


CDCI CARES Team Update
Consultation for Access, Resources, and Equipment Support for Students who are Deaf, Hard of Hearing or DeafBlind and their School Teams
 November 18, 2021

College of Education and Social Services
 Center on Disability and Community Inclusion
 (CDCI)



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The CARES Team Project at CDCI

CARES Team consultants work with Vermont public schools to build capacity for student success in communication and language, individualized educational outcomes, and transition to adulthood.

We offer consultation through a collaborative service delivery model; consultants come from a variety of backgrounds and have graduate degrees and specialized training as teachers for students who are deaf or hard of hearing, audiologists, speech-language pathologists, and/or ASL instructors.

Consultants strive to support school teams and families with children who are DHHDB without bias around communication modes or methodology.

Additional details on staff and programming can be found on our website:
<https://www.uvm.edu/cess/cdci/cdci-cares-team>


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CARES Team Project Values

- Representing all students regardless of degree and nature of hearing levels;
- Engagement with students, caregivers, parents, and families;
- Supporting all communication choices;
- Transparency and accountability;
- Recognizing the validity and value of multiple perspectives, especially the perspectives of families and individuals who have experienced deafness or other hearing conditions and the students themselves (NASDSE, 2018);

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CARES Team Project Overview



Consultation & Data Collection

Statewide School-Age DHHDB Professional Working Group

Project Advisory Committee

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CARES Team Services
<https://www.uvm.edu/cess/cdci/cdci-cares-team>

357 active student enrollments

Majority of requests for support are around:

- Hearing assistive technology use, implementation, and troubleshooting (~75% of teams)
- Understanding hearing evaluation results and the potential educational impact of hearing levels or auditory processing deficits (all teams)
- Assessment tools and resources (~25% of teams)
- Updating accommodation recommendations to account for the impacts of masked learning (~25% of teams)

Collecting data on:
 Academic Performance Reading, Writing, Math & Expressive & Receptive Language
 Hearing Assistive Technology Use
 Language Modality

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CARES Team Services Continued . . .

Early Low Incidence Themes as Identified by Consultants (1-2% of Teams)

- Confusion on roles of communication facilitator, interpreter, and TFSDDH/TOD's, and the tools available to identify the need for these professionals on the school team. (~7 teams)
- Uncertainty of ways to evaluate language and academic progress for students who use a combination of English and ASL to access their education. (~5 teams)
- Concerns over access to substitutes, peers, communication partners, and even family members who communicate with sign when this is a part of the student learning plan. (~6 teams)
- Parent concerns over the qualifications of providers- who is responsible for determining if a provider is qualified, what are the standards, who checks qualifications, how is this documented?

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School-Age Professional Working Group

The **mission** of the working group is to promote high quality educational services for students considering Vermont's unique context, by providing guidance to local school districts, teachers, professionals, and families and addressing issues when they arise.

We will work collaboratively to share resources, utilize agencies, organizations and national centers of excellence, to promote research-based and promising educational practices for students who are DHHDB.

Page 62, NASDSE, 2018

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Working Group Membership

Membership is open to professionals working with school-age children who are DHHDB, including:

- Teachers for students who are deaf or hard of hearing (TFSDHH/TOD's);
- Audiologists;
- Speech-language pathologists;
- Special educators;
- Communication facilitators;
- ASL instructors and interpreters;
- Related professionals who are working with students who are Deaf, Hard of Hearing, or Deafblind and their school teams

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Working Group Next Steps/Identified Action Items

- Developing or adopting the use of a "communication plan" document for Vermont teams.
- Reviewing jargon and defining roles of DHHDB professionals for school teams.
- Formalizing the sharing of statewide resources



The University of Vermont

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