



Multiple Disabilities and Deafblind (Division 3)

Association for Education and Rehabilitation of the Blind and Visually Impaired

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2020-2022 Officers:

Chair: Hillary Keys

Chair Elect: Carlie Rhoads

Past Chair: Kristi Probst

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Our Mission...

is to promote communication and exchange of ideas among our membership and foster a sense of unity within the field and cooperation with regions and chapters. We promote and publicize specialized services to persons with disabilities and their families, compile and dispense information about professional training opportunities, and promote in-service training opportunities. On a professional level, we foster research and writing in the field, assist in developing professional standards, and promote community acceptance and integration of affected individuals. In our civic efforts, we promote and advocate for legislative issues impacting the quality of life of affected persons and promote development of assistive and instructional technology needed by affected persons.

Multiple Disabilities (MD)

*More than 8,000 children in preschool (ages 3-5) received special education and related services in the U.S. in the Fall of 2011 because of their multiple disabilities. More than 125,000 school-aged children did, too.

*Data Accountability Center. (2012, August)

Deafblindness:

*The 2018 NCDB National Child Count of Children and Youth who are Deaf-Blind indicated that 9,904 individuals were both eligible to receive deaf-blind project services *and* were being served through either Part C or Part B of IDEA. Roughly 87% were reported as having one or more additional disabilities (e.g., cognitive impairments, orthopedic impairments, and complex health care needs).

* Bull, R. (2019). [The 2018 National Child Count of Children and Youth who are Deaf-Blind](#). Monmouth, OR: National Center on Deaf-Blindness, The Research Institute, Western Oregon University.



National Center on Deaf-Blindness (NCDB) resources

- The [definition of interveners in educational settings](#) was revised in 2019
- [Open Hands, Open Access Modules](#) were designed to increase awareness, knowledge, and skills related to intervener services. They are offered in both English and Spanish.
- [Interveners & Qualified Personnel page](#) is the place to go to get current information about news, training, resources, and more.
- The [deaf-blind project in your state](#) (funded by Department of Education, Office of Special Education) may have state specific information on training opportunities and policies in your state.

Teacher and Intervener National Standards

- Council for Exceptional Children (CEC) has published competency sets for both [Teachers of Students who are Deafblind \(TDB\)](#) and [Special Education Paraprofessional Intervener for Individuals with Deafblindness \(PDBI\)](#). These competencies currently are being reviewed and revised.

Resources and References for More Information:

Colorado Department of Education. (n.d.). *Significant support needs*. Denver, CO: Author.

Online at: <http://www.cde.state.co.us/cdesped/SSN.asp>

Downing, J.E., & MacFarland, S. (2010). Education and individuals with severe disabilities: Promising practices.

In J.H. Stone & Blouin, M. (Eds.), *International Encyclopedia of Rehabilitation*. Online at:

<http://cirrie.buffalo.edu/encyclopedia/en/article/114/>

Hosken, C.K. (2008). *Severe and multiple disabilities* (Lecture #106). Retrieved December 19,

2012 from: <http://www.agape-biblia.org/plugins/pract-ministries/Lect106.htm>

Watson, S. (n.d.). *Characteristics and background information for students with multiple disabilities*. Retrieved January 4, 2013 from: http://specialed.about.com/od/multiple_disabilities/a/multiple.htm

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