

Transition Start-to-Finish A Closer Look

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AIU Mission & Vision

Our Mission

We are an educational community that advocates and advances equitable opportunities for every learner.

Our Vision

Through equitable access, all learners achieve their full potential.



AIU3 Deaf Blind Resource Team

The AIU DBRT Core Members:

Administrator **Jeanine Esch**, [*jeanine.esch@aiu3.net*](mailto:jeanine.esch@aiu3.net)

Teacher of the Deaf and Hard of Hearing (ToDHH) **Samantha Estremera**, [*samantha.estremera@aiu3.net*](mailto:samantha.estremera@aiu3.net)

Teacher of the Blind or Visually Impaired (TVI) **Melissa Kenderes**, [*melissa.kenderes@aiu3.net*](mailto:melissa.kenderes@aiu3.net)

Certified Orientation and Mobility Specialist (COMS) **Melissa Kenderes**, [*melissa.kenderes@aiu3.net*](mailto:melissa.kenderes@aiu3.net)

Educational Audiologist **Kim Uccellini**, [*kimberly.uccellini@aiu3.net*](mailto:kimberly.uccellini@aiu3.net)

Speech and Language Pathologist (SLP), *Pending*

Training & Consultation (TaC) **Scott Dougherty**, [*scott.dougherty@aiu3.net*](mailto:scott.dougherty@aiu3.net)

Family Liaison **Jennifer Pirring**, [*jennifer.pirring@aiu3.net*](mailto:jennifer.pirring@aiu3.net)

PaTTAN Educational Consultant **Greg Lazur**, [*glazur@pattanpgh.net*](mailto:glazur@pattanpgh.net)

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Complications of being Deaf Blind

- The complications are multiplied not doubled
- Typically rely on the opposite sense if only deaf or blind
- Must rely on touch and alternative ways to access their world
- Communication is dependent on severity of visual and auditory involvement
- Each person is unique due to the nature of their individual visual impairment and degree of hearing loss

Julia-Introduction

- Does not currently wear glasses
- Wears N7 Cochlear implants bilaterally
- Attending Slippery Rock University studying Exercise Science
- Extra-curricular sports- Blind hockey, rowing, Envision Blind Sports camp, skiing
- Currently 19 years old
- Originally thought to have Usher's Syndrome
- Undiagnosed retinal dystrophy
- Identified at birth with a severe-to-profound sensorineural hearing loss bilaterally
- Communication Mode- Auditory Oral

Vision

- Undiagnosed retinal dystrophy
 - Light sensitivity
- Limited near and distance acuity
- Lower field loss
- Limited depth perception
- Difficulty with color discrimination

Hearing

- Severe to profound hearing loss was identified through newborn hearing screening
- Fit with hearing aids immediately after identification and worn full-time (12+ hours a day)
- Received right Cochlear Implant in August of 2005 (2 years old) and left implant in November of 2006
- Reimplanted on the right side in December of 2015 after right internal device failure
- Utilized Hearing Assistive Technology (HAT) K-12
 - 2 Remote teacher mics always used paired with ear level receivers

Demo of hearing through a Cochlear Implant



Deaf Blind Team members

Teacher of the Deaf/Hard of
Hearing
(TOD)

Educational Audiologist

Consult with
Medical/Clinical personnel

Teacher of the
Visually Impaired
(TVI)

Student

Family

Certified Orientation
and Mobility
Specialist (COMS)

Assistive Technology
Specialist (AT)

Outside Agencies
(I.E. BVRS)

Intervener

School
Administration

Regular Education Teachers

Transition Coordinator

Team members

Student – Focus of the IEP and Team plan.

Family

- Parents/Guardians
- Siblings
- Extended family

Local Education Agency (LEA)

- School Administration
 - Director of Student Services
 - Principal
 - Grade level assistant principal
 - Director of Transportation
- School Personnel
 - Academic teachers
 - Elective teachers
 - Bus driver
- Transition Coordinator
 - Prepared students who are in special education to prepare for life after high school; assist with transition from high school.

Teachers/Service Providers

- Teacher of the Visually Impaired (TVI)
 - Educator who is specialized in working with students with visual impairments. Main focus is the Expanded Core Curriculum.
- Certified Orientation and Mobility Specialist (COMS)
 - Instructor specifically trained to work with blind or visually impaired to travel safely and efficiently.
- Certified Assistive Technology Instructional Specialist (CATIS)
 - Trained Instructor who focusing on assistive technology for student who are blind/visually impaired.
- Teacher of the Deaf/Hard of Hearing (TOD)
 - Provides instruction for student with hearing loss in both academic, communication etc
- Educational Audiologist
 - Provides expertise in the selection, fitting, and maintenance of hearing assistive technology and education of stakeholders on educational impact of hearing loss.

Intervenor

- According to National Center on Deaf-Blindness; an intervenor is "a person who works consistently one-to-one with an individual who is deaf-blind to help them gather information, develop and use communication skills, and establish relationships."
- Intervenor provides the most amount of access in the classroom with least amount of restriction.
 - They are the student's eyes and ears in the classroom.
- Provide reteaching and pre-teaching of concepts as necessary
- Communication and consultation between the TVI, TOD, and Intervenor were important when needing to make accommodations

Outside Agencies

- Blind Visual Rehabilitation Services (BVRS)
 - Social
 - Assistive Technology assessment during senior year to decide which technology would benefit her after high school
- Office of Vocational Rehabilitation (OVR)
 - Vision was considered primary disability
- Bureau of Blindness and Visual Services is a branch of OVR
 - was the main consult when preparing for transition
 - Office of Deaf/Hard of Hearing was able to consult for hearing needs.
- Helen Keller National Center
 - Deaf-Blind services; attended meetings in relation to Deaf-Blind needs after high school.
- Consult with medical providers
 - Audiologist
 - Low Vision Specialist
 - Ophthalmologist/Vision specialist

Deaf Blind Team members

What members were involved in Julia's Team?

Teacher of the Deaf/Hard of
(TOD)

Educational Audiologist

Consult with
Medical/Clinical personnel

Teacher of the
Visually Impaired
(TVI)

Student

Family

Certified Orientation
and Mobility
Specialist (COMS)

Assistive Technology
Specialist (AT)

Outside Agencies
(I.E. BVRs)

Intervener

School
Administration

Regular Education Teachers

Transition Coordinator

Deaf Blind Team members

What team members? Answer:

Teacher of the Deaf/Hard of
(TOD)

Educational Audiologist

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and Mobility
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Teacher of the
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Student

Family

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(I.E. BVRs)

Intervener

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IEP/self-advocacy - her involvement

- Wanted to attend local elementary school after kindergarten
- Decided she was attending college in First grade
- Involved earlier than typical for transition- age 12
- Decided to discontinue Braille in classroom; but utilized when necessary, during testing or readings that might be visually fatiguing.

IEP/self-advocacy - her involvement

HIGHLIGHTS of self-advocacy:

- Her self-advocacy and involvement propelled much of her IEP goals and SDI decisions.
- Communication with teachers- Preferred to all communication went through Julia; not TVI or Intervenor. Wanted to show she was able to communicate her needs.
- Technology- Preferences of certain technology helped to guide her accessibility. She was able to advocate for the technology she needed to be successful in school.

IEP transition goals

Postsecondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Employment Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Independent Living Goal, if appropriate:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

IEP transition goals

Transition grid based on the following categories:

- Post Secondary Education/Training
- Employment
- Independent Living

Student specific- When writing the IEP, student was involved.

nd

Postsecondary Education and Training Goal: Julia has a goal of attending a 4 year college after graduation from high school.					Measurable Annual Goal <input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No (Document in Section V)
Courses of Study: AP Government, Leadership, CHS Society and Careers, CHS Literature and Philosophy, CHS Statistics					
<i>Service/Activity</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>	<i>Person(s)/Agency Responsible</i>
Assistive Technology instruction	Public Regular School	at least 2 times per week	12/23/2021	12/21/2022	AIU Teacher of Visually Impaired, AIU Vision Program Technology Specialist, Julia

Employment Goal: Julia plans to further her education before employment. Julia would seek competitive full-time employment with some support (due to deaf-blindness).					Measurable Annual Goal <input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No (Document in Section V)
Courses of Study: AP Government, Leadership, CHS Society and Careers, CHS Literature and Philosophy, CHS Statistics					
<i>Service/Activity</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>	<i>Person(s)/Agency Responsible</i>
Assistive Technology Instruction	Public Regular School	At least 2 times per week	12/23/2021	12/21/2022	AIU Teacher of the Visually Impaired AIU Vision Program Assistive Technology Specialist
Education and research of visual impairment	Baldwin High School	Once a week	12/23/2021	12/21/2022	AIU Teacher of the Visually Impaired, AIU Vision Program
Research careers of interest	Public Regular School	monthly throughout the school year	12/23/2021	12/21/2022	student, Teacher of the Deaf/HH

IEP transition goals

Transition grid based on the following categories:

- Post Secondary Education/Training
- Employment
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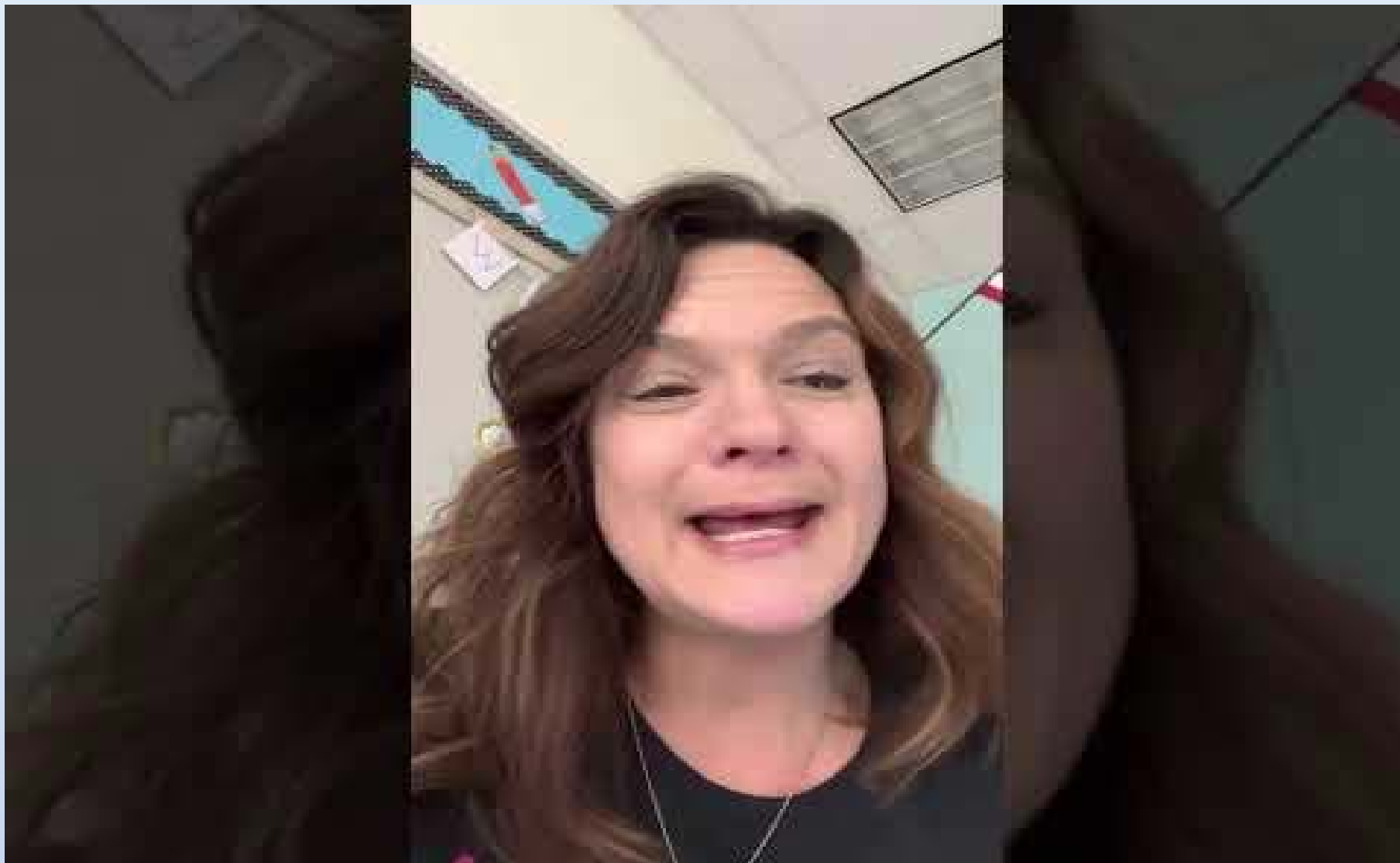
Student specific- When writing the IEP, student was involved.

Independent Living Goal, if appropriate: Julia will live independently in the future with no support, in her own house or apartment. She plans to live in a dorm or apartment during college.					Measurable Annual Goal <input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No (Document in Section V)
Courses of Study: Orientation and Mobility AP Government, Leadership, CHS Society and Careers, CHS Literature and Philosophy, CHS Statistics					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Orientation and Mobility instruction	Community	9, 300 minute sessions	12/23/2021	12/21/2022	AIU Orientation and Mobility Specialist
Julia will learn about assistive technology available for individuals with hearing loss	Public Regular School	every other week throughout the IEP year	12/23/2021	12/21/2022	Teacher of the Deaf, student
Information and opportunities made available to the family to develop independent living and vocational goals.	Public Regular School	as programs become available	12/23/2021	12/21/2022	AIU, BBVS
Julia will learn strategies for daily living skills for individuals with visual impairments.	Public Regular School	monthly throughout the IEP year as a review	12/23/2021	12/21/2022	AIU Teacher of the Visually Impaired, student

Extended School Year (ESY)

- LEA was excellent at supporting student's needs
- Qualification for ESY
 - Severity of Disability; Self-Sufficiency
- Flexibility with dates and times and location (her home)
- Mobility trips; Transportation was planned ahead with parents and LEA
- Focus was based on student need.

Parental View on Transition



Vision Devices/ Technology

O&M

- White cane
- iPhone
- Use of Google maps/Maps
- Transit app for taking the bus
- Bus transit card

Vision

- CCTV – ONYX
- Bookshare/Voice Dream
- Braille Display
- BrailleNote Apex
- Laptop
 - Used an HP with Fusion/Jaws
 - Switched to Mac w/o display

Hearing Assistive Technology School District

**Microphone also used to interface
with all her apps and vision AT**



Cochlear Mini Mic 2+



Roger X universal
receiver



2 Roger Pen Mics

Hearing Assistive Technology

Slippery Rock



1 Roger On Remote Mic



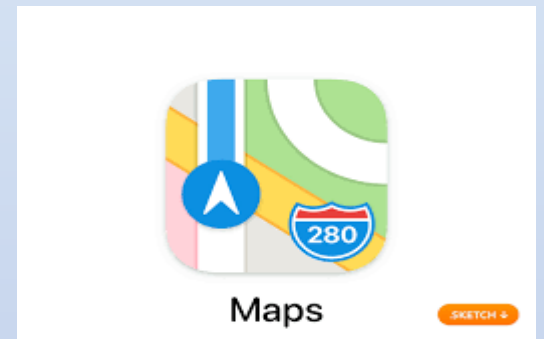
2 Roger 20 receivers



Roger 20 connected
to N7 implant

Phone Apps

- **Speech to Text-**
 - For Note Taking
 - Tried Otter.ai- uses it in class for recording to review lessons
-
- **On-street navigation-**
 - Used both Apple Maps and Google Maps
 - Preferred Google maps when needed greater accuracy
 - N7's Bluetoothed to phone to listen.



Simulation of Deaf Blindness

We will need 1-2 volunteers

When DBRT got involved

DBRT involvement Timeline -

- Typical O&M -
- Monthly 3 hour trip during school year
- 10 hours during ESY
- Added weekly O&M for route planning, and indoor mobility needs.

2020- First started talking about collaboration between vision/O&M and Audiology (COVID interrupted)

Jan. 2022- began consultation over phone and email

About 1x/month from January until May 2022

Ongoing consultation of listening activities that Melissa could do in their sessions to help Julia learn to localize and train her ear for distance, street noise changes, automobile noise changes

Consultation with Slippery Rock Office of Disabilities for HAT quote and purchase

Trips for O&M

January 2022

RT. 51- Melissa, Kim, and Julia

- focus on street sounds and localization

Slippery Rock - only Melissa and Julia

- focus on Campus familiarity

February 2022

Slippery Rock - Melissa, Kim, and Julia

- Campus and street navigation, eating out

- when to use HAT and when to use BT device

Trips for O&M

March 2022

Southside- Melissa, Kim and Julia

- street navigation and eating out, where to seat self in restaurant
- when to use HAT and when to use BT device

May 2022

Slippery Rock- Melissa, Kim and Julia other members of team

- fit with Office of Disability purchased HAT
- Walked class schedule
- eating out at off-campus restaurant
- when to use HAT and when to use BT device

Challenges with O&M and using HAT

- -Using Bluetooth and DM signal at different times so need to be tech savvy
- -Need to have HAT for instruction over noise
- -Need to turn OFF so can use BT to hear voice from MAPS app to N7 implants
- -Carrying three devices, phone, microphone, and cane, very tricky
- SLOW GOING!

Julia's Perspective on Transition



Resources

<https://www.pattan.net/Disabilities/Deaf-Blind>

<https://txdeafblindproject.org/>

<https://www.bvrspittsburgh.org/>

<https://www.dli.pa.gov/Individuals/Disability-Services/bbvs/Pages/default.aspx>

<https://www.helenkeller.org/hknc>

Resources

<https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/Effective-Practices-for-Secondary-Transition>

<https://www.nationaldb.org/>

<https://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/default.aspx>

<https://www.aiu3.net/Page/5102>

Q&A

AT Demo and hands on