

Making Sure the Learning Media Assessment, Functional Vision Evaluation and Communication Assessments Address Dual Sensory Loss

When your team has determined that the student does have a documented hearing impairment, you will need to make sure that the LMA and FVE is appropriate. Collaborate with the professional conducting the Communication Assessment (Auditory Impairment) i.e., the Teacher of the Deaf and Hearing Impaired or the Speech-Language Pathologist. Considering the information together you should:

1. Evaluate the effect of the student's vision loss on accessing the method of communication recommended in the Communication Assessment (Auditory Impairment). You may want to reference Appendix F – Issues Regarding the Assessment of Vision Loss in Regard to Sign Language, Fingerspelling, Speechreading and Cued Speech for the Student with Deafblindness.)
2. Make sure the LMA appropriately addresses the dual sensory loss related to the primary literacy medium (learning channel). For example, the student may currently have the auditory channel as his primary literacy medium. In light of additional testing this may still be appropriate. However, he may need adaptations or modifications made to effectively utilize this channel. For example consistent use of an FM system in group-instruction may be needed.
3. Make sure the LMA appropriately addresses the learning media, methods, and materials in light of a dual sensory loss. For example, consider how much benefit can the student get through the use of tapes, CDs of environmental sounds and so forth with his particular hearing impairment.
4. Discuss the need for ongoing evaluation to determine additional changes in the appropriate learning media that may be needed in the future.