

Vermont Deaf, Hard of Hearing, DeafBlind & Visually Impaired Services Programs **as of 11/02/22 9:00am**

[ASL Video](#)

Introduction

This is a comparison of programs serving Deaf, Hard of Hearing, DeafBlind (DHHDB) and Visually Impaired Vermonters 0 to 22 years. Each program has provided information about who they serve, their services, and how to reach them.

Definition of Service Delivery Approaches

Direct Services are student centered and specially designed instruction and/or supplementary instruction provided directly to a child by a special education teacher or related services professional. Direct service can be provided to an individual child or to a small group of children with similar needs. Direct instruction and services are provided to help a child meet the goals and objectives on the child's Individualized Education Program (IEP) and 504 Plans. For example, a special education teacher could provide direct service in written language instruction to address a goal for written language.

Consultation Services/Technical Assistance to support the team and/or student. A special education teacher or related service professional provides these services to others who are working directly with a child. Indirect services may include activities such as:

- Staff consultation with a regular education teacher or other school staff on situations resulting from a child's disability
- Modifying curriculum or environment for a child
- Observing a child
- Monitoring a child's progress in a specific area
- Monitoring equipment or assistive technology used by a child
- Coaching a provider to implement a specific instructional strategy
- Services can also be provided to families or support staff working with students, for example sign language instruction or braille instruction.
- Technical Assistance Services (TA) involves assistance to local or state agencies/programs (rather than to individuals) and generally involves problem solving and collaboration to achieve a mutually agreed upon goal. Technical assistance may involve multiple contacts and interactions over an extended period of time. TA is a form of consulting and may also include coaching.
- Indirect services (not student centered) can also be provided to families or support staff working with students, for example sign language instruction or braille instruction or making sure student staff understand how assistive technology is working

Training/Professional Development Services (webinars, workshops/conferences, learning communities) is designed to teach, present or guide individuals in order to impart knowledge, skills and competencies. In some cases, training may be a component of TA, a part of the process to improve performance, resolve problems, and/or increase capacity.

Agreements are created between the agencies and the schools based on the agreed services and costs.

Organization	UVMCMC		UVM-CDCI ⁱ			NEC ⁱⁱ	VABVI ⁱⁱⁱ
Program	Early Intervention & Parent Infant Program (PIP)	VT Deaf, Hard of Hearing and DeafBlind Partnership Deaf, Hard of Hearing, DeafBlind Educational Services Program (DHHDBESP)	CARES Team	I-Team	I-Team Early Intervention	Federal Technical Assistance - DeafBlind	Educational and Rehabilitation Services
Ages served	0 to 3 years	3 to 22 years	3 to 22 years	3 to 22 years	0 to 3 years	0 to 22 years	All ages (birth to death)
Number of children and students served	On average, 22 at any point in time	Currently, approximately 81 students	Approximately 375	Approximately 180 annually	Approximately 15-20 annually	Approximately 35-40 annually	Approximately 300 children annually

<p>Focus of services</p>	<p>Children who are Deaf, Hard of Hearing, and DeafBlind (DHHDB)</p>	<p>Students who are DHHDB or have additional communication needs</p>	<p>Students who are DHHDB</p>	<p>Students with complex support needs, which may or may not include DHHDB</p>	<p>Infants and toddlers with complex medical and developmental needs which may or may not include DHHDB</p>	<p>Children who are DeafBlind</p>	<p>Children and adults who are blind or visually impaired which may or may not include DHHDB</p>
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<p>Program Purpose</p>	<p>Provide specialized Early Intervention services, information, and support for families with children (age 0 to 3) who are DHHDB.</p>	<p>Provide child centered, evidence based specialized and equitable services to students who are DHHDB or have additional communication needs across the state of VT.</p>	<p>Consultative services on access, resources and equipment support for teams serving students who are DHHDB</p> <p>Collect statewide data on student needs and services accessed</p>	<p>Consultative services for teams serving students with complex support needs, which may or may not include students who are DHHDB.</p>	<p>Increase provider and family knowledge and skill in working with infants and toddlers (0-3) with complex medical and developmental needs, which may or may not include children who are DHHDB</p>	<p>Provide consultation & training to families and service providers around the unique needs of individuals with combined vision and hearing loss (deafblindness)</p> <p>Maintain federal child count of all VT children with deafblindness to report annually</p>	<p>Provide services to individuals of all ages (birth to death)</p> <p>Provide direct, consultation and training services to students, schools, and families.</p> <p>Maintain the APH^{iv} federal quota census of all children with a visual impairment in VT to obtain federal quota funds for materials specific to the visually impaired</p>
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<p>Eligibility</p>	<p>Children 0-3 with: chronic, permanent conductive hearing loss, Sensorineural hearing loss, fluctuating conductive hearing loss lasting 6 months or longer</p>	<p>Students 3-22 with a documented hearing loss or a need for a visual/manual language to supplement communication, enrolled in Vermont schools.</p>	<p>Students 3-22 with documented 25 decibel HL threshold (ANSI, 69)^y or worse for one or more of the frequencies 250-8000Hz^{vi}, in one or both ears, as determined by an audiologist, otologist, or otolaryngologist.</p>	<p>Students 3-22 receiving services through an IEP and has a disability which significantly impacts learning, cognitive functioning, and adaptive behavior.</p> <p>Requires intensive individualized instruction and significant supports to access the general education curriculum</p>	<p>Children 0-3 referred to, or receiving, services through Part C Early Intervention.</p> <p>Must have a complex profile of medical and/or developmental needs that significantly impacts participation in daily activities and routines.</p> <p>Must require significant individualized supports to access their home and community environments.</p>	<p>Children and students 0-22 with a documented combined vision and hearing loss or be at risk.</p> <p>Children do not need a 504 or an IEP to access services. All children with any level of combined vision and hearing loss should be reported to NEC to reflect accurate numbers on the VT Deafblind Child Count</p>	<p>Students 0-22 with a visual acuity^{vii} of 20/70 or worse in the better eye, or a progressive eye disease, or a field loss of 20 degrees or less, or students who are functioning as visually impaired</p>
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<p>Services Offered</p>	<p>Coordinate connections to other parents and resources</p> <p>Coach caregivers about listening and visual strategies that support communication and language within daily routines</p> <p>Share resources around accommodations to increase language access</p> <p>Share unbiased information and facilitate discussions with caregivers relating to language and communication options</p> <p>Support caregiver understanding regarding type, degree, and impact of child's specific hearing levels/loss</p> <p>Provide information about language acquisition and brain development</p>	<p>Sign instruction (families, students, or educational team staff members)</p> <p>Communication facilitation</p> <p>Educational Interpreters</p> <p>Direct instruction from a teacher of the deaf (TOD)</p> <p>ASL evaluations (outside contractor)</p> <p>Consultation with educational teams</p> <p>Educational Audiology</p> <p>Speech language pathology</p>	<p>Technical assistance (consultation) to schools and families to facilitate access to classroom curriculum and instruction.</p> <p>Technical assistance (consultation) to schools and families around child-specific amplification systems; hearing assistive technology: cochlear implants; and student/family audiology services support.</p> <p>Training focused on self-advocacy skill development and hearing assistive technology use.</p> <p>Training to school teams regarding individual students and general information regarding</p>	<p>Technical Assistance (Consultation), Training-local, regional, or statewide, and available ISE^{ix} courses</p> <p>Please visit "Request I-Team Services" tab of our website</p>	<p>Technical Assistance (Consultation) and Training-local, regional, or statewide</p>	<p>Technical Assistance (Consultation & Training) available to teams and agencies serving children with combined vision and hearing needs or at risk.</p>	<p>Direct 1:1, consultation, and training services weekly, monthly or annually statewide to support the core curriculum and the...</p> <p>9 Expanded Core Curriculum areas:</p> <p>Braille Instruction</p> <p>Orientation & Mobility</p> <p>Assistive Technology</p> <p>Social Skills</p> <p>Career Education</p> <p>Recreation & Leisure</p> <p>Sensory Awareness</p> <p>Independent Living</p> <p>Self-determination</p> <p>Booklet: Educating Students with Visual Impairments in Vermont</p>
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	<p>Provide support about the use and care of hearing technology</p> <p>Assess and monitor progress to ensure children reach language milestones</p> <p>Empower parents to become advocates for their child</p> <p>Support families through the transition from Part C to Part B</p> <p>Collaborate with other EI^{viii} providers and professionals</p> <p>Beginning sign Instruction</p>		<p>hearing, noise and noise in the environment.</p> <p>Service coordination related to: Speech-Language Evaluations; Audiological Evaluations; Annual Monitoring, Summer Services, Residential/Day Program Consultation, and Sign Language Instruction.</p>				
<p>Website</p>	<p>https://www.uvmhealth.org/dhddb-educational-services</p>	<p><u>UVM CDCI CARES Team</u></p>	<p><u>I-Team Website</u></p>	<p><u>I-Team Early Intervention Website</u></p>	<p><u>New England Consortium on Deafblindness Website</u></p>	<p><u>Vermont Association for the Blind and Visually Impaired Website</u></p>	

Informational Contact	Camilla Strauss or Tracy Hinck Camilla.Strauss@uvmhealth.org Tracy.Hinck@uvmhealth.org	Jen Bostwick Jennifer.Bostwick@uvmhealth.org	Darren McIntyre and Pam Hoover Darren.McIntyre@uvm.edu Pamela.Hoover@uvm.edu	Darren McIntyre 802-495-6538 Darren.McIntyre@uvm.edu	Pamela Cummings Pamela.Cummings@uvm.edu	Tracy Evans-Luiselli (617) 972-7517 Tracy.Luiselli@perk-ins.org	Stephanie Bissonette SBissonette@vabvi.org 800-639-5861 ext. 225
How to Refer	For Audiologists: please fax to: (802) 951-1218 Attn: Linda Hazard Linda.Hazard@uvmhealth.org or through EMR	Referral Form 09.01.22(1).pdf Fax to 802-222-8747	Referrals may be faxed to (844)-775-7283 https://www.uvm.edu/cess/cdci/cdci-cares-team	Please see website for electronic referral process	Please see instructions on website	See instructions on website to make a referral	VABVI application is on our website Or contact Stephanie Bissonette
Fee	No charge to families	Services are billed to the school district depending on level (hours) of service. ^x	Consultation Services: Up to 4 hours free of charge then billed \$140/hr up to max of 25 hours (not to exceed \$2,940). Psychoeducational evaluations: \$175/hr up to max of 25 hours (not to exceed \$4,375)	Current annual fee for up to 25 hours of consultation is \$1250	No charge to families	No charge - covered by federal funding from the Office of Special Education Programs (OSEP)	VABVI bills Medicaid or private insurances for services for students ages 0-2.11. VABVI bills school districts for services for students ages 3-22 depending on the level (hours) of service.

<p>Funding</p>	<p>Medicaid reimbursement (CIS-EI)</p> <p>Children’s Integrated Services – CIS EI training grant</p> <p>Vermont Department of Health/ Early Hearing Detection and Intervention (EHDI) grant</p>	<p>Local Education Agencies - contracts, fee for service and VT State Appropriation</p> <p>Medicaid reimbursement</p>	<p>2022-23 School-Year - covered by shared partnership funding by state contract from the Agency of Education (AOE)</p> <p>Fee-for-service provided by local school districts for additional services.</p>	<p>Funding by Vermont State Appropriation and Fee-for-Service provided by local school districts</p> <p>Annual scope of work reviewed and approved by Vermont Agency of Education</p>	<p>Funded by Vermont Child Health Improvement Program (VCHIP) and Medicaid</p> <p>Consultative services to teams including families</p>	<p>Funded by the Office of Special Education Programs (OSEP)</p>	<p>Birth to 2.11 services funded from Medicaid CIS-EI.</p> <p>Funding for students ages 3-22 by Vermont State Appropriation and Fee-for-Service provided by local school districts</p> <p>Schools can bill Medicaid for our TVI and COMS^{xi} direct services for 3-22</p>
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Vermont Family Network (VFN):

As part of the IDEA, each State is required to have a designated Parent Training and Information Center to support parents, guardians, and families who have students with disabilities. In Vermont, our PTIC is Vermont Family Network. For more information on how VFN can help, please visit their website:

<https://www.vermontfamilynetwork.org/what-we-do/family-support/>

Special Education Advisory Panel (SEAP):

As part of the IDEA, each State is required to have a Special Education Advisory Panel comprised of no less than 51% of parent members. The Panel advises the AOE on matters of special education, including unmet needs of children and youth in Vermont. To attend meetings or apply for membership to this Panel, please visit their webpage for agendas, meeting dates and locations, meeting minutes, and resources: <https://education.vermont.gov/state-board-councils/special-education-advisory-panel>

AOE Special Education Website:

Families are invited to explore the Resources for Families section on our Special Education website, in addition to pages dedicated to recent events, news, guidance, and requirements. The AOE Special Education Team is open to feedback on what you would like to see represented so families can consider this a useful tool that meets their needs. <https://education.vermont.gov/student-support/vermont-special-education>

Agency of Education:

For any questions or concerns related to special education, the Individualized Education Program (IEP) process, or the provision of IEP services please contact The Agency of Education’s Special Education Technical Assistance line. It is available 24 hours/day through the general email and voicemail system. These methods of communication are monitored regularly during business hours and a response is generally provided within 1 business

day: AOE.SpecialEd@vermont.gov or [\(802\) 828-1256](tel:(802)828-1256).

Department of Disabilities, Aging and Independent Living:

For any questions or concerns related regarding to services through any state agencies, contact Laura Siegel. Her email address is: Laura.Siegel@Vermont.gov. Her videophone number is: [802-560-5170](tel:802-560-5170). Her cell phone number is: 802-904-3241. Her cell phone number is only used for text messages.

ⁱ UVM-CDCI stands for University of Vermont-Center on Disability and Community Inclusion.

ⁱⁱ NEC stands for New England Consortium on DeafBlindness.

ⁱⁱⁱ VABVI stands for Vermont Association for the Blind and Visually Impaired.

^{iv} APH stands for American Printing House for the Blind.

^v ANSI stands for American National Standards Institute.

^{vi} For further understanding of an audiogram, click here: <https://www.babyhearing.org/what-is-an-audiogram>

^{vii} For further understanding of a visual acuity, click here: <https://www.aoa.org/healthy-eyes/vision-and-vision-correction/visual-acuity?sso=y>

^{viii} EI stands for early intervention.

^{ix} ISE stands for Institute for Special Education.

^x Contracts are either made at the district/SU level, by the director of student supports/special education, or at the building/school level by the 504 coordinators (often the Principal) for students on 504 Plans.

^{xi} TVI stands for Teachers of Visually Impaired, and COMS stands for Certified Orientation and Mobility Specialist.