

CHECKLIST TO CONSIDER WDBTAP SUPPORTS AND SERVICES

SUPPSERV-WDBTAP-001 (New 1/2014)

This form is provided for local use only.

Name of Student: _____

This form is provided to assist local education agency staff, individualized education program (IEP) teams, families, medical providers, or others in determining whether to access free services and supports through the Wisconsin Deaf-Blind Technical Assistance Project (WDBTAP). WDBTAP is a federally funded project through the U.S. Department of Education's Office of Special Education Programs. The WDBTAP has been established to provide technical assistance on behalf of children aged birth through 21 who are deaf-blind. To access services, a child does need to be identified as a child with a disability but does not need to meet Wisconsin's state special education eligibility criteria for hearing impairment and/or vision impairment.

The checklist below is intended to provide guidance in determining whether to contact WDBTAP for assessment and services. If you have checked at least two boxes, then the Department of Public Instruction strongly encourages you to contact staff from WDBTAP to discuss how the project might provide free services for the child.

High Risk Medical History, including the presence of any of the following conditions:

- Hereditary Syndromes and Disorders, such as:
 - CHARGE Syndrome/Association
 - Down Syndrome
 - Trisomy 13
 - Usher Syndrome
 - Alstrom Syndrome
 - Goldenhar, Hurler, Norrie, Waardenburg Syndrome
 - Other genetic syndromes or defects
- Pre-Natal - History of maternal infection/exposure to the following conditions during pregnancy:
 - Rubella
 - CMV (Cytomegalovirus)
 - Toxoplasmosis
 - Herpes; Syphilis
 - Prenatal infant exposure to drugs or alcohol
 - Cleft lip or palate
- Birth History Factors, such as:
 - Birth weight < than 1500 grams (3.3lbs)
 - Prematurity; Preterm birth, exposed to oxygen
 - On ventilator longer than 5 days
 - Elevated bilirubin requiring transfusion
 - Low Apgar scores (1-4 at 1 minute or 0-6 at 5 minutes)
- Post-Natal – History of the following conditions:
 - Meningitis or encephalitis
 - Hydrocephalus/Hydrocephaly
 - Cerebral palsy or other neurological disorders
 - Brain disorders, brain tumors or malformations of the brain such as Dandy Walker
 - Loss of oxygen to the brain
 - Severe head trauma
 - Prolonged fever
 - Child received “mycin” or other known ototoxic medications

- Medical conditions associated with hearing and/or vision loss:
 - Anoxia, asphyxia, hypoxia
 - Atresia
 - Cerebral hemorrhage
 - Cerebral Palsy
 - Ischemia
 - Meningitis
 - Periventricular damage
 - Fetal Alcohol Syndrome
- Unknown Medical History

Confirmed hearing loss or functional hearing loss

- Confirmed hearing loss (IEP decision, medical diagnosis, etc.)
- Functional hearing loss (see pages 3 and 4 for characteristics of functional hearing loss)

Confirmed vision loss or functional vision loss (including Cortical Visual Impairment)

- Confirmed vision loss (IEP decision, medical diagnosis, etc.)
- Functional vision loss (see page 3 for characteristics of functional vision loss)

How to access *FREE* services and supports through the WDBTAP:

WDBTAP provides services to children, families, schools, and communities at no cost. To access services, a child does need to be identified as a child with a disability but does not need to meet Wisconsin's state special education eligibility criteria for hearing impairment and/or vision impairment. Children do not need a documented vision or hearing loss from a medical provider. For more information contact:

WDBTAP Project Coordinator
(608) 356-0091
www.wdbtap.wi.gov

Functional Vision and Hearing Loss

The information below is intended to provide guidance regarding how a student is **functionally** using their vision and hearing on a daily basis. If, during your observations, you note a student demonstrates **any of the following characteristics**, the student may have a functional vision and/or hearing loss.

Characteristics of Functional Vision Loss

The following visual and behavioral characteristics may indicate a functional vision loss.

- Abnormal appearance of the eyes, may include:
 - Eye alignment (crossed or turned eye)
 - Unusual eye movements (nystagmus)
 - Visible irregularities (sagging eye lids, shape, size, structure)
 - Absence of a clear black pupil, or a pupil that is excessively large or small

- Behaviors of the Student:
 - Unusual eye gaze or head position
 - Absence of visually directed behaviors that are expected for developmental level
 - Lack of interest in visual materials
 - Poor reaching behaviors with under or over shooting of target
 - Squinting, tearing, frequently closes eyes
 - Turning away from light (photophobia)
 - Difficulty adapting to changes in lighting
 - Does not see as well in dim light
 - Does not look at faces
 - Pokes, presses or rubs eyes frequently
 - Holds visual materials close to face or at an atypical angle
 - Does not track moving objects
 - Does not visually inspect items being held

Characteristics of Functional Hearing Loss

The following listening and behavioral characteristics may indicate a functional hearing loss.

- Abnormal appearance of the ears and associated structures, may include:
 - Cleft lip or palate
 - Malformations of head and neck
 - Malformations of ears
 - Frequent ear aches or infection
 - Discharge from ears

- Behaviors of the Student:
 - Makes few or inconsistent responses to sound
 - Does not look at visual materials when verbally asked to by someone
 - High preference for toys with auditory (music) component
 - Startles to new or unfamiliar sounds in the environment
 - Responds most consistently to familiar voices

- Shows a preference for certain types of sound (high or low frequency, louder or softer sounds)
- Has limited vocalizations, does not try to imitate
- Has difficulty attending to auditory stimuli for a reasonable length of time
- Does not turn to or localize voices or sounds
- Abnormalities in voice, intonation, articulation
- Pulls on or covers ears
- Angles head to one side so as to favor one ear