



# Alignment of *OHOA Modules* with Council for Exceptional Children 2022 Intervener Competencies

When originally created, the *Open Hands Open Access: Deaf-Blind Intervener Learning Modules (OHOA)* were aligned with the Council for Exceptional Children (CEC) intervener competencies known as *Specialty Set: Special Education Paraeducator Intervener for Individuals with Deafblindness*, published in 2015.

In 2022, the competencies were updated and given a new title, *Initial Specialty Set: Deafblind Intervener*. To check how well the updated competencies were aligned with the OHOA modules, NCDB gathered a work group consisting of experts from the field of deafblindness who regularly use the OHOA modules in their intervener training programs.

Using a systematic process, the work group determined that all of the competencies published in 2022 are represented in the OHOA modules. This document lists which competencies are addressed in each of the 27 modules.

Competencies were determined to be addressed by an OHOA module if

- A concept included in a competency was explained
- A concept included in a competency was illustrated (e.g., video, photo)
- Understanding of a concept within a competency was expected to be demonstrated by a learner through an assignment or discussion board discourse

## **Work Group Members**

- Rose Angelocci, Louisiana DeafBlind Project for Children and Youth
- Jennifer Bishop, (AR) Children and Youth with Sensory Impairments
- Donna Carpenter, Kentucky Deaf-Blind Project
- Amanda Crayton, New York DeafBlind Collaborative
- Kirsten Lansey, Assistant Professor, University of Utah
- Julie Maier, California Deafblind Services
- Emma Packard, Washington DeafBlind Program
- Ira Padhye, The Virginia Deafblind Project
- Angel Perez, Florida and Virgin Islands Deaf-Blind Collaborative

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## **MODULE: AN OVERVIEW OF DEAF-BLINDNESS AND INSTRUCTIONAL STRATEGIES**

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K2: Anatomy and function of the eyes and ears.
- DBI.2.K3: Types and degrees of vision and hearing loss.
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.S1: Use and maintain amplification, cochlear implants, and assistive listening devices as directed.
- DBI.2.S2: Use and maintain glasses, low vision devices, and prostheses as directed.
- DBI.2.S3: Maximize the use of residual vision, hearing, and touch across multiple environments.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.

## ***MODULE: THE SENSORY SYSTEM, THE BRAIN, AND LEARNING***

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K1: Definition of deafblindness and specific causes of deafblindness.
- DBI.2.K2: Anatomy and function of the eyes and ears.
- DBI.2.K3: Types and degrees of vision and hearing loss.
- DBI.2.K4: Audiological and ophthalmological conditions and functioning of the individual.
- DBI.2.K5: Development of the brain and implications of brain-based vision and hearing loss.

- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S5: Encourage and support the individual's use of their senses to supplement learning, including gustatory, olfactory, proprioceptive, and vestibular.
- DBI.2.S6: Utilize strategies that support the development of body awareness, spatial relationships, and related concepts.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S1: Adapt and provide access to general education and deafblind specific curricula for instruction of academics, related arts subjects, physical education, and the expanded core curriculum under teacher direction and supervision.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S5: Use routines and functional activities as learning opportunities.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.

## **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S9: Use sensory integration strategies as directed to support self-regulation.
- DBI.6.S11: Promote social interactions and the development of meaningful relationships with an increasing number of people.

## **Standard 7: Collaborating with Team Members**

- DBI.7.S1: Articulates the role of the intervener, including the differences between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants.

# ***MODULE: THE ROLE OF INTERVENERS IN EDUCATIONAL SETTINGS***

## **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K1: Definition of deafblindness and specific causes of deafblindness.
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.S3: Maximize the use of residual vision, hearing, and touch across multiple environments.

- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S1: Adapt and provide access to general education and deafblind specific curricula for instruction of academics, related arts subjects, physical education, and the expanded core curriculum under teacher direction and supervision.
- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S6: Provide and reinforce instruction in the areas of daily care and self-help.
- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.
- DBI.6.S11: Promote social interactions and the development of meaningful relationships with an increasing number of people.

### **Standard 7: Collaborating with Team Members**

- DBI.7.S1: Articulates the role of the intervener, including the differences between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants.



## **MODULE: *BUILDING TRUSTED RELATIONSHIPS AND POSITIVE SELF-IMAGE***

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K3: Types and degrees of vision and hearing loss.
- DBI.2.K4: Audiological and ophthalmological conditions and functioning of the individual.
- DBI.2.K5: Development of the brain and implications of brain-based vision and hearing loss.
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S5: Use routines and functional activities as learning opportunities.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S16: Implement modifications and accommodations as specified on an IEP/IFSP.

## **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S6: Provide and reinforce instruction in the areas of daily care and self-help.
- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.

## **Standard 7: Collaborating with Team Members**

- DBI.7.S1: Articulates the role of the intervener, including the differences between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants.

# **MODULE: AVAILABILITY FOR LEARNING**

## **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.

## **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K3: Types and degrees of vision and hearing loss.
- DBI.2.K4: Audiological and ophthalmological conditions and functioning of the individual.
- DBI.2.K5: Development of the brain and implications of brain-based vision and hearing loss.

- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S5: Encourage and support the individual's use of their senses to supplement learning, including gustatory, olfactory, proprioceptive, and vestibular.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S3: Use student preferences to adapt curricular content as directed.

### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.
- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S5: Use routines and functional activities as learning opportunities.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S8: Assist the individual with deafblindness to organize sensory information and orient to space and objects across all settings.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.

- DBI.5.S17: Implement strategies that support IEP transition goals to adult roles, including employment, higher education, and community participation based on the student’s interests with the support of the team.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S7: Apply appropriate prompting system, reinforcement, and other behavioral principles that are supportive to the individual.

## ***MODULE: UNDERSTANDING COMMUNICATION PRINCIPLES***

### **Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs**

- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual’s preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.

### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.

- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S7: Apply appropriate prompting system, reinforcement, and other behavioral principles that are supportive to the individual.

## **MODULE: *EMERGENT COMMUNICATION***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.

- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S5: Encourage and support the individual's use of their senses to supplement learning, including gustatory, olfactory, proprioceptive, and vestibular.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S3: Use student preferences to adapt curricular content as directed.

### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.
- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S8: Assist the individual with deafblindness to organize sensory information and orient to space and objects across all settings.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

## **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S7: Apply appropriate prompting system, reinforcement, and other behavioral principles that are supportive to the individual.

## **Standard 7: Collaborating with Team Members**

- DBI.7.S1: Articulates the role of the intervener, including the differences between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants.

## ***MODULE: PROGRESSING FROM NON-SYMBOLIC TO SYMBOLIC COMMUNICATION AND COMPLEX LANGUAGE***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.
- DBI.1.S6: Follow policies and procedures at classroom, school, community, and district levels.
- DBI.1.S7: Establish and maintain personal boundaries.
- DBI.1.S8: Consider one's own knowledge and skills when accepting work with specific students and ask for support when needed.
- DBI.1.S9: Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.

## **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K6: Differences between concept development and skill development, and the effect of deafblindness on each.
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S3: Maximize the use of residual vision, hearing, and touch across multiple environments.
- DBI.2.S4: Implement tactile strategies based on student needs to support inclusion, learning, and interaction.
- DBI.2.S5: Encourage and support the individual's use of their senses to supplement learning, including gustatory, olfactory, proprioceptive, and vestibular.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

## **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.K1: Instructional and assistive technologies specific to deafblindness and individual students' needs.
- DBI.3.S1: Adapt and provide access to general education and deafblind specific curricula for instruction of academics, related arts subjects, physical education, and the expanded core curriculum under teacher direction and supervision.
- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.
- DBI.3.S3: Use student preferences to adapt curricular content as directed.
- DBI.3.S6: Provide positive reinforcement and feedback to the student to increase engagement and progress across curricular content.



#### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.
- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

#### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.K1: Principles of least-intrusive instructional support and interaction for individuals with deafblindness.
- DBI.5.S1: Provide consistent opportunities for students to respond and express themselves before, during and after learning activities using preferred communication modality.
- DBI.5.S2: Apply child-guided instructional approaches.
- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S7: Provide environmental information across all settings.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S14: Implement recommended augmentative and alternative communication systems.
- DBI.5.S15: Promote opportunities for communication with a variety of peers and staff.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

#### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.

- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S6: Provide and reinforce instruction in the areas of daily care and self-help.
- DBI.6.S7: Apply appropriate prompting system, reinforcement, and other behavioral principles that are supportive to the individual.
- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.
- DBI.6.S11: Promote social interactions and the development of meaningful relationships with an increasing number of people.

## **MODULE: *ROUTINES FOR ASSESSMENT AND LEARNING***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.
- DBI.1.S6: Follow policies and procedures at classroom, school, community, and district levels.
- DBI.1.S7: Establish and maintain personal boundaries.
- DBI.1.S8: Consider one's own knowledge and skills when accepting work with specific students and ask for support when needed.
- DBI.1.S9: Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.

## **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S5: Encourage and support the individual's use of their senses to supplement learning, including gustatory, olfactory, proprioceptive, and vestibular.
- DBI.2.S6: Utilize strategies that support the development of body awareness, spatial relationships, and related concepts.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

## **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.K1: Instructional and assistive technologies specific to deafblindness and individual students' needs.
- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.
- DBI.3.S3: Use student preferences to adapt curricular content as directed.
- DBI.3.S4: Provide opportunities for the student to generalize and maintain knowledge and skills across environments.
- DBI.3.S5: Create and implement the use of adapted books and other learning materials as directed.
- DBI.3.S6: Provide positive reinforcement and feedback to the student to increase engagement and progress across curricular content.

## **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.

## **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S7: Provide environmental information across all settings.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S14: Implement recommended augmentative and alternative communication systems.
- DBI.5.S15: Promote opportunities for communication with a variety of peers and staff.
- DBI.5.S16: Implement modifications and accommodations as specified on an IEP/IFSP.
- DBI.5.S17: Implement strategies that support IEP transition goals to adult roles, including employment, higher education, and community participation based on the student's interests with the support of the team.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

## **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.

- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.

## **MODULE: CONCEPT DEVELOPMENT AND RESPONSIVE ENVIRONMENTS**

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.
- DBI.1.S6: Follow policies and procedures at classroom, school, community, and district levels.
- DBI.1.S7: Establish and maintain personal boundaries.
- DBI.1.S8: Consider one’s own knowledge and skills when accepting work with specific students and ask for support when needed.
- DBI.1.S9: Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.

### **Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs**

- DBI.2.K5: Development of the brain and implications of brain-based vision and hearing loss.
- DBI.2.K6: Differences between concept development and skill development, and the effect of deafblindness on each.
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.

- DBI.2.S3: Maximize the use of residual vision, hearing, and touch across multiple environments.
- DBI.2.S4: Implement tactile strategies based on student needs to support inclusion, learning, and interaction.
- DBI.2.S6: Utilize strategies that support the development of body awareness, spatial relationships, and related concepts.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.K1: Instructional and assistive technologies specific to deafblindness and individual students' needs.
- DBI.3.S1: Adapt and provide access to general education and deafblind specific curricula for instruction of academics, related arts subjects, physical education, and the expanded core curriculum under teacher direction and supervision.
- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.
- DBI.3.S3: Use student preferences to adapt curricular content as directed.
- DBI.3.S4: Provide opportunities for the student to generalize and maintain knowledge and skills across environments.
- DBI.3.S5: Create and implement the use of adapted books and other learning materials as directed.

### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S5: Create and implement the use of adapted books and other learning materials as directed.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.

- DBI.5.S7: Provide environmental information across all settings.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S14: Implement recommended augmentative and alternative communication systems.
- DBI.5.S15: Promote opportunities for communication with a variety of peers and staff.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.

## **MODULE: *INTERVENER STRATEGIES***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S3: Participate in team meetings and professional dialogue about the needs of the student.
- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.

- DBI.1.S6: Follow policies and procedures at classroom, school, community, and district levels.
- DBI.1.S7: Establish and maintain personal boundaries.
- DBI.1.S8: Consider one’s own knowledge and skills when accepting work with specific students and ask for support when needed.
- DBI.1.S9: Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.

## **Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs**

- DBI.2.K3: Types and degrees of vision and hearing loss.
- DBI.2.K5: Development of the brain and implications of brain-based vision and hearing loss.
- DBI.2.K6: Differences between concept development and skill development, and the effect of deafblindness on each.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual’s preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S1: Use and maintain amplification, cochlear implants, and assistive listening devices as directed.
- DBI.2.S2: Use and maintain glasses, low vision devices, and prostheses as directed.
- DBI.2.S3: Maximize the use of residual vision, hearing, and touch across multiple environments.
- DBI.2.S4: Implement tactile strategies based on student needs to support inclusion, learning, and interaction.
- DBI.2.S6: Utilize strategies that support the development of body awareness, spatial relationships, and related concepts.

## **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S3: Use student preferences to adapt curricular content as directed.



- DBI.3.S4: Provide opportunities for the student to generalize and maintain knowledge and skills across environments.
- DBI.3.S5: Create and implement the use of adapted books and other learning materials as directed.

#### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

#### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S5: Create and implement the use of adapted books and other learning materials as directed.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S7: Provide environmental information across all settings.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S10: Utilize positioning, environmental modifications, and identified assistive technologies to increase student engagement, and opportunities to respond.
- DBI.5.S17: Implement strategies that support IEP transition goals to adult roles, including employment, higher education, and community participation based on the student's interests with the support of the team.

#### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S10: Use strategies that promote the individual's independent and safe movement and active exploration of the environment as directed.

## **MODULE: CALENDARS**

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.
- DBI.1.S6: Follow policies and procedures at classroom, school, community, and district levels.
- DBI.1.S7: Establish and maintain personal boundaries.
- DBI.1.S8: Consider one's own knowledge and skills when accepting work with specific students and ask for support when needed.
- DBI.1.S9: Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S3: Maximize the use of residual vision, hearing, and touch across multiple environments.
- DBI.2.S4: Implement tactile strategies based on student needs to support inclusion, learning, and interaction.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.
- DBI.3.S3: Use student preferences to adapt curricular content as directed.
- DBI.3.S4: Provide opportunities for the student to generalize and maintain knowledge and skills across environments.
- DBI.3.S5: Create and implement the use of adapted books and other learning materials as directed.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S5: Create and implement the use of adapted books and other learning materials as directed.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S7: Provide environmental information across all settings.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S14: Implement recommended augmentative and alternative communication systems.
- DBI.5.S15: Promote opportunities for communication with a variety of peers and staff.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.

- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.

## ***MODULE: INTRODUCTION TO ORIENTATION AND MOBILITY FOR INTERVENERS***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S3: Participate in team meetings and professional dialogue about the needs of the student.

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K3: Types and degrees of vision and hearing loss.
- DBI.2.K5: Development of the brain and implications of brain-based vision and hearing loss.
- DBI.2.K6: Differences between concept development and skill development, and the effect of deafblindness on each.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S6: Utilize strategies that support the development of body awareness, spatial relationships, and related concepts.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S3: Use student preferences to adapt curricular content as directed.
- DBI.3.S4: Provide opportunities for the student to generalize and maintain knowledge and skills across environments.

- DBI.3.S5: Create and implement the use of adapted books and other learning materials as directed.
- DBI.3.S8: Promote the use of sighted guide, trailing, and protective techniques and reinforce travel strategies and the use of mobility devices as directed by the O&M Specialist.

#### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

#### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S5: Create and implement the use of adapted books and other learning materials as directed.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S7: Provide environmental information across all settings.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S10: Utilize positioning, environmental modifications, and identified assistive technologies to increase student engagement, and opportunities to respond.
- DBI.5.S17: Implement strategies that support IEP transition goals to adult roles, including employment, higher education, and community participation based on the student's interests with the support of the team.

#### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.

- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S10: Use strategies that promote the individual’s independent and safe movement and active exploration of the environment as directed.
- DBI.6.S11: Promote social interactions and the development of meaningful relationships with an increasing number of people.

## **MODULE: *MAXIMIZING VISION AND HEARING***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S3: Participate in team meetings and professional dialogue about the needs of the student.
- DBI.1.S6: Follow policies and procedures at classroom, school, community, and district levels.
- DBI.1.S7: Establish and maintain personal boundaries.
- DBI.1.S8: Consider one’s own knowledge and skills when accepting work with specific students and ask for support when needed.
- DBI.1.S9: Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.

### **Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs**

- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual’s preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S3: Maximize the use of residual vision, hearing, and touch across multiple environments.

- DBI.2.S4: Implement tactile strategies based on student needs to support inclusion, learning, and interaction.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.K1: Instructional and assistive technologies specific to deafblindness and individual students' needs.
- DBI.3.S1: Adapt and provide access to general education and deafblind specific curricula for instruction of academics, related arts subjects, physical education, and the expanded core curriculum under teacher direction and supervision.
- DBI.3.S3: Use student preferences to adapt curricular content as directed.
- DBI.3.S4: Provide opportunities for the student to generalize and maintain knowledge and skills across environments.
- DBI.3.S5: Create and implement the use of adapted books and other learning materials as directed.

### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S7: Provide environmental information across all settings.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S3: Facilitate direct learning experiences.

## **MODULE: *ORIENTATION AND MOBILITY IN EVERYDAY ROUTINES***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S4: Engage in self-reflection and self-assessment, identifying strengths and areas for improvement.

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S3: Maximize the use of residual vision, hearing, and touch across multiple environments.
- DBI.2.S6: Utilize strategies that support the development of body awareness, spatial relationships, and related concepts.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.
- DBI.3.S3: Use student preferences to adapt curricular content as directed.
- DBI.3.S4: Provide opportunities for the student to generalize and maintain knowledge and skills across environments.



- DBI.3.S7: Use of specific adaptive equipment as directed by related-service specialists.
- DBI.3.S8: Promote the use of sighted guide, trailing, and protective techniques and reinforce travel strategies and the use of mobility devices as directed by the O&M Specialist.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S5: Use routines and functional activities as learning opportunities.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S7: Provide environmental information across all settings.
- DBI.5.S8: Assist the individual with deafblindness to organize sensory information and orient to space and objects across all settings.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S17: Implement strategies that support IEP transition goals to adult roles, including employment, higher education, and community participation based on the student's interests with the support of the team.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.

- DBI.6.S7: Apply appropriate prompting system, reinforcement, and other behavioral principles that are supportive to the individual.
- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.
- DBI.6.S10: Use strategies that promote the individual’s independent and safe movement and active exploration of the environment as directed.
- DBI.6.S11: Promote social interactions and the development of meaningful relationships with an increasing number of people.

## **MODULE: *SELF-DETERMINATION***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills
- DBI.1.S7: Establish and maintain personal boundaries.
- DBI.1.S9: Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.

### **Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs**

- DBI.2.K5: Development of the brain and implications of brain-based vision and hearing loss.
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.

- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S1: Adapt and provide access to general education and deafblind specific curricula for instruction of academics, related arts subjects, physical education, and the expanded core curriculum under teacher direction and supervision.
- DBI.3.S3: Use student preferences to adapt curricular content as directed.
- DBI.3.S4: Provide opportunities for the student to generalize and maintain knowledge and skills across environments.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S1: Provide consistent opportunities for students to respond and express themselves before, during and after learning activities using preferred communication modality.
- DBI.5.S2: Apply child-guided instructional approaches.
- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S5: Use routines and functional activities as learning opportunities.
- DBI.5.S7: Provide environmental information across all settings.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S14: Implement recommended augmentative and alternative communication systems.
- DBI.5.S15: Promote opportunities for communication with a variety of peers and staff.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S3: Facilitate direct learning experiences.

- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S6: Provide and reinforce instruction in the areas of daily care and self-help.
- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.
- DBI.6.S10: Use strategies that promote the individual’s independent and safe movement and active exploration of the environment as directed.
- DBI.6.S11: Promote social interactions and the development of meaningful relationships with an increasing number of people.

## **MODULE: SOCIAL SKILLS AND PEER RELATIONSHIPS**

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S3: Participate in team meetings and professional dialogue about the needs of the student.
- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills
- DBI.1.S7: Establish and maintain personal boundaries.
- DBI.1.S9: Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.

### **Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs**

- DBI.2.K5: Development of the brain and implications of brain-based vision and hearing loss.
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.

- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S4: Implement tactile strategies based on student needs to support inclusion, learning, and interaction.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.
- DBI.3.S3: Use student preferences to adapt curricular content as directed.
- DBI.3.S5: Create and implement the use of adapted books and other learning materials as directed.
- DBI.3.S6: Provide positive reinforcement and feedback to the student to increase engagement and progress across curricular content.
- DBI.3.S8: Promote the use of sighted guide, trailing, and protective techniques and reinforce travel strategies and the use of mobility devices as directed by the O&M Specialist.

### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.
- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.K1: Principles of least-intrusive instructional support and interaction for individuals with deafblindness.
- DBI.5.S2: Apply child-guided instructional approaches.
- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.

- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S5: Use routines and functional activities as learning opportunities.
- DBI.5.S7: Provide environmental information across all settings.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S10: Utilize positioning, environmental modifications, and identified assistive technologies to increase student engagement, and opportunities to respond.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S14: Implement recommended augmentative and alternative communication systems.
- DBI.5.S15: Promote opportunities for communication with a variety of peers and staff.
- DBI.5.S16: Implement modifications and accommodations as specified on an IEP/IFSP.
- DBI.5.S17: Implement strategies that support IEP transition goals to adult roles, including employment, higher education, and community participation based on the student's interests with the support of the team.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.

- DBI.6.S7: Apply appropriate prompting system, reinforcement, and other behavioral principles that are supportive to the individual.
- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.
- DBI.6.S10: Use strategies that promote the individual’s independent and safe movement and active exploration of the environment as directed.
- DBI.6.S11: Promote social interactions and the development of meaningful relationships with an increasing number of people.

### **Standard 7: Collaborating with Team Members**

- DBI.7.S2: Ongoing communication about the goals of lessons with team members and supervisors as needed.

## **MODULE: COLLABORATIVE TEAMING AND FAMILY PARTNERSHIPS**

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S3: Participate in team meetings and professional dialogue about the needs of the student.

### **Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs**

- DBI.2.K3: Types and degrees of vision and hearing loss.
- DBI.2.K6: Differences between concept development and skill development, and the effect of deafblindness on each.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.S5: Encourage and support the individual’s use of their senses to supplement learning, including gustatory, olfactory, proprioceptive, and vestibular.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S1: Adapt and provide access to general education and deafblind specific curricula for instruction of academics, related arts subjects, physical education, and the expanded core curriculum under teacher direction and supervision.
- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.
- DBI.3.S6: Provide positive reinforcement and feedback to the student to increase engagement and progress across curricular content.
- DBI.3.S8: Promote the use of sighted guide, trailing, and protective techniques and reinforce travel strategies and the use of mobility devices as directed by the O&M Specialist.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S2: Apply child-guided instructional approaches.
- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S5: Use routines and functional activities as learning opportunities.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S10: Utilize positioning, environmental modifications, and identified assistive technologies to increase student engagement, and opportunities to respond.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S12: Make adaptations and offer supports for tactile skill development.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.



- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.
- DBI.6.S10: Use strategies that promote the individual’s independent and safe movement and active exploration of the environment as directed.

### **Standard 7: Collaborating with Team Members**

- DBI.7.S2: Ongoing communication about the goals of lessons with team members and supervisors as needed.

## **MODULE: ACCESSING THE CURRICULUM AND THE ENVIRONMENT**

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S3: Participate in team meetings and professional dialogue about the needs of the student.
- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.
- DBI.1.S8: Consider one’s own knowledge and skills when accepting work with specific students and ask for support when needed.
- DBI.1.S9: Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.

### **Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs**

- DBI.2.K1: Definition of deafblindness and specific causes of deafblindness.
- DBI.2.K2: Anatomy and function of the eyes and ears.
- DBI.2.K3: Types and degrees of vision and hearing loss.
- DBI.2.K4: Audiological and ophthalmological conditions and functioning of the individual.
- DBI.2.K5: Development of the brain and implications of brain-based vision and hearing loss.

- DBI.2.K6: Differences between concept development and skill development, and the effect of deafblindness on each.
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S2: Use and maintain glasses, low vision devices, and prostheses as directed.
- DBI.2.S3: Maximize the use of residual vision, hearing, and touch across multiple environments.
- DBI.2.S4: Implement tactile strategies based on student needs to support inclusion, learning, and interaction.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.K1: Instructional and assistive technologies specific to deafblindness and individual students' needs.
- DBI.3.S1: Adapt and provide access to general education and deafblind specific curricula for instruction of academics, related arts subjects, physical education, and the expanded core curriculum under teacher direction and supervision.
- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.
- DBI.3.S3: Use student preferences to adapt curricular content as directed.
- DBI.3.S4: Provide opportunities for the student to generalize and maintain knowledge and skills across environments.
- DBI.3.S5: Create and implement the use of adapted books and other learning materials as directed.

- DBI.3.S6: Provide positive reinforcement and feedback to the student to increase engagement and progress across curricular content.
- DBI.3.S7: Use of specific adaptive equipment as directed by related-service specialists.

#### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.
- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

#### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.K1: Principles of least-intrusive instructional support and interaction for individuals with deafblindness.
- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S5: Use routines and functional activities as learning opportunities.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S7: Provide environmental information across all settings.
- DBI.5.S10: Utilize positioning, environmental modifications, and identified assistive technologies to increase student engagement, and opportunities to respond.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S12: Make adaptations and offer supports for tactile skill development.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S14: Implement recommended augmentative and alternative communication systems.
- DBI.5.S16: Implement modifications and accommodations as specified on an IEP/IFSP.
- DBI.5.S17: Implement strategies that support IEP transition goals to adult roles, including employment, higher education, and community participation based on the student's interests with the support of the team.

- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S11: Promote social interactions and the development of meaningful relationships with an increasing number of people.

### **Standard 7: Collaborating with Team Members**

- DBI.7.S2: Ongoing communication about the goals of lessons with team members and supervisors as needed.

## **MODULE: *VALUES, ETHICS, AND PROFESSIONALISM***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.K1: The impact of personal biases and the effect on teamwork.
- DBI.1.S1: Adhere to the identified code of ethics and promote ethical practices, including confidentiality across all settings.
- DBI.1.S2: Engage in professional development specific to deafblindness and related topics based on the needs of the student being served.
- DBI.1.S3: Participate in team meetings and professional dialogue about the needs of the student.
- DBI.1.S4: Engage in self-reflection and self-assessment, identifying strengths and areas for improvement.
- DBI.1.S6: Follow policies and procedures at classroom, school, community, and district levels.
- DBI.1.S7: Establish and maintain personal boundaries.
- DBI.1.S8: Consider one's own knowledge and skills when accepting work with specific students and ask for support when needed.

- DBI.1.S9: Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.

#### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.
- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

#### **Standard 7: Collaborating with Team Members**

- DBI.7.S1: Articulates the role of the intervener, including the differences between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants.
- DBI.7.S2: Ongoing communication about the goals of lessons with team members and supervisors as needed.

## **MODULE: *SEXUALITY***

#### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.K1: The impact of personal biases and the effect on teamwork.
- DBI.1.S1: Adhere to the identified code of ethics and promote ethical practices, including confidentiality across all settings.
- DBI.1.S6: Follow policies and procedures at classroom, school, community, and district levels.
- DBI.1.S7: Establish and maintain personal boundaries.
- DBI.1.S9: Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds.

#### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K6: Differences between concept development and skill development, and the effect of deafblindness on each.

- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.S6: Utilize strategies that support the development of body awareness, spatial relationships, and related concepts.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S1: Adapt and provide access to general education and deafblind specific curricula for instruction of academics, related arts subjects, physical education, and the expanded core curriculum under teacher direction and supervision.
- DBI.3.S6: Provide positive reinforcement and feedback to the student to increase engagement and progress across curricular content.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.

- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S6: Provide and reinforce instruction in the areas of daily care and self-help.
- DBI.6.S11: Promote social interactions and the development of meaningful relationships with an increasing number of people.

## ***MODULE: AN INTRODUCTION TO SIGN LANGUAGE AND BRAILLE***

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K1: Definition of deafblindness and specific causes of deafblindness.
- DBI.2.K2: Anatomy and function of the eyes and ears.
- DBI.2.K5: Development of the brain and implications of brain-based vision and hearing loss
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.5.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.
- DBI.3.S6: Provide positive reinforcement and feedback to the student to increase engagement and progress across curricular content.

### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S7: Apply appropriate prompting system, reinforcement, and other behavioral principles that are supportive to the individual.
- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.
- DBI.6.S10: Use strategies that promote the individual's independent and safe movement and active exploration of the environment as directed.



## **MODULE: *BEHAVIOR AND ENVIRONMENTAL SUPPORTS***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S1: Adhere to the identified code of ethics and promote ethical practices, including confidentiality across all settings.
- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K1: Definition of deafblindness and specific causes of deafblindness.
- DBI.2.K2: Anatomy and function of the eyes and ears.
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K9: Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S6: Provide positive reinforcement and feedback to the student to increase engagement and progress across curricular content.

## **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.
- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

## **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.K1: Principles of least-intrusive instructional support and interaction for individuals with deafblindness.
- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security.
- DBI.5.S11: Use strategies to promote turn-taking.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

## **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S2: Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being.
- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.
- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S7: Apply appropriate prompting system, reinforcement, and other behavioral principles that are supportive to the individual.
- DBI.6.S9: Use sensory integration strategies as directed to support self-regulation.
- DBI.6.S11: Promote social interactions and the development of meaningful relationships with an increasing number of people.

## **MODULE: *TRANSITION TO ADULTHOOD AND COMMUNITY LIVING***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S3: Participate in team meetings and professional dialogue about the needs of the student.
- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.

### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S1: Collect data and monitor progress as directed.
- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.K1: Principles of least-intrusive instructional support and interaction for individuals with deafblindness.
- DBI.5.S5: Use routines and functional activities as learning opportunities.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S10: Utilize positioning, environmental modifications, and identified assistive technologies to increase student engagement, and opportunities to respond.
- DBI.5.S17: Implement strategies that support IEP transition goals to adult roles, including employment, higher education, and community participation based on the student's interests with the support of the team.

## **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.S5: Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating.
- DBI.6.S8: Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving.

## **MODULE: TOUCH FOR CONNECTING AND LEARNING**

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S2: Engage in professional development specific to deafblindness and related topics based on the needs of the student being served.
- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K1: Definition of deafblindness and specific causes of deafblindness.
- DBI.2.K2: Anatomy and function of the eyes and ears.
- DBI.2.K3: Types and degrees of vision and hearing loss.
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K8: Forms of expressive and receptive communication used by individuals who are deafblind.
- DBI.2.K11: Effect of additional disabilities on individuals with deafblindness.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S3: Use student preferences to adapt curricular content as directed.

## **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S9: Implement routines to support students' anticipation, motivation, communication, and security
- DBI.5.S12: Make adaptations and offer supports for tactile skill development.
- DBI.5.S13: Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

## **MODULE: TOUCH FOR CONNECTION AND COMMUNICATION**

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.

### **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**

- DBI.2.K2: Anatomy and function of the eyes and ears.
- DBI.2.K7: Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language.
- DBI.2.K10: Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality.
- DBI.2.K12: Individual's preferences, dislikes, strengths, and needs, taking into consideration access and experiential limitations.
- DBI.2.S7: Make adaptations consistent with the cognitive, physical, and medical needs of the individual as directed.

### **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

- DBI.3.S2: Facilitate the use of calendar systems and other tools for transition and communication across educational environments.
- DBI.3.S3: Use student preferences to adapt curricular content as directed.
- DBI.3.S6: Provide positive reinforcement and feedback to the student to increase engagement and progress across curricular content.

### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.S3: Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning.
- DBI.5.S4: Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction.
- DBI.5.S6: Use supportive touch to facilitate memory and enhance learning.
- DBI.5.S18: Facilitate language and literacy development as directed by certified professionals.

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- DBI.6.K1: Effect of deafblindness on bonding, attachment, and social interaction.
- DBI.6.S1: Establish and maintain a trusting relationship with the individual.
- DBI.6.S3: Facilitate direct learning experiences.
- DBI.6.S4: Observe, identify and respond to communicative behavior and intent.

## **MODULE: *PUTTING IT ALL TOGETHER***

### **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

- DBI.1.S1: Adhere to the identified code of ethics and promote ethical practices, including confidentiality across all settings.
- DBI.1.S3: Participate in team meetings and professional dialogue about the needs of the student.
- DBI.1.S5: Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and

expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills.

#### **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

- DBI.4.S2: Provide input, observations, and support to the assessment team before and during assessment.

#### **Standard 5: Supporting Learning Using Effective Instruction**

- DBI.5.K1: Principles of least-intrusive instructional support and interaction for individuals with deafblindness.

#### **Standard 7: Collaborating with Team Members**

- DBI.7.S1: Articulates the role of the intervener, including the differences between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants.

## REFERENCES

Council for Exceptional Children (2022). *Initial specialty set: Deafblind intervener*. Available from <https://www.nationaldb.org/media/doc/CEC-Intervener-Standards.pdf>

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