# Qualified Personnel for Children who are Deaf-Blind: Selected Research and Professional Literature

Bruce, S., Ferrell, K., Luckner, J. (2016). Guidelines for the administration of educational programs for students who are deaf/hard of hearing, visually impaired, or deafblind. *Journal of the American Academy of Special Education Professionals, Fall 2016*, 47-59.

Correa-Torres, S., Bowen, S. (2018). Field-identified needs when working with students who are deafblind. *Visual Impairment and Deafblind Education Quarterly, 63*(2), 45–48. Council for Exceptional Children.

Daley, T. C., Edwards, J., Fiore, T. A., Johnson, L. (2017). [*National evaluation of the State Deaf-Blind Projects*](https://files.eric.ed.gov/fulltext/ED580290.pdf) (NCEE 2018-4006). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Grisham-Brown, J., Deniz Degermenci, H., Snyder, D., & Evans Luiselli, T. (2018). Improving practices for learners with deaf-blindness: A consultation and coaching model. *Teaching Exceptional Children, 20*(10), 1-9.

Humes, K., Belote, M., & Parker, A. (2015). Open Hands–Open Access modules: Stories of adoption for state-specific purposes. *Visual Impairment and Deafblind Education Quarterly, 60*(2), 60–67.

Kruemmling, B., Hayes, H., & Smith, D. W. (2017). Enriching doctoral-level preparation programs through a nationwide consortium model: The National Leadership Consortium in Sensory Disabilities. *Journal of Visual Impairment & Blindness, 111*(6), 557-567.

Montgomery, C. (2014). Teacher of the deafblind pilot program in Texas: Part I. *Visual Impairment and Deafblind Education Quarterly, 60*(1), 34–40.

Montgomery, C. (2015). Teacher of the deafblind pilot program in Texas: Part II. *Visual Impairment and Deafblind Quarterly, 60(*1), 15–32.

National Consortium on Deaf-Blindness. (2012). [*Recommendations for improving intervener services*](http://interveners.nationaldb.org).

National Consortium on Deaf-Blindness. (2017). [*Qualified personnel for children with low-incidence disabilities Focus on deaf-blindness*](https://91372e5fba0d1fb26b72-13cee80c2bfb23b1a8fcedea15638c1f.ssl.cf1.rackcdn.com/materials/iqphistorya_Nov_28_2017-20_22_27.pdf).

Nelson, C. & Bruce, S. M. (2016). Critical issues in the lives of children and youth who are deafblind. *American Annals of the Deaf, 161*(4), 406-411.

Nelson, C., & Sanders, D. (2014). Collaboration to ensure effective education of students who are deafblind. *Visual Impairment and Deafblind Education Quarterly, 59*(5), 26–35.

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

Probst, K. (2022). Back to school: Planning educational supports for individuals who are deaf-blind. *Exceptional Parent, 52*(9), 13–15.

Probst, K. M., & Morgan, S. (2022). The Online National Intervener Training Pilot Project. *Journal of Visual Impairment & Blindness, 116*(4), 567–573. <https://doi.org/10.1177/0145482X221121353>

Parker, A. T., McGinnity, B. L., Bruce, S. M. (2011). [*Educational programming for students who are deaf-blind: A position paper of the Division on Visual Impairments*](https://dvidb.exceptionalchildren.org/sites/default/files/2021-03/DVI%20Deafblindness%20Position%20Paper.doc). Council for Exceptional Children. Arlington, VA: Council for Exceptional Children.

Smith, A., & Gense, D. J. (2010). Special education, related services, and supports for children who are deaf-blind. AER Journal: *Research and Practice in Visual Impairment and Blindness, 3*(3), 115–122.

Zambone, A. M., & Alsop, L. (2009). Ensuring access to high-quality interveners and teachers: Establishing intervener- and teacher specialized professional associations. *DVI Quarterly, 54*(3), 44–47.

**National Center on Deaf-Blindness, December 2022**

**nationaldb.org**

The contents of this publication were developed under a grant from the U.S. Department of Education, #H326T180026. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Susan Weigert.

NCDB: National Center on Deaf-Blindness
IDEAs that Work: Office of Special Education Programs, U.S. Department of Education