

# Division of Elementary and Secondary Education – Office of Special Education Advisory Council for the Education of Children with Disabilities Children And Youth with Sensory Impairments (CAYSI), April 2022

## Highlights

- *Children And Youth with Sensory Impairments (CAYSI)* received one new referral in this quarter. One student was found eligible for services during this time. There are 22 referrals outstanding.
- In collaboration with Easterseals, Educational Services for the Visually Impaired (ESVI), and CAYSI, a training was conducted for school teams entitled *Inspiring Communication & Literacy: Instructional Strategies for Students with Dual Sensory Impairments and Multiple Disabilities*. This will be offered again June 1 and June 2 at Easter Seals in Little Rock.
- CAYSI's work with the National Center for Deaf-Blind (NCDB) and approximately 30 Family Engagement Coordinators in the state deafblind network, presented and facilitated at two of the four virtual Deafblind Summit. The topic focused on the Family Engagement Framework developed by NCDB and the Family Engagement Coordinators.
- The Family Engagement Framework will be published on NCDB website. Work with the state deafblind Family Engagement Coordinators continues as we roll out the framework across the deafblind network, parent organizations, disability specific organizations, and state departments of education.
- CAYSI is actively involved in recruiting two Arkansas families and planning of the South East Deafblind Conference in June at Huntsville, Alabama
- CAYSI is actively involved in planning for the Southeast Transition Institute in June at the University of Florida in Gainesville. One to two students and families from Arkansas are being recruited.

## Transitioning Students with Deafblindness out of High School

1. CAYSI Transition Pilot Program continues. Phase II is in progress in collaboration with Arkansas Transition Services (ATS), Arkansas Rehabilitation Services ARS), Division Services for the Blind (DSB), Helen Keller National Center (HKNC), the families of the 9 pilot students, and the associated school teams of the DeafBlind student.
  - School teams of three CAYSI students in the pilot program who have more complex needs and no formal communication have met individually to be coached on the process of Discovery. Plans to be coached by NCDB and Griffin-Hammis & Associates meet monthly to discuss progress on each student while CAYSI and Arkansas Transition Services learn more about Discovery to create a sustainable assessment for all students with complex needs.
  - Special staffing for seven students in the CAYSI Transition Pilot Program occurred with DSB, ARS, ATS, and HKNC. Each agency provides critical information on each student as it relates to their respective program, support, expertise, and services they provide.

### Projected outcomes:

- Raise expectations for all supporting agencies, families, the community, and the young adult as the growth and inclusive opportunities of work experiences in high school exhibit the strengths and abilities of the student.
- Establish a process for implementing Discovery with students with significant disabilities in Arkansas as part of Transition Planning (identify what Discovery activities will be completed, timelines, the embedding within Peron Centered

Planning, annual IEP, determining benchmarks and products, and agency/position responsible).

2. CAYSI presented for ARS Counselors, explaining the impact of deafblind on learning, CAYSI services, and the transition pilot program.
3. In partnership with HKNC, the Youth Services Coordinator/Deafblind Employment Specialist position is ready to be posted in order to recruit a candidate in Arkansas. This position will be housed with CAYSI and ATS. Under the direction of HKNC, the candidate will support the needs of the deafblind young adults and adults in evaluation, skill training, and professional development, increasing awareness of the value of deafblind individuals in the community. The position will work with ARS and DSB in providing the deafblind expertise and support needed for adults who are employed and/or seeking employment.

### **Family Engagement**

1. Eight initial home visits were conducted face to face for newly eligible families. Technical assistance in the areas of transition, cortical vision impairment, and application for other Medicaid health programs was provided. Additional intensive technical assistance provided during this quarter included newly diagnosed issues, educational and residential placement, self-care, family leadership, Medicaid support, legal issues, and accessing information in the classroom.
2. CAYSI has recruited eight families to participate in the virtual Family Story time. The program is a collaborative effort between the southeast state deafblind programs and Gwyn McCormack for the United Kingdom.
3. CAYSI completed work with NCDB and Pennsylvania's deafblind program. The group provided a 3-part training series with the Cornelia DeLange Syndrome Foundation, empowering parents to care for other family members whose child has died.
4. CAYSI will be presenting and facilitating at the Global Foundation for Peroxisomal Disorder Foundation. CAYSI will present on the impact of a child's complex medical issues on extended family members.
5. Follow-up on the families' action plans during the Family Futures Planning Days continues.
6. A video explaining CAYSI services and steps for the referral process, has been developed for Spanish speaking families and implemented via YouTube.

### **Educational Technical Assistance**

1. Technical assistance was given to 32 students in Greenbrier, Vilonia, Crossett, Sherwood, Springdale, Siloam Springs, Caddo Hills, Pocahontas, ASD, ASB, Clinton, Fort Smith, Clarksville, North Little Rock, Little Rock, Jacksonville, White Hall, and Mayflower.
2. CAYSI's collaborative group for communication and literacy met one time. The group discussed a draft of a steps to take in deafblind identification and providing school teams with a three-tiered approach to providing quality educational programming for communication and literacy.