



Texas School for the Blind and Visually Impaired Outreach Programs

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Sound Travels: A Collection of Tools to Support Collaboration in O&M for Students who are Deafblind

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Hierarchy of Hearing

Detection

- I hear it...

Discrimination

- Those sounds are different...

Where do I Find That Information?

- Detection (Audiogram)
- Discrimination (on the Eligibility Form and/or report IF you get it)

Hierarchy of Hearing

Identification

- I know what that sound is...

Comprehension

- I know what that sound means...

Deaf/Hard of Hearing Goal Example

GOAL: 22 - DHH

By the end of 36 instructional weeks, when given environmental sounds produced in a quiet environment, Student will use his auditory identification skills to identify what the sound is and be able to explain what information that sound could give him 4 out of 5 opportunities.

Objectives

- By the end of 36 instructional weeks, after identifying the sound source of a variety of environmental sounds, Student will explain what information he could gather from that sound and why it is important 4 out of 5 opportunities.
- By the end of 36 instructional weeks, when given environmental sounds, Student will use auditory identification skills to be able to identify the sound and name it's source 4 out of 5 opportunities. 1 2 3 4 5 6 10/23/2023 2 auditory identification skills to be able to identify the sound and name it's source 4 out of 5 opportunities.

The IFHE

Informal Functional Hearing Evaluation

And then...

After detection, discrimination, identification, and comprehension, we begin to address...

Utilization

Utilization of Environmental Sound

Localization

- Where is that sound; is it moving?
- Which direction and how quickly?

Estimation

- How far away is that sound?
- When will it arrive where I am?

Utilization of Environmental Sound

Echolocation (reflected sound)

- Passive
- Active

Orientation

- Spatial updating
- Planning travel
- Maintaining travel

Which Specialists are Involved?

- Audiologist (both Educational and Personal)
- Teacher of Students who are Deaf/Hard of Hearing (TDHH)
- Speech and Language Pathologist (SLP)
- Teacher of Students who are Deafblind (TDB)
- Intervener
- Orientation and Mobility Specialist (OMS)
- Teacher of Students with Visual Impairments (TSVI)

What role does everyone play on the Team?

- [Delineation of Roles Document](#)
- Collaboration from all team members
- Addressing the Expanded Core Curriculum for VI, DHH, and deafblind areas

How To Translate O&M Speak

Just in case you were not sure, most people do not understand... “Traveling with the parallel traffic surge using auditory alignment strategies when crossing at a multiphase intersection in a metropolitan area with a fully actuated signals that are equipped with vibro-tactile APS.”

How To Interpret Audiology Speak

“We need to consider mic directionality and the effects of noise reduction and suppression, and how these effects might be exacerbated by the lack of earmold venting. This is especially true for clients with devices employing compression with binaural amplification and/or using multiple programs. Of course, another consideration is the potential use of FM+M setting.”

Where to begin?

- [IEP Quality Indicators for Students who are Deafblind](#)
- Informal Functional Hearing Evaluation (IFHE)
- [Audiology and Orientation and Mobility Collaboration Tool](#)

And there's more...

- [Environmental Sound Considerations](#)
- [Developing Auditory Skills](#)

Where do I find resources?

LiveBinders

- [Susie Tiggs](#), Formerly with Region 11
- [Chris Tabb](#), Formerly with TSBVI

Web sites

- [National Center on Deaf-Blindness](#)
- [TSBVI](#)
- [Perkins School for the Blind](#)

Where do I find other resources?

Apps

- Decibel recording apps
- Audiological screening apps (does not replace need for Audiological Screening and Evaluation)
- Recordings of environmental sounds for auditory training

IEP Quality Indicators

7. Orientation and Mobility (O&M) – ...Students who are deafblind get less information from the environment, and have lower reinforcement to explore. A dual sensory loss affects the identification and use of sound cues...

IEP Quality Indicators

Please Circle Your Answer: Y: for Yes N: for No N/A: for Not Applicable

IEP Quality Indicators

7.1. The student's level of exploration and movement is evaluated in light of the effects of being deafblind.

7.2. O&M evaluation and programming reflects the effects of hearing loss on the student's ability to localize and identify sound cues.

IEP Quality Indicators

7.3. The IEP reflects a plan for the Certified O&M Specialist to receive support from the team (i.e. support from an Interpreter, Intervener, or Teacher of the DeafBlind) in utilizing the student's communication system during instruction.

IEP Quality Indicators

7.4. Instruction as reflected in the IEP provides adequate information for the student to establish a destination and recognize a particular route (use of a communication system to establish a destination, use of the calendar conversation, additional time to explore the salient parts of the route).

IEP Quality Indicators

7.5. Instruction as reflected in the IEP provides supplemental information about the environment to offset the lack of incidental learning (what is a mall? Or a bus?) by experientially teaching concepts and related vocabulary.

IEP Quality Indicators

8. Related and Supplemental Services – ...the effects of being deafblind should be taken into account in assessments, evaluations and delivery of all related services provided to the student. For example, optimal positioning for communication...

IEP Quality Indicators

8.2. There has been an O&M evaluation that addresses the effects of hearing loss in combination with the vision impairment in determining the need for services. (Refer to Section 7 on Orientation and Mobility.)

Resources

- Texas Deafblind Project- txdeafblindproject.org
- Orientation and Mobility section of website- <https://txdeafblindproject.org/orientation-and-mobility/>