**Hierarchy of Support Needs for Teams Supporting Students who are Deafblind**

This hierarchy applies to students who have a documented vision and hearing loss that significantly affects their involvement and progress in the educational environment, to an extent that requires accommodations. At each of the 3 levels, the student’s team should consider whether providing the services will result in significant change in the student’s ability to interact within their educational environment.

**Periodic Consultation from an Expert in the Field of Deafblindness**

**Student Needs**

* Increased access to information through classroom and curriculum material adaptations/modifications (e.g., decrease ambient noise and auditory distractions, increase or decrease amplifications, use of magnification, preferential seating/positioning).
* Use of specialized equipment or services (e.g., glasses, hearing aids, FM systems, interpreters trained in deafblindness, speech or communication devices).
* Support to remain as independent as possible.

**Teacher Supports**

* Ideas on how to present information to the student with the dual sensory loss.
* Strategies on how to best integrate the deafblind student into the educational experience (e.g., academic and social activities).
* Ideas on how to adapt or modify the educational environment and curriculum materials.

**Consultation from an Expert in the Field of Deafblindness**

**Student Needs**

* Needs are significantly greater than those noted above.
* Help organizing and responding to information fragmented by severe vision and hearing loss (e.g., use of recorder, brailler, computer day planner, class organizer, or other calendaring device; use of appropriate communication devices).
* Help receiving and using incoming information (e.g., use of appropriate sensory modalities, receiving and recording devices, interpreters, educational strategies for using/applying received information).
* Help interacting within the educational environment with peers and staff (teaching appropriate interaction and engagement skills, cues, and behavior).
* May need occasional prompts or guidance from a classroom assistant on the above.

**Teacher Supports**

* Strategies on how to best integrate instruction into functional routines for the student.
* Ideas on ways to reduce student’s isolation in the social and educational process.
* Ideas on how to decrease student’s feelings of dependency and increase student’s confidence and independence.
* Help integrating/understanding responses from the student.

**Consultation from an Expert in the Field of Deafblindness and an Intervener**

**Student Needs**

* Needs are significantly greater than those noted above.
* Support to develop trusting relationships in the school environment.
* Help developing and using anticipatory skills and access to information through the establishment and use of routines throughout the educational day.
* Development of and reciprocal use of an appropriate, predictable communication system (e.g., gestures, signs, pictures, object cues).
* Signs, cues, and materials presented tactually or within a 3 foot space.
* Daily help in the educational setting in order to communicate, explore, and access information from that environment, and to act upon and respond to the information.

**Teacher Supports**

* An intervener assigned to the student so that the student can access instruction, social relationships, and environmental information.
* Access to information on working with an intervener.