

Vermont Census for Children and Young Adults with Combined Vision and Hearing Loss: Frequently Asked Questions (FAQs)

What is the Vermont Sensory Access Project?

The Vermont Sensory Access Project is a federally

inconclusive responses during hearing and vision evaluations, he or she should be reported.

My child or student is diagnosed with a degenerative condition, which will affect vision and hearing. Should he or she be reported?

Yes. A student with a degenerative condition or progressive loss should be reported to the registry. A good example of this would be a student with Usher Syndrome. This student is typically born profoundly deaf and then experiences a progressive loss of vision due to Retinitis Pigmentosa. This student at 10 years may have little or no difficulty with vision, but by the age of 17 may be experiencing considerable difficulties with night and peripheral vision. They should be reported at any age.

My child or student has multiple disabilities including vision and hearing losses or has responded inconclusively during evaluations. Should he/she be reported?

Yes. A child with multiple disabilities who also has vision and hearing losses or functions as if he or she has combined vision and hearing losses should be reported.

or vision and hearing losses. Should

she or he be reported?

Yes. The child should be reported so that he or she qualifies for services. He or she can be removed from the Census if it is determined to be no longer appropriate at a later time.

How can we receive project services?

The family, school and other educators working with a child who has combined vision and hearing losses may receive services from the project by contacting the project and reporting their student to the Census.

How can I get more information about the Vermont Sensory Access Project?

You can visit the Vermont Sensory Access Project website at <u>http://www.uvm.edu/~cdci/db/</u> or contact the Project Coordinator, Emma Nelson, at <u>emma.nelson.1@uvm.edu</u> or 802-656-1120.