

**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), July 2022**

**Highlights**

- Children And Youth with Sensory Impairments (CAYSI) received two new referrals this quarter. Eight students were found eligible for services during this time. There are 15 referrals outstanding.
- In collaboration with Easterseals, Educational Services for the Visually Impaired (ESVI), and CAYSI, two trainings were conducted for school teams entitled ***Inspiring Communication & Literacy: Instructional Strategies for Students with Dual Sensory Impairments and Multiple Disabilities.***
- CAYSI's work with the National Center for Deaf-Blindness (NCDB) and approximately 6 additional state deafblind projects are working together to align the new CEC standards for interveners with the Open Hands Open Access modules for intervener certification. These modules are located on NCDB's website.
- CAYSI's work with NCDB as well as state-level work for systems change in Communication and Literacy led to an invitation to work with NCDB, Accessible Teaching, Learning, & Assessment Systems (ATLAS). The panel event will also include other state deafblind projects that play a key role in the development of products for students who are deafblind and that support teaching, learning, and access to the general education curriculum.
- CAYSI's Family Consultant resigned from her position to join the NCDB as the Family Engagement Initiative Lead. The position has been posted on DESE's website.
- CAYSI was actively involved in hosting and recruiting families and professionals for the East Deafblind Conference: Connections in June at Huntsville, Alabama. One family from Arkansas went to the conference and was thankful for the knowledge gained.

**Transitioning Students with Deafblindness out of High School**

1. CAYSI Transition Pilot Program continues. Phase III is starting 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 who support three CAYSI students participating in the pilot program, have met individually to be coached on the process of Discovery. The three students demonstrate more complex needs and lack formal communication. NCDB will continue support for these students, families, and their educational teams. Teams will continue to meet monthly to discuss progress on each student while CAYSI and ATS learn more about Discovery in order to create a sustainable assessment for all students with complex needs.
  - An additional four students are being considered for the transition project. Two students exhibit needs that will require the Discovery process.
  - Two students from the pilot successfully participated in a film camp with ATS.

**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 Person Centered

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

2. In partnership with HKNC, the Youth Services Coordinator/Deafblind Employment Specialist position has been posted for Arkansas. An explanation of this position was included in the last advisory report.

### **Family Engagement**

1. Three home visits were conducted by the educational consultant face to face for families in Kindergarten transition, cortical vision impairment, and other needs of the family.
2. CAYSI is recruiting families to participate in the virtual Family Storytime program in August which is in collaboration with the southeast state deafblind programs and Gwyn McCormack for the United Kingdom.

### **Educational Technical Assistance**

1. Technical assistance was given to 12 students in Vilonia, Magnolia, Palestine, Mt. Ida, Little Rock, Van Buren, Sherwood, Conway, Searcy, Arkansas School for the Deaf (ASD), and Pocahontas. Technical assistance was provided for instructional strategies, literacy adaptations, active learning, access to the general education curriculum, observation of strengths to share with a district upon entering the school system, and communication systems and modalities of the child.
2. Intensive technical assistance was provided eight times for students for transition and the communication matrix. These included school teams and appropriate agencies to develop appropriate goals for the student in the targeted area of assistance.
3. CAYSI's collaborative group for communication and literacy met two times. The group is working on resources to share in the Tiered System of Support and brainstorming introduction videos to share in the Circuit rebuild.