical assistance to teams, particularly in rural areas, who may not have staff who are trained or have experience with students who have more complex disabilities. The model combines common technological elements to provide assistance to teachers, paraprofessionals, additional support personnel, and families.

M2.9 The student-directed IEP process: Increasing the meaningful involvement of students with deafblindness in developing high-priority goals for school and life

Julie Maier

And individual Education Plan (IEP) is more than just an annual meeting; it is a multi-faceted process that guides the development of educational goals, services, and supports for students with disabilities. This presentation will make the case for using a student-directed (often called “student-led”) IEP process with students who are deafblind, regardless of ability levels or support needs, through thoughtful planning and creative use of individualized adaptations.

M2.10 Sharing and Growing Others through Mentorship

Theresa Merrifield, Kelly Patterson

Founded in 1989, DeafBlind Ontario Services in Canada is a not-for-profit organization that helps individuals who are living with deafblindness increase their independence and improve their quality of life through specialized services.

This presentation will demonstrate how DeafBlind Ontario Services has developed and implemented a mentoring guide called Share and Grow supporting the collaboration between Mentors and Intervenors.

M2.11 Crucial Collaboration: Exploring the Deafblind Educational Service Model

Genevieve Francoeur-Anderson

Combined vision and hearing loss causes severe limitations on the development of communication and language...

M2.12 Teacher Training and Professional Training to Support the Inclusion of Students with Deafblindness and Multiple Sensory Disability in the city of Sao Paulo

Dalva Watanabe, Karina Maldonado, Shirley Maia, Vula Ikonmidis

This presentation will present the results from a partnership between Ahimsa and Grupo Brazil with the municipal schools of Sao Paulo. A 180-hour university extension training course was organized to train educational interpreters to become guide-interpreters to support students with deafblindness. In evaluations participants stated the importance of these trainings to ensure the inclusion of students with deafblindness and multiple sensory disabilities.

2:15-2:30 Break

2:30-3:15

M3.1 Identifying and Serving Academic students with Deafblindness in Educational Settings in the United States: An Evolving Challenge for Our Field

Robbie Blaha, Matt Shultz

M3.2 Transition – preparing youth for college and career

Michael Fagbemi

Young adults who are deaf-blind continue to experience challenges that adversely impact post-school outcomes. To prepare a young adult for college/career and community living it requires

innovation, collaboration and family engagement. This session will explore a tool created for families to connect effective transition planning with their child's educational team. This tool when combined with the most current technology is poised to strengthen the collaborative relationship between families and educators.

M3.3 Integration of the Arts in the Education of Children who are Deafblind

Catherine Nelson

Quality integration of the arts in education has been found to positively impact all aspects of development however, children with sensory impairment and multiple disabilities have limited opportunities to engage in and learn through the arts. This session will describe an approach that was used in a deafblind teacher preparation program to integrate arts into the education. In addition, ideas and examples along with a case study will be discussed and handouts distributed.

M3.4 Supporting Educators to Use Effective Instructional Strategies

Sam Morgan, Tracy Luiselli

There are many instructional strategies that promote learning and development in children with deaf-blindness, but educators are often unaware of or don't know how to use them. This presentation – for technical assistance providers or others who offer training and support to educators – will provide practical information on how to increase the knowledge and skills of teachers and service providers who work directly with children who are deaf-blind.

M3.5 “Wow, that Sounds Familiar” Parent-Child Playgroups for Families of Children with Deafblindness.

Early Intervention: Parent-Child Playgroups

Julie Maier

The components and results of a three-year collaboration between California Deafblind Services (CDBS) and a local deaf early intervention program to implement biweekly playgroup meetings with parents and their children with deaf-blindness. Facilitators from CDBS and the Center for Early Intervention on Deafness (CEID) provided information, modeling and support to a diverse group of families with children with unique developmental profiles and support needs in an environment that allowed for discussion, demonstration and practice of new skills. Details about the planning, implementation and the anticipated, as well as unanticipated, outcomes of the playgroup sessions will be shared. In addition, resources for developing a similar early intervention support in other communities will be available.

M3.6 Parent experiences of early intervention and play opportunities for their deafblind child RESEARCH

Helen Barrance

The study comprises a number of interviews of parents with very young deafblind children with a range of other additional needs.

The paper aims to identify the needs of both the children and their wider families and how mainstream playgroups, specialist groups and interventions meet the needs of children and families and where gaps in provision exist.

It also aims to begin to unpack the idea of parent partnership and to encourage educators and service commissioners to listen more closely to and consider the social and emotional needs of the child, parent and wider family.

M3.7 A longitudinal case study of a young man with CHARGE syndrome: The evolution of his communication skills and independence over the course of 15 years

Susan Bashinski

This presentation will evaluate Robert, an 18 year old with CHARGE syndrome and deafblindness. The presentation will look at all of the learnings from over 15 years of care and see that Robert's progress exemplifies the common need of learners with deafblindness to utilize different communication modes for expressive and receptive purposes.

M3.8 EIEIO – Effective Initiatives for Early Intervention Opportunities for DB Infants and Toddlers

Susie Tiggs, Stephanie Walker

EIEIO? Yes! Effective Initiatives for Early Intervention Opportunities! Let's talk about intervention and assessment strategies for working with infants and toddlers with Deafblindness. We will also talk about policies and procedures for working collaboratively with ECI to meet the IDEA part C requirements of this unique population.

M3.9 Train from Anywhere..... Intervener training

Beth Kennedy

With adequate training, interveners provide access for people who are deafblind. Participants in this session will learn about an online intervener training program offered through Central Michigan University (CMU). This session will cover training procedures, an overview of program content, and information on how to register. The presentation will include video clips and student work samples to provide a thorough and rich understanding of the depth of the Central Michigan University Intervener Training Program

M3.10 Transitioning from school to adult programs: ideas for supporters of adolescents who are deaf-blind and have intellectual disabilities

Laura Rocchio, Marilyn Trader

The lifestyle of a child in school is supported and directed by adults. How can an adolescent child make the leap to adulthood? How can he/she be supported to develop a frame of reference for adult life and develop a preferred lifestyle? Relationships open the way for defining one's contributions and valued roles in society. This presentation will highlight a successful partnership between a family team, the state Deaf-Blind project and Vocational Rehabilitation to offer a consumer a week long intensive vocational experience to identify preferred jobs, teaching strategies and natural support. Examples, including identifying adult activities and how to make choices using individualized communication systems at home and in the community will be shared.

3:15-3:30 Break

3:30-4:15

M4.1 Facilitating Deafblind Children's Access to Education Through a Community-Based Education Model in Uganda: Lessons and Challenges

Victor Locoro

This presentation discusses the resilience that is building in families of children with deafblindness in Uganda as it continues to be a serious challenge. The presentation describes a community-based education model initiated to provide education and rehabilitation to deafblind children in their homes and to build resilience and the capacity of family members to enable them to play a central role in the process. The paper highlights lessons learned and challenges at hand and recommends strategies for improvement.

M4.2 Descriptive statistical study on the reality and geographical location and of the people who present/display deafblindness in Santiago, Chile

Oriana Donoso, Falcia Gonzalez

A descriptive statistical study will be presented on the reality and geographical location and of the people who present/display deafblindness and multiple educational disabilities in Santiago of Chile. Create a structured database that contains the identification and characterization of the deaf blind and multiple disabled persons in Santiago, to know their priority needs, in order to extend the coverage of care to that population.

M4.3 Train to Be an Intervener-- from Anywhere!

Beth Kennedy

Interveners provide access for students who are deafblind. Central Michigan University (CMU) offers an online undergraduate certificate that leads to the national credential for interveners through the National Resource Center for Paraeducators. The coursework is asynchronous, making it accessible across all U.S. and international time zones. This session will provide an overview of the program, including content, explanation of practicum, the portfolio, and information about registering. The CMU program is based on the knowledge and skill competencies identified for interveners by the Council for Exceptional Children (CEC). The presentation will include CMU student work samples, photos, and video clips. Empirical evidence in support of interveners and this training model will be woven throughout the presentation.

M4.4 Model for Comprehensive Statewide Services for Individuals Who are Deafblind

Larry Rhodes

The Community Outreach Program for the Deaf – New Mexico (COPD-NM) developed a statewide program of comprehensive services to individuals who are deafblind. This presentation will share with participants the history of the development of the statewide services with emphasis on the securing of funding, developing of expertise, integrating effective practice in to the model, and COPD-NM's continuous process of program evaluation.

M4.5 The Impact of Grief and Child Loss on the Family of Children with Deafblindness

Megan Cote

This presentation is about peer to peer training on grief support. The initiative launched a national online peer to peer grief group; the group meets virtually 2 times per month for a total of 10 sessions. The purpose of the group is to provide emotional support, death education, and normalization of the grief process in a shared, supportive community. The training focuses on understanding the impact of grief on a family and what it takes to heal and stay connected to the deafblind community, despite their loss.

M4.6 Systematic instruction: training and implementation within a school-based deafblind program

Caleb Davis, Zacharie Bird, Sharon Stelzer, Marguerite Tibaudo

Systematic instruction (SI) is a collection of evidence based teaching procedures that has been effective at teaching a wide range of skills across populations. The purpose of this presentation is to review the process and procedures utilized in the recent introduction of SI within the Deafblind Program at Perkins School for the Blind and demonstrate its effect on student learning outcomes. Specifically, presenters will review the process of the collaborative development and implementation of program-wide staff trainings.

M4.7 Education of the person with Deafblindness in Buenos Aires Province-Argentina

Delia Gongora

In Buenos Aires province, since 2004, the special education office has been taking actions in order to reach children with deafblindness. In 2007, the office started taking a specific survey to learn about the deafblind population (ages, diagnosis, and school years). The survey's result is going to allow for specific actions to improve the services for deafblind students.

M4.8 Person Centered Planning: Opening Windows for New Opportunities for Children and Adults with Deafblindness

Sandra Warren, Andrea Blackwood

Person Centered Planning is a way to ensure everyone has a life plan that can help make these things happen. This approach to planning is designed to shift the focus from a deficit-based to a strength-based approach in developing transition and life plans that enhance an individual's quality of life. The session participants will explore the values, purpose, and benefits of the PCP process and will be introduced to (free) online resources describing the process, highlighting the various types of maps, and video clips of PCP in action.

M4.9 Deaf-Blind Employment Mentoring: A Structured Approach

Christopher Woodfill

The presenter had developed a curriculum focused on a structured approach to employment mentoring for deaf-blind individuals and implemented it at the Helen Keller National Center through the professional Learning and Leadership Institute program. The presenter will explain the rationale behind this approach using case studies and describe the steps necessary to replicate this approach elsewhere.

M4.10 The science of young adult brains: Debunking the myth that it is never too late to become

an effective communicator

Maurice Belote

It is critical that every young adult who graduates from their respective educational system leaves school with an effective expressive and receptive communication system. Current brain research suggests that neuroplasticity and brain maturation allow for the learning of all skills well beyond childhood, including those skills specific to communication. This session will include an overview of brain science specific to young adults, understanding the distinction between language and communication, and strategies for advocating on behalf of individuals in need of intensive communication interventions.

M4.11 Parent-School Collaboration and Conflict: Experiences of Parents of Children with Deafblindness during the IEP Process

Silvia Correa-Torres, Sandy Bowen, Tracy Mueller, Lanya McKittrick

Research has demonstrated positive outcomes for children representing all grade and ability levels when parents are involved in their education. The purpose of study was to explore the experiences of parents who have children with deafblindness with respect to parent-school collaboration and conflict and the unique challenges these parents experience during the IEP process. Results of the study will be share and identification of strategies can be share that will increase parent satisfaction and improve parent school partnerships.

8:00 Comedy night with Rene Pellarin

Tuesday, April 17

8:30 Announcements- Marianne Riggio

Theme: To be Included: What does it Mean?

Moderator: Carolyn Monaco

8:45 Plenary: George Stern

9:30-9:45 Break

9:45-11 Panel Discussion: Perspectives on Inclusion

Panel Moderator: Tom Miller

Panelists:

Educator:

Deafblind Person: Elio

Adult Svs: Chris Woodfill

Family: Nancy Hartshorne

11:00-11:15 Break

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11:00 - 3 Poster Sessions

Deafblind Services and Systems Change: One States' Experience

Brook Barnhill

Poster

Due to the current effort to enact the Cogswell Macy Act it is important to look at state models/systems of training, funding and support for deafblind services. Utah has funded the Utah Schools for Deaf and the Blind for over 20 years and serves as an amazing model to examine. Some questions that will be discussed are – how is personnel trained, supported and evaluated? How are the roles of parents and family evaluated?

Communication Portfolios: Giving a voice to children with complex communication needs

POSTER

Carol Darrah

Children with complex communication needs may use unconventional ways to express themselves, and unfamiliar people may have a hard time understanding the child's communication attempts. By using a Communication Portfolio, which is a portable, easily-accessible notebook that includes photos and descriptions of the child's unique expressive and receptive communication messages they are able to understand and respond to the child more easily. This poster will highlight the steps to create a Communication Portfolio, how and when to use it, and the benefits.

Culture Encounters of the Deafblind Kind: An Immersion

Katherine Garby

Poster

Culture Encounters of the Deafblind Kind was developed by the Deafblind Community Access network of New Jersey, Inc. The activity has been likened to "speed dating for learning about Deafblind culture." Participants split into small groups led by Deafblind individuals, to discuss a variety of daily life experience questions and rotate through groups with different questions and different deafblind individuals.

Utah Schools for the Deaf and the Blind takes education to State Legislators

POSTER

Debbie Sanders

This poster will show how Utah Deaf-Blind Services interacts with state elected government officials or legislators. This poster will show the positive impact on raising awareness of students' educational needs and the importance of funding when bills related to special education and sensory loss are presented.

Trends in Research and Journal Publications in the Field of Deafblindness

POSTER

Mary Demchak

Within education there is large variation in the type of research conducted and the types of journal articles published. This session will describe the trends in types of articles published in targeted journals in the field of deafblindness from 2012 through 2016. The results are part of a larger study conducted to determine the types of research that are conducted in the field of

special education across Individuals with Disabilities Education Act disability categories. Results indicate a lack of current studies focused on participants who are deafblind.

Assessment

POSTER

Susan Bruce

This poster will provide guidance about how to conduct ethical and effective assessments of children who are deafblind and prelingual. It will include a section on Venn's (2007) guidelines for selecting a formal assessment instrument (such as selecting instruments with a wide sample of behavior to capture small increments of development). It will also include other sections, learner characteristics, state of evidence for assessment practices and others will be shared and discussed.

Communication Rights and Intervention

POSTER

Susan Bruce

This poster will present the Communication Bill of Rights developed by the National Joint Committee on the Communication Needs of Persons with Severe Disabilities (NJC). Handouts about recent NJC publications and advocacy products will be provided, as well as resources that make connections between specific rights and best practices in serving children who are deafblind.

National SSP Survey Results

POSTER

Katherine Gabry

In the fall of 2015, a National SSP (Support Service Provider) Task Force was established. This grassroots effort, led by DeafBlind Individuals and supported by Support Service Providers, as well as a few agency and organization representatives, sought to open a discussion regarding a national agenda to forward the SSP cause. One of the goals of this work – to evaluate and assess SSP skills and training to develop national standards, a national curriculum, and a national certification – is the focus of this poster session.

Assessment of Functional Vision on Learners with Deafblindness; the Kenya Experience

Richard Ndungu

Poster

Most of the available assessment tools are not adapted to meet the needs of learners with deafblindness in developing countries, leading to under assessment that negatively affect effective education programming. The objective of this study is to align education programming to functional visual ability of learners with deafblindness.

11:15-12- Workshops

T 1.1 Building a Center of Excellence: A Model to Develop Master-Level Teachers

Martha Majors. Ed Bosso

Perkins strives to become a center of excellence; one of the current challenges is the availability of master-level teachers. This presentation will share a teacher-mentor model designed to grow young teachers post preservice level of mastery where teachers become experts in the field. The end goal for Perkins is to become a center of excellence by sustaining these relationships over the next several years as they train master-level teachers to work with other teachers throughout the world

T1.2 Need For Respite Care Facilities in Developing Countries with Particular Reference to India

Prakash Bal, Usha Bal

There is still a general lack of awareness about disabilities in developing countries in Asia and Africa. In such situations State System in these countries have a responsibility to take up campaigns to create awareness and provide facilities for disabled. Due to insufficient resources the State has not been able to carry out this responsibility. Therefore NGOs like Parents Organizations have to chip in to compliment State System limited efforts. A Respite Care Facility has been built and this presentation will describe the model in detail.

T1.3 Impact of Perkins Website in Spanish as a Resource for Families and Professionals in Latin America

Paula Rubiolo

In 2010 Perkins developed a website in Spanish, to consult, find and share information, exchange opinions and ideas - all in Spanish. In 2013 a virtual classroom was incorporated to enable hundreds of professionals and family members to be trained. This presentation will share the impact in the region and the way that the site's development has allowed for empowering families and educational professionals as well as to extend opportunities in a more sustained and formal way to more members of the community and governments.

T1.4 Being Open to Surprise: Fostering New Possibilities in our Interaction with deafblind persons by examining assumptions about voice and power

Barbara Miles

The presentation will take a fresh look at some ways in which unacknowledged power differences between deafblind persons and partners can blind us to many possibilities in our interactions with each other. In the case of deafblindness, the simple lack of access to a common language and to information in the environment can have a profound impact upon the power dynamics in conversations and relationships if these are not made conscious.

T1.5 Experiences of Families Raising a Child Who is Deafblind and Teacher Response to their Shared Experiences

Donna Snyder, Kim Zeigler

This presentation will explore the experiences of families raising a child who is deafblind and teacher response to those shared experiences using the photovoice method with short digital videos. Family photovoice interviews uncovered five overarching themes: medical positive descriptions, family and community likes/don't likes and parents' love.

T1.6 Inclusive Education for Children with Deafblindness and Multi-Sensory Impairment

Naomi Lugoe

The session discusses a 2-step inclusive education model to make inclusion and education possible for children with deafblindness. All other inclusive education programs in Tanzania are currently lacking this approach. This approach is low cost and 3.6 times cheaper than other options in Tanzania.

T1.7 Providing Effective Orientation and Mobility Services for Individuals with Deafblindness

Chris Tabb, Robbie Blaha, Edgenie Bellah

This session provides tools and strategies for the Orientation and Mobility Specialist to use with the student/client for evaluating and developing auditory skills, as well as for educating and collaborating with the Audiologist, Specialist for the Auditory Impaired, and the Speech and language Pathologist (SLP) on the environmental hearing needs for the student/client with a dual sensory loss.

T1.8 "Hear and See" the voice of the Deafblind: Individuals with Deafblindness go Under-identified and under Referred to the Nation-wide Networks of State Deafblind Projects Michael Norman, Julie Durando, Robin Greenfield, Molly McLaughlin, Rose Moehring

Despite growing numbers of children and youth with deafblindness and their apparent need for supports, this population continues to be under identified. This presentation will highlight the successful and not-so successful outreach efforts used across five state deafblind projects. Attendees will be provided information from projects representing considerable variability relative to geographic location, longevity, and state-wide focus.

T1.9 Family-to-Family Communities: Engaging Families via Distance Technology to Build Relationships and Support One Another

Carol Darrah

The Family-to-Family Communities (F2FC) project is a partnership between the National Family Association for Deaf-Blind (NFADB), The National Center on Deaf-Blindness (NCDB), and State Deaf-Blind Projects. F2FC offers a unique, culturally relevant way for families to connect via monthly conference calls and share information and resources, and offer support to one another in a format that fits families' busy lifestyles. Information will be shared about the structure of the F2FC project as well as participant feedback.

T1.10 All Eyes on Eye Gaze

Wendy Buckley

This presentation will look at how eye-gaze technology can be used with children who have a visual impairment and complex needs to gain an insight into their visual skills – can they track and fixate on images? What colors, shapes, and sizes of images do they attend to? Can they discriminate between images? We'll look at how children in the Deafblind Program at Perkins are using eye-gaze technology with a computer and see how its analytics provides powerful information to help answer these questions.

T1.11 Cortical Visual Impairment and Deafblindness

Martha Veto, Christine Roman, Sandra Newcomb, Peggy Lashbrook

Cortical Visual Impairment (CVI) has been identified as the leading cause of childhood visual disability in the developed world, and over one-fourth of students identified on the National Child Count of Students who are Deafblind in the United States are diagnosed with CVI. Over the last decade, the work of Dr. Christine Roman-Lantzy has provided a format for assessing the impact of the ten characteristics of CVI to place children in one of three phases on a spectrum of severity. This presentation is based on a series of discussions with Dr. Roman-Lantzy and members of state deafblind projects about ways to provide the crucial information that helps children with CVI make sense of the visual world around them through experiences and interactions that do not necessarily include a focus on formal language systems.

T1.12 Working Together to Support Families

Megan Cote, Patti McGowan, Sheri Stanger

This presentation will explain the distinct roles of the National Center on Deaf-Blindness, the CHARGE Syndrome Foundation, and the National Family Association for Deaf-Blind and describe how work conducted by the three organizations supports families to access the knowledge and services they need to promote better outcomes for their children who are deaf-blind. Attendees will learn what each organization offers and how to take part in the training and connections they provide.

12:00-1:30 Lunch Break

1:30- 2:30 Research Panel - Susan Bruce, Moderator- Grand Ballroom

2:30-2:45 Break

2:45- 3:30- Workshops

T2.1 Developing Early Language Skills of Children with Deafblindness and Multiple Disabilities through Social Play

Amal Ezzat

This presentation aims to identify how we can develop early language skills of children with deafblindness and multiple disabilities through social play. Highlighted are the aspects of early language skills that are often the most challenging for the team that work with students with deafblindness and multiple disabilities and how we develop those aspects through social play.

T2.2 Successful Detection of Deafblind Population in Venezuela: 10 Years of the Program...

Maria Luz Neri de Troconis

This is a presentation on the research and creation of the Introductory Reference Source of Deafblindness. The Venezuela government

T2.3 A Can Do Approach to Exceptional Learning Life Skills and Achievement

Elly Chapple

A presentation around the journey of a young deafblind girl from a failed school placement to the first developed UK alternative provision using deafblind approaches and intervenors out of school, leading to outstanding results; an exceptional story of hope and raised standards.

T2.4 Facilitating Inclusion into Physical Education, Recreation, and Sport for a Lifetime

Lauren Lieberman

This presentation will provide the participants with tools to ensure high quality physical education, sports and recreation experiences for a lifetime for children who are deafblind. These opportunities are necessary for a complete set of foundational skills to be active for a lifetime and achieve the best quality of life possible.

T2.5 Financial Planning for Two Generations

Alexandria Nadworny, Cynthia Haddad, John Nadworny

Many children with a disability must be supported their entire lives, even long after their parents have died. This presentation will explain an approach which reaches beyond the limited boundaries of Wills and Trusts to provide you with a roadmap to address your own family's Special Needs. Also discussed will be the new ABLE account and its potential role in planning for your child.

T2.6

Integrative Self-Breast Examinations for Blind and Deaf Women

Olga Makhubela-Nkondo

This presentation will address the need to simplify and increase accessibility of instruction of breast self-examination for the blind and deaf. Early detection of breast cancer among the blind and deaf is possible through breast self-examination. However, all brochures, books, etc... are prepared for the sighted and hearing communities not the blind and deaf. The report provides the best available evidence about what works to overcome barriers to health care, rehabilitation, education, employment, and support services, and to create the environments which will enable people with disabilities to flourish.

T2.7 Quality Indicators for Assessing Services for Students with Significant Support Needs Including Deafblindness

Gina Herrera

Services for students with severe disabilities can be improved using a Quality Indicators (QI) rubric of evidence-based practices which was developed by the Colorado Department of Education. The presenter will discuss the application process, Quality Indicators assessment process, and development of improvement goals, followed by project results.

T2.8 Engaging deafblind people in drama- From workshop to performance

Simon Allison

The subject of drama can be both overwhelming and daunting for a deafblind person. We address the importance of deafblind people identifying drama as an enjoyable experience. We

look at the skills required by specialists such as interveners to adapt the workshops to gain the full attention and inclusion of the deafblind person. The presentation looks at developing the potential of the deafblind person beyond the drama workshops such as stage construction, etc.

T2.9 Clarifying the Roles of the Interpreter, Intervener & Support & Service Providers

Katherine Gabry, Linda Alsop, Susanne Morrow, Sally Prouty

Interveners, interpreters, and Support Service Providers (SSP) are professionally trained service providers who provide valuable access for Deafblind individuals to the greater community. Given the potential overlap of these roles, there is significant confusion about each of these positions. This presentation will define each role from both the professional and consumer perspective, and will include a question/answer component.

T2.10 Supporting Availability for Learning: Student-Centered Assessment and Intervention

Christopher Russell needs review

The majority of children and youth with deafblindness have additional physical, sensory, cognitive/developmental and health challenges which can have a significant impact on their “availability for learning”.....

T2.11 Deafblind Self-Advocacy: Realizing your Rights

Christopher Woodfill

Exercising one’s rights to live and function in our society is a measure of being granted the freedom to choose towards shaping one’s future. To allow a deafblind individual to learn from experiences and mistakes would foster growth in actualizing their human right to lead a prosperous life with career and lifestyle most desired.

T2.12 Challenges of medical transitions and evidence-based practices for supporting transitions from pediatric to adult medical care for young adults who are deafblind and have complex medical needs

Maurice Belote

Exiting child and adolescent-focused healthcare systems and entering adult systems can be the cause of consuming worry and stress because – at its core – there is nothing more important than staying healthy, including managing existing medical issues and addressing new ones as they arise. This session will explore ways in which educators can be more actively engaged in the transition medical transition process and will include the multiple perspectives of consumers, families, medical providers and educational team members.

3:45-4:30- Break

4:30-5:30 Focus Group Discussions

D.1 Impacts the Understanding of Deafblindness with Special Needs

Denise Watson-Jarigen, Alexandra Calbay-Martin, Brenda Roznowski

Discussion

Group discussion for everyone in the panel to join as it does apply for families, consumers,

educators, and rehabilitation worker.

D 2 Communication Methods a Barrier to Inclusive Education in Malawi

DISCUSSION

Ezekiel Kumwenda

Since human rights pluralism in Malawi, many strategies to align each and every interest group with their needs started growing tremendously. As such, education was among the most important element. However, some of the factors to uplift the participation in attaining such education started dwindling because communications were not revised to reach out to some special needs individuals. This presentation will address the government's mass realignment process they took on and the research they conducted with the end mission to have deafblind learners and peers have the potential to live an independent life.

D 3 Being Open to Surprise

Barbara Miles

People who attended the presentation Being Open to Surprise are invited to participate in a moderated discussion session in which everyone will have an opportunity to contribute their voices to the discussion, and thus practice the suggestions offered in the presentation.

Discussion Groups

Other discussion topics to be determined

Wednesday, April 18

Theme: Measuring Success

Moderator: Andy Fisher, President LeValle Foundation

8:30 Announcements, Marianne Riggio

8:45 Plenary: Maurice Belote

9:30-9:45 Break

9:45 Panel Discussion: Perspectives on Success

Deafblind Person: Kerry Thompson

Educator: Gloria Rodriguez

Parent: Helene Power

Adult Services: Sue Ruzenski

Administrator: Shirley Maia

11:00-11:15 Break

11:15-12- Workshops

W1.1 Learning and Networking: Lessons Learned from Perkins International Online Training in Latin America

Gloria Rodriguez-Gil

This presentation provides some solutions that Perkins LA&C have found by delivering online courses. In addition to presenting some solutions, the presentation will also address the challenges that continue to defy us in the search for new solutions from the participants attending the session.

W1.2 Children Receive Services with the Power of Technology in Bangladesh

Asma Shilpi

This presentation will offer information on the Mobile App that is in its piloting stage. This App will be used for public awareness, data collection and allow access to services by parents, teachers, community health workers and other health service providers at its piloting stages. This App will be integrated as one of the tools which will be used in Child Development Center's all over Bangladesh.

W1.3 Camp Abilities: an Educational Sports Camp for Children who are Visually Impaired or Deafblind

Lauren Lieberman

This presentation will share an international program called "Camp Abilities" – this program will empower children who are visually impaired or deafblind to get involved in sports and trains their teachers and parents on how to include them in school and in the community. Participants will learn about the various camps available and resources that can help them include their children into any activity.

W1.4 Families Create touch Base Center in Houston, Texas

David Wiley

This presentation will explain how 2 families with youth with deafblindness came together to establish a non-profit organization to provide community services specifically geared for adults with congenital deafblindness. The model, called Touch Base Center includes individual interveners for all participants, and a Program Coordinator to plan and schedule activity options at the Center, and in the surrounding community.

W1.5 Perspectives on Emotion and Connections to Deafblindness

Brent Stutzman

For the individual who is deafblind, a dual-sensory disability may profoundly impact their lived experiences, which of course includes the emotional life. This presentation suggests that educators should conceptualize emotions not as an individual's experience, but rather as being co-constructed and socially mediated. As such, it becomes imperative that supportive and trusting relationships are built in order to reciprocally contribute to the emotional lives of individuals who are deafblind.

W1.6 Teaching Self-Determination to Elementary Students with Vision Loss

Lanya McKittrick

In this presentation teacher and parent roles in fostering self-determination in elementary-age students with visual impairments will be explored. The results from the presentation will offer participants an understanding of how self-determination skills are being taught to elementary students.

W1.7 A Communication Model to Guide Assessment and Intervention

Therese Rafalowski Welch

This presentation will explain the model and its practical use for service providers and families. As each component of the model is defined and “unpacked”, participants will be encouraged to share information about related resources and strategies they find useful in assessment and intervention.

W1.8 Teaching Students who are Deafblind through Felting

Cathy Cartwright

Felting is an art form that transforms wool into felt and can be used to make a myriad of tactile craft items. Felting provides many opportunities for students to learn and practice educational and leisure skills including fine motor, communication, and concept development. The purpose of this presentation is to provide attendees with a hands-on experience in felting an opportunity to learn about its benefits for students who are deafblind.

W1.9 Transition Institute Follow-Up: Youth Action Planning

Carol Darrah, Martha Veto, Toni Hollingsworth, Mike Fagbemi, Danna Conn

Young adults who are deaf-blind experience many challenges as they transition to adulthood. The Institute focuses on topics important for college, career, and community living. The components of the process are: prior to the event, youth complete the sections of a transition portfolio; during the event, youth create an action plan; and after the event, the youth take action and we monitor progress. Our objective is to support the youth participants to take decisive action in making their dreams become reality.

W1.10 Usher Syndrome – One Hundred Years of Discovery

Nancy O'Donnell

Usher Syndrome was identified as a unique syndrome more than 100 years ago. This presentation will: outline the types and subtypes of Usher syndrome; examine population estimates; summarize current research related to Usher syndrome; and discuss information and support available to individuals with usher syndrome, their families and professionals that work with them.

W1.11 Integration of the Arts in the Education of Children who are Deafblind

Catherine Nelson

Quality integration of the arts in education has been found to positively impact all aspects of development including (a) physical strength, stamina and agility, (b) social development and

self-regulation, and (c) cognition and academic learning.....

W1.12 Implementing the Tri-Focus Framework strategies for developing effective communication programming for learners with deaf blindness

Susan Bashinski, Susan Bruce

This presentation will demonstrate how the Tri-Focus Framework strategies are relevant to communication programming for individuals who are deafblind. The three primary components of the Tri-Focus Framework are the individual, the communication partner, and the environment. Presenters will embed discussion about how inter-professional team members might best contribute to implementing each of the strategies with children and young adults who are deafblind, as well as ways in which each can be implemented in authentic environments throughout a learner's day.

12:00-1:30 Lunch

1:30 -2:30 Research Update- Susan Bruce Moderator

2:30-2:45 Break

2:45-3:30

W2.1 Crucial Collaboration: Exploring the Deafblind Educational Service Model

Genevieve Francoeur-Anderson

The purpose of this presentation is to investigate the ways in which teachers of the deaf and teachers of the blind work to bridge the gap between their two specialties to provide educational services to students who are deafblind. Also, how students that are deafblind are identified for educational services and the amount and type of services provided to these students are examined.

W2.2 ABRAPASCEM and Ahimsa: partnerships to ensure parents empowerment and services for people with deafblindness and multiple sensory disabilities in Brazil

Susana Araoz, Sandra Farias, Shirley Maia, Vula Ikonomidis

This presentation reports on the partnership between Abrapascem and Ahimsa to provide support to parents and regional groups. The aim was to group them in meetings where parents talk to parents sharing their experiences and worries, and then a parent leader explains their roles as memes of the Association and how to ask for support. These events enabled the empowerment of families and nowadays parents participate in City Councils so policies are organized to meet the real needs of people with deafblindness.

W2.3 Introducing the DeafBlind Community Access Network of New Jersey, Inc.

Katherine Gabry, The DeafBlind Community Access Network of New Jersey, Inc. (DBCANNJ) has been in existence since November 2015. We are a federal 501 (c)(3) nonprofit organization that provides educational and employment opportunities; cultivates community and social networks; encourages and inspires; and creates innovative solutions to living with the combined loss of hearing and sight, with the objective that the DeafBlind community will achieve

a higher level of independence, productivity and social equality to empower them to achieve their highest possible quality of life.

W2.4 Let's Play! Methods for Engagement and Learning for Young Children with Deafblindness

Tanni Anthony

All children learn through play. Play supports cognitive, motor, communication, social-emotional, and motor development. All children benefit from opportunities for joyful self-discovery. This session will review key early stages and tenets of play, as well as specific adaptations that will assist both spontaneous and designed play scenarios for the young child with combined vision and hearing loss.

W2.5 Factors that Support continuity of Deafblind learners in Primary School Education

Perspective from practice

Wanume Kibedi Hakim

This paper will present strategies of support Deaf blind children continue their education. The presentation will offer an overview of interventions which are used by professionals to enhance education of deaf blind learners in primary school in Uganda. The assessments demonstrate will show that each child has her own individual learning style.

W2.6 Informal Functional Hearing Evaluation (IFHE)

Chris Montgomery, Adam Graves

The Informal Functional Hearing Evaluation (IFHE) is meant to guide the teacher of the deaf and hard of hearing (TDHH), the teacher of the visually impaired (TVI), and the teacher of students with deafblindness (TDB) in determining the impact of a potential hearing loss on educational functioning for students with visual impairments and multiple disabilities.

The IFHE can serve as a guide for determining what accommodations are needed in the classroom, home, and community environments to promote student access to information.

W2.7 Deafblind and Sexual Reproductive Health in Malawi

Catherine Uteka, R. Uteka

Malawi ratified the CRPD and SDGs in response to the global development strategies. However, the Health systems of Malawi do not completely accommodate issues of some disabilities especially deafblindness. This presentation will address one of the proposed strategies that would include introduction of an inclusive curricula development in all strategic service departments, both at national and local levels.

W2.8 Building Communities of Support for Families of Children with Combined Vision and Hearing Loss

Megan Cote, Mark Schalock

Since February 2015, the State Deaf-Blind Project Family Engagement Coordinators have been meeting monthly using the MasterMind format to share needs and create solutions for increasing the levels and quality of support being provided to families across the deaf-blind

network. This session will discuss the various ways in which this group now engages with other stakeholders to meet the ever increasing needs of families in supporting the development of their children in the home, school and community.

W2.9 Why Aren't You Paying Attention: Influences and Outcomes

Robin Greenfield

Understanding how and when a child is paying attention is a key component of learning and critical when interacting with a child who is deafblind. This presentation will define attention and review multiple components associated with it including brain networks, bio-behavioral states, and different kinds of attention. Participants will learn about the things that impact and see various video clips of children who are deafblind and the ways they are paying attention as well as indications of when a child is not paying attention. Finally, participants will assess their own attention through several activities and discuss strategies they can use when teaching and interacting with children.

W2.11 How should deaf-blind learners be taught in Lesotho

Khanare Steven, Libetsa Khotso

The aim of this work is to focus on the problems that arise from deafblindness in the teaching and learning in Lesotho. From the results of this work, educators will be in a position to deal with deafblind learners in and outside the classroom. Learners as well will be included in the teaching-learning process without any problem hence exhaustion of all potential talents of the citizens.

W2.12 Person-centered planning

Reguilón, Gilda and Odiante, Johana

Presenters will share a transition process based on the individualities and needs of the student and their families. It represents the way of working with children and young people with multiple disabilities with planning centered on the person, from a perspective of ability and their rights. It is intended to foster an educational environment that stimulates and fosters the potential of each person, in order to make him/her a participatory member of society in the context of its own level of independence. The model is dynamic and changes as the changes happen in people's lives, putting more emphasis on the process rather than on the outcome. Understanding that the family plays a fundamental role in the integral development of their child.

3:45 Reflections and Future Directions

Robbie Blaha and Chris Russell

7:30 Awards Banquet

Guest speaker: Ambassador Aubrey Webson