



IOWA
DEAFBLIND
PROJECT

Iowa Deafblind Project Summer Symposium 2022

When: June 9-11, 2022

Participants who do not wish to receive credit can choose sessions to attend and do not need to attend all three days.

Where: Sessions will take place over Zoom. Links will be sent one week prior to the Symposium. Participants will be given access to a Google Drive folder with handouts.

Targeted Audience: IEP and IFSP teams of students who are Deafblind and their parents. Teams are encouraged, but not required to attend together.

Graduate credit and licensure renewal credit will be available. The Iowa Deafblind Project will offer tuition reimbursement to those who serve students on the Iowa Deafblind Registry. Requests for credit reimbursement will be limited. A stipend of \$75 will be available to families of students on the Deafblind Registry who attend at least three sessions.

[REGISTER HERE](#)

Session Descriptions and Presenters:

June 9, 2022

9am- 12pm: Introduction to Deafblind Strategies and the Iowa Deafblind Project Presented by the Iowa Deafblind Project Technical Assistance Team (DTAT)

Deafblind 101 will discuss the Iowa Deaf Blind Project and Basics of deafblindness, including an overview of Iowa's SDI Framework for deafblind students, technical support and resources for providers and families of students in Iowa with Deafblindness.

The Iowa Deafblind Technical Assistance Team (DTAT) is a group of professionals from across the state of Iowa who provide support (technical assistance) to families, educators, and service providers of children and youth (birth-21) who are deafblind in Iowa. Learn more about the DTAT [here](#).

1pm-4pm: Cortical Vision Impairment (CVI) and Augmentative and Alternative Communication (AAC) Planning Presented by Christopher Russell, New York Deaf-Blind Collaborative

Students with cortical visual impairment and complex communication needs including those who have additional/multiple disabilities often require the development of individualized, multi-modal communication programs to support their expressive communication and access to information and interactions throughout the day. Professionals working with these students require a holistic understanding of communication development and assessment, and knowledge of unique techniques and approaches that apply to this diverse group of students. This session will focus on an overview of CVI adaptations to multi-modal AAC including no-tech, light-tech, and high-tech communication systems. A new resource for supporting teams in developing appropriate communication systems for students with CVI will be shared with participants, *The AAC/CVI Matrix* (Russell & Willis, 2020).

Chris Russell is the Project Coordinator for the New York Deaf-Blind Collaborative and has experience as a classroom teacher and Teacher of the Visually Impaired (TVI) working with children who have visual impairments and additional disabilities including deafblindness. Chris specializes in severe and multiple disabilities including deafblindness, cortical visual impairment, curriculum adaptations for children with visual impairments and additional disabilities, and instructional strategies supporting communication development for children with pre-symbolic communication. He also serves as adjunct faculty at Hunter College, CUNY, in the graduate programs for Blindness/Visual Impairment, and Childhood Special Education: Severe/Multiple Disabilities.

June 10, 2022

9am-12pm: Tactile Strategies for Early Communicators

Presented by Megan Mogan, Arizona Deafblind Project

Children with visual Impairment and additional disabilities (including deafblindness) develop concepts through direct experience with people, materials, and environments. Through touch! This presentation will offer multiple examples of early literacy and communication activities using alternative *tactile* forms of communication to build motivation, participation, and reciprocity. Participants will reflect on their own experiences with touch, considering how to use this sense to facilitate access to shared topics, communication forms, and social interaction.

1pm-4pm: The use of Tactile Strategies to Access Comprehensive Literacy Instruction for Students who are Deafblind

Presented by Megan Mogan, Arizona Deafblind Project

Students with combined vision and hearing loss who are considered early communicators need thoughtful sensory and learning supports to access conventional literacy instruction. Educators who design and implement this instruction are tasked with aligning students' complex sensory and learning needs with the general education curriculum. Megan will share and demonstrate five examples of Comprehensive Literacy activities (Erickson & Koppenhaver, 2013) accessible to Deafblind learners: Shared Reading, Shared Writing, Independent Reading, Independent Writing, and Working with Letters and Sounds. All activities will include video demonstrations and step-by-step directions. Join us as we practice the mantra: "Every child reads. Every child writes."

Megan is a Deafblind Specialist with the Arizona Deafblind Project. She worked as a Speech-Language Pathologist for 18 years at the Arizona State School for the Deaf and Blind-Tucson campus and in the Sunnyside Unified School District in Tucson. Megan is an instructor for a Perkins eLearning Course on Augmentative and Alternative Communication Strategies and is a Trainer for Arizona's Deafblind Intervener TEAM Training. She presents nationally on strategies related to literacy and communication for children and youth at the earliest levels of communication. Megan was the recipient of the Principals of Schools for the Blind 2017 "Outstanding Related Service Provider." She lives in Tucson with her husband and three kids, sneaking in a game of ultimate frisbee whenever she can.

June 11, 2022

9am-12pm: Developing Calendar Systems and Routines for Students who are Deafblind

Presented by Cindy White-Botello, IESBVI Special Education Consultant and members of the DTAT

Neurologically we are hard wired to make sense of the world around us and when we can't, it produces stress and avoidance. For students with deafblindness, routines and calendars provide a framework to make sense of the world. Everyone uses routines and calendars to organize their lives. For children who are deafblind those strategies help create connections to clusters of people, places, and activities they need to make sense of their world, to feel secure in a world that is often unpredictably stressful, be active participants in their own lives and learn to understand and regulate their emotions. Mark your calendars for this one folks – we will discuss the unique considerations when developing and implementing routines and calendars for children who are deafblind.

Cindy has been learning and advocating for students who are deafblind and multiply impaired for over 30 years. She is committed to understanding and advocating for children with the most complex learning disabilities. Her areas of expertise and training include cortical/cerebral/brain-based visual impairments, brain-based sensory impairments, Active Learning, deafblindness, transdisciplinary teaming, developing communicative forms and supporting relationships, communication for children with complex learning disabilities and, of course, implementing routines and calendars.

Questions? Contact Katy Ring at (712)310-4623 or katy.ring@iaedb.org



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