

VIBRATIONS

NEWSLETTER OF COLORADO SERVICES FOR CHILDREN AND YOUTH WHO ARE DEAFBLIND, THEIR FAMILIES, AND SERVICE PROVIDERS

Winter 2010/11

Teamwork Across the Country

By Tanni L. Anthony, Project Director

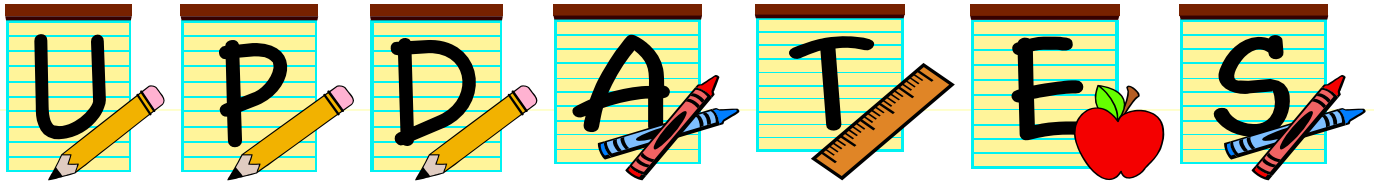
All across the country, there are teams of people working on behalf of approximately 10,000 children and youth who are deafblind. There are 54 federally-funded projects serving the 50 States, the District of Columbia, Puerto Rico, the US Virgin Islands, and the Pacific Trust Territories; employing approximately 153 trained staff. There are six assigned Project Officers from the US Department of Education's Office of Special Education Programs to these projects. The National Consortium of Deaf-Blindness has a staff of 25 people. In addition there is close to 20 personnel involved in teacher training programs that deliver content in the area of deafblindness. We also have the National Family Association for Deaf-Blind working to support families across the country. Parents and service providers make up local teams that specifically address the individualized learning need of each child who is deafblind.

Although deafblindness is a low-incidence disability—meaning that the numbers of identified children are lower than many other types of disabilities, there is an impressive dedicated and committed group of professionals, who along with parents and family members, can and are working together to create training products and resources and to offer support and technical assistance these highly individualized learners.

Our own state Deafblind Project is in its third year of its five-year cycle. The Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project has five people in part-time capacity. As with the other state projects, we are here to serve the identified Colorado children and youth who have both a vision and a hearing loss. Please let us know how we can be a support to you.

TABLE OF CONTENTS

Page 2	Updates	Page 14	10 Issues to Always Consider When Intervening for Students with Deafblindness
Page 3	Remembering Charlie Freeman		
Page 4	Life Without Limits Parent Workshop	Page 21	Deafblind Resources
Page 5	Counting Our Kids So Everyone Counts!	Page 23	National Family Association for Deaf-blind
Page 6	The Three Rs of Building and Implementing Effective Programs	Page 24	Fun Family Activities
Page 8	Ten Qualities of Effective Team Players	Page 26	New Items in the Lending Library!
Page 10	A Team Approach to Protect Access and Consistency	Page 29	Resources & Materials
Page 11	Another School Year in Progress!	Page 31	Check it Out
Page 12	Deaf and Hard of Hearing Track and Field Day	Page 36	Calendar of Events
Page 13	Announcing Kathryn Daniels, New Technical Assistance Specialist	Page 37	Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project Team



This Newsletter Edition: This edition is dedicated to the topic of teaming and program consultation, which was the theme of our 2010 Summer Institute. We thank Kathee Keller Scoggin for her training time with us and all the participants who contributed to a great summer training together!

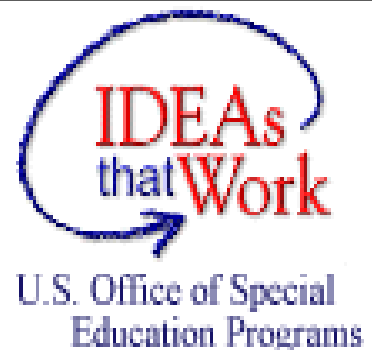
Colorado Census of Children and Youth with Deafblindness: Thank you to all of you who participated in the annual count of Colorado children and youth, birth through 21 years of age, who have combined vision and hearing loss. If you have a new student to register, please be in touch with Tanni or Gina. Census forms, an explanation code sheet to the form, and a link to the national count information can be found on our CDE webpage specific to the project. See the link below for the project's webpage.

Lending Library: Our library continues to grow with **many** new items. Over the summer we culled out old materials and have been busy adding new items. The *Library Inventory* and the *Request Form* are on the website. If there is a book or DVD that you believe would be a good addition to the library, please let us know! This is a statewide resource for YOU!

Technical Assistance (TA): Staff is available to provide free consultative assistance to families and school personnel both in the child's home or school setting. The request form is available on the website and in this newsletter edition. Parents, project staff are available to come out to your home, if you would like assistance on home-related needs.

Project Website: We have been adding information to the website! Be sure to check out the new Fact Sheets that have been translated to Spanish! To check out the website, please go to <http://www.cde.state.co.us/cdesped/SD-Deafblind.asp>

The Colorado Services for Children with Combined Vision and Hearing Loss Project is part of the Colorado Department of Education. This project is supported by Grant #H326C030022 from the U.S. Department of Education. This newsletter was produced and distributed pursuant to the grant. Points of view do not necessarily represent CDE positions or policies. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government. The newsletter is published three times a year. Requests to be placed on the mailing list should be mailed to Gina Quintana, CDE, ESLU, 1560 Broadway, Suite 1175, Denver, CO 80202. This newsletter was prepared by Tanni Anthony, Gina Quintana, and Anna Langegger.



Remembering Charlie Freeman



It is with great sadness that we acknowledge the passing of Charlie Freeman, who died of leukemia at age 70 on June 6, 2010 in North Carolina. As the Office of Special Education Program's (OSEP) project officer for many the deafblind projects, including the Colorado Project, from the early 1980s until his retirement in 2006.

Charlie was enormously influential in developing and sustaining educational services for children who are deaf-blind and he touched the hearts of all who knew him. Over the more than two decades that he was at OSEP, Charlie worked with all of the state deafblind projects, the national projects (TRACES, NTAC, DB-LINK, and NCDB), dozens of model demonstration projects, and many teacher training programs. Following his death, professionals in this network of deaf-blind projects shared their memories of Charlie via an e-mail discussion group. He had been a friend and mentor to many and his unwavering support and encouragement helped those who worked on the projects develop strong services and supports for children who are deafblind and their families. He made everyone feel welcome in the community of deafblind projects and is remembered as an intelligent, sincere, humorous man who cared deeply about his work and treated everyone with kindness and respect.

Charlie was a strong champion and advocate for children and youth who are deafblind. His commitment to improving their lives and his skill as a project officer left an indelible mark on services for children with deafblindness in the United States. He will be greatly missed, but his work lives on through the projects he led and the many people he inspired. The Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project benefited greatly from his direction and standards of excellence. He made the world a better place, and we will be forever grateful.



The Life Without Limits Parent Workshop was held at the Red Lion Hotel in Denver on April 23 –24, 2010. We had 10 families represented who spent a day and a half in workshops and networking activities. The workshop was a wonderful opportunity for families to get to know one another and find out their similar but yet very different lives. A committee of parents and Deafblind Project Staff members was convened to plan the event.

The conference began at noon on Friday afternoon and the first thing on the agenda was a panel of self advocates. We had 4 adults with varying degrees of deafblindness. They each told their story. It was an experience to hear their triumphs as well as their hardships. It was also an excellent time to see some adaptations in use, such as, the FM system that had to be shared amongst anyone who spoke. Many thanks to Ally Ader, Terry Dunigan, Nan Rosen, and Scott Davert for giving of their time on a snowy Friday afternoon.



Next the group listened to Attorney Stephen Owens who informed the group about financial decisions and special needs trusts. You can find more information about Mr. Owens at <http://www.mydenverlawyer.com/>. The last event for that day was a presentation and conversation by Ian Watlington. Mr. Watlington is a self-advocate who works tirelessly as an Educational Advocate for Denver Advocacy. He tells his own story, how he got to where he is and why he continues to do the important work of advocating for children with disabilities. His message was very influential and empowering to the parents in the room. He gave us a very powerful quote by Dr. Martin Luther King in which he said, "If I knew the world would end tomorrow, I would still plant my apple tree." Thank you Mr. Owens and Mr. Watlington for all of the words of wisdom you provided to us.



Saturday began with breakfast in the hotel restaurant before moving over to the workshop to begin a day of listening to Dave Wiley. Mr. Wiley is a Deafblind Transition Specialist who works for the Texas Deafblind Project. His first session was on "What exactly should Transition Be: Understanding Basic Transition Principles, Laws and Regulations." He then spoke to us on "Making Transition Meaningful for Students with Deafblindness: considering Assessment, and Active Participation by Students, Families, and Community Services." He provided information for parents about the transition process, how to better include the students and how to plan for what life might look like for their children, once school is done. Thank you Mr. Wiley for an information filled day.

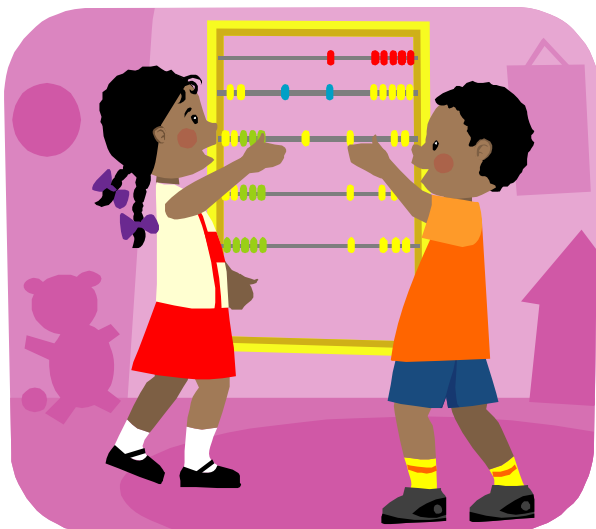


The committee will begin meeting again in the fall to begin planning for the Parent Conference 2011. which will take place in Spring. If you are interested in being on this committee please contact Shannon Cannizzaro @ 303-424-6077 with your phone number and email address. We would be glad to have you join us.



COUNTING OUR KIDS SO THAT EVERYONE COUNTS!

By Tanni Anthony



Each year the Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project completes an annual census of all learners, ages birth through 21 years who have both a vision and a hearing loss. The identification of a combined loss is important for educational and support services to the child, his or her family, and service providers. Too often children who are deafblind are given a primary disability label of “multidisabled” due to their number of disabilities. With this label, the sensory losses may or may not be fully recognized for their unique impact on the child’s communication, learning, and movement development.

Vision and hearing are key gateways to acquiring information about the world, forming relationships, understanding and expressing communication, moving safely and efficiently from one place to another, becoming literate, and participating in the everyday activities of our families, friends, peers, and community members. When we know there is any type of compromise to vision and hearing, we have the opportunity to design the best possible interventions for learning, moving, and communicating. Personnel who are trained in sensory disabilities may not be invited to the planning table, without proper identification. Families may miss out on learning opportunities from other families or system of support. The most important people surrounding the child in his or her home, school, and community may not understand how best to communicate and support the child.

Identification of the child’s dual sensory impairment should be the result of a team approach, which involves the parents and the needed educational specialists. Both medical (such as an eye report) and educational assessment data will confirm the disability label of deafblindness. Identification should always lead to a better understanding of how to work together on behalf of the child. We want every child to achieve to his or her fullest potential by building a program that is designed to the individual needs of the learner. We need to be vigilant in our identification efforts so that every child counts.

December 2010 Census forms have been mailed to contact personnel in each administrative unit with an identified child(ren) with combined vision and hearing loss project. Project staff will complete the data entry needed for the annual count during the month of January 2011.

A child can be identified anytime during a calendar year. If you would like to learn more about how to identify a child who is deafblind and/or the annual census process, please contact project staff for assistance. Guidance can also be found at the project’s website located at <http://www.cde.state.co.us/cdesped/Deafblind.asp>

Thanks for all you do so every child counts!

The Three Rs of Building and Implementing Effective Programs

By Tanni L. Anthony and Gina Quintana

The theme of the 2010 Summer Institute on Deafblindness and Significant Support Needs focused on the topic of *Relationships, Roles, Results: The Three Rs of Building and Implementing Effective Programs*. Presenter Kathee Keller Scoggin provided a wonderful combination of lecture, hands-on, and small group discussion activities to guide the attendees through a better understanding of the needs of learners who have sensory loss and the importance of working together as a team. General guiding practices that emerged include the following information:

RELATIONSHIPS: Children who are deafblind often come with many team members; parents and family, general education teachers, special education teachers, related service providers, paraeducators, state deafblind project consultants ... and school personnel such as bus drivers, cafeteria workers, office staff etc. In addition there may be private-practice personnel such as clinical therapists involved in the care and instructional needs of the child. Relationships are key to successful teams no matter how big or small the size of the team.

Relationships with team members are paramount to our ability to celebrate child progress, problem solve complicated situations or next steps with a child, and capture each person's contribution to the child's program. Our communication norms as a team make a difference – do we have established meeting times and honor this time together, do we have a way to record our decisions so all team members understand a selected new practice with the child, do we have a way to collect child-progress data that is available to the full team, how to use technology to keep in touch as a team or with teammates who are not in the same location, etc?

In addition to the relationships of the adults on the team are the relationships of the adults with the learner who has dual sensory loss. The team will need to determine who is involved directly with the child's daily instruction – who makes the most sense to interact with the child in order to ensure that the child has a predictable and consistent learning routine throughout the school day. It may be that an itinerant professional who is not in the classroom each day does not need direct interaction time, but time to guide another professional to work with the child.

ROLES: Each team member will have a common and a unique role with a child who is deafblind. The days of the dividing up a child by our professions should be behind us (I'll take the eyes, you take the hands, someone else has the legs...). This does not mean that a discipline-specific professional does not have a specified role, but that the expertise of the professional should be packaged toward a shared whole-child-specific outcome.

It may be helpful for the team to begin by identifying what contributions each member will bring to the educational program based on the needs of the child. What can each team member do, for example, to build perspective on the child's accessibility, communication, movement, and/or program content needs. It may be helpful for the team for first identify the needs of the child, then populate how each professional can contribute to building an individualized program that is supported by the whole team.

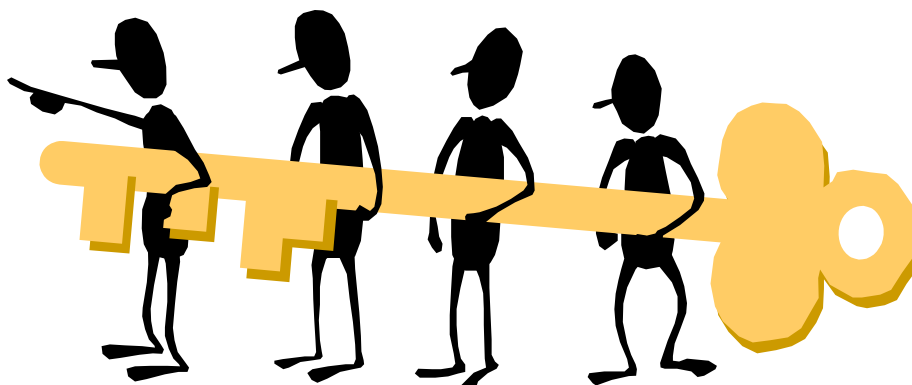
It will also be important to determine what professional development is needed to support a common understanding of the child's needs. For example, who will provide sign language training/ resources to the team so communication to the student is consistent?

A common place to begin is a shared understanding of the child’s sensory abilities and sensory preferences. Senses are our avenues to learning and literacy. All team members will have information about sensory abilities and preferences through assessment and observation. For example, a teacher certified in the area of visual impairment (TVI) is trained to interpret the eye report for the team as to the cause of visual impairment, its prognosis, and any medical treatment recommendations. The TVI will complete a Functional Vision / Learning Media Assessment that will address further the child’s environmental and equipment needs for accessing information. This information will be enhanced by the audiological, functional hearing, and/or listening device information provided by the teacher certified in deafness and other sensory information gathered by the occupational therapist in his or her role. Parents and siblings will contribute additional details about how the child best responds to (or not) to sensory information in the home and community environments. Together a more informed perspective is created that will define how best to present visual, tactile, auditory, and movement information to the child. If we all work together to understand the child’s focal distance / object-presentation angle, color, contrast, lighting, volume, positioning of body, etc. needs and are consistent with our presentation of materials to the child, imagine the benefit to the child!

RESULTS: Our shared understanding of how deafblindness affects an individual child and how to provide a predictable and consistent educational program will contribute to improved outcomes for the child. For example, if all the team members understand that a child sees a presented object best when it is presented in just-right of midline from a distance of eight inches or that a child can only see sign language that is presented within a particular visual field boundary, that we will give more opportunities of learning for the child. As the team identifies communication strategies and key vocabulary appropriate for the child, it will be important to identify how these strategies and vocabulary will be used (and therefore practiced) throughout the day. Simply put, the more opportunities provided for accessible learning by the child, the increased probability for his or her learning.

Results are tied further to how accommodations are selected and implemented that will ensure the child’s access and participation to instruction. It will be important to ensure that the team is implementing strategies with fidelity. If child-progress is not shown, it will be important to determine if there is a need to adjust the instruction to make it more consistent across the team and/or to further customize it to the needs of the child.

The three Rs are important to each of our children. Best wishes in your relationships, roles, and results! Keep doing all the wonderful things you do for children with deafblindness!



Ten Qualities of an Effective Team Player

(Or as David Letterman Puts it ... Our Top Ten of Great Teaming)

By Marty Brounstein

Retrieved (and slightly adapted) from:

<http://www.dummies.com/how-to/content/ten-qualities-of-an-effective-team-player.html>

If you were choosing team members for your school, who would the best team players be? Assuming that people have the right technical skills for the work to be done, what other factors would you use to select your team member? Teams need strong team players to perform well. But what defines such people? Below are characteristics that comprise a team ready to do great work with our students.

Demonstrates reliability: You can count on a reliable team member who gets work done and does his or her fair share to work hard and meet commitments. He or she follows through on assignments. Consistency is key. You can count on him or her to deliver good performance all the time, not just some of the time.

Communicates constructively: Teams need people who speak up and express their thoughts and ideas clearly, directly, honestly, and with respect for others and for the work of the team. That's what it means to communicate constructively. Such a team member does not shy away from making a point but makes it in the best way possible — in a positive, confident, and respectful manner. Contributions are made with the end-product (the child's educational success) in mind.

Listens actively: Good listeners are essential for teams to function effectively. Teams need team players who can absorb, understand, and consider ideas and points of view from other people without debating and arguing every point. Such a team member also can receive criticism without reacting defensively. Most important, for effective communication and problem solving, team members need the discipline to listen first and speak second so that meaningful dialogue results.

Functions as an active participant: Good team players are active participants. They come prepared for team meetings and listen and speak up in discussions. They're fully engaged in the work of the team and do not sit passively on the sidelines. Team members who function as active participants take the initiative to help make things happen, and they volunteer for assignments. Their whole approach is can-do: "What contribution can I make to help the team achieve success?"

Shares openly and willingly: Good team players share. They're willing to share information, knowledge, and experience. They take the initiative to keep other team members informed. Much of the communication within teams takes place informally. Beyond discussion at organized meetings, team members need to feel comfortable talking with one another and passing along important news and information day-to-day. Good team players are active in this informal sharing. They keep other team members in the loop with information and expertise that

helps get the job done and prevents surprises.

Cooperates and pitches in to help: Cooperation is the act of working *with* others and acting together to accomplish a job. Effective team players work this way by second nature. Good team players, despite differences they may have with other team members concerning style and perspective, figure out ways to work together to solve problems and get work done. They respond to requests for assistance and take the initiative to offer help.

Exhibits flexibility: Teams often deal with changing conditions — and often create changes themselves. Good team players roll with the punches; they adapt to ever-changing situations. They don't complain or get stressed out because something new is being tried or some new direction is being set. In addition, a flexible team member can consider different points of views and compromise when needed. He or she doesn't hold rigidly to a point of view and argue it to death, especially when the team needs to move forward to make a decision or get something done. Strong team players are firm in their thoughts yet open to what others have to offer — flexibility at its best.

Shows commitment to the team: Strong team players care about their work, the team, and the team's work. They show up every day with this care and commitment up front. They want to give a good effort, and they want other team members to do the same.

Works as a problem-solver: Teams, of course, deal with problems along the way. Good team players are willing to deal with all kinds of problems in a solutions-oriented manner. They're problem-solvers, not problem-dwellers, problem-blamers, or problem-avoiders. They don't simply rehash a problem the way problem-dwellers do. They don't look for others to fault, as the blamers do. And they don't put off dealing with issues, the way avoiders do. Team players get problems out in the open for discussion and then collaborate with others to find solutions and form action plans.

Treats others in a respectful and supportive manner: Team players treat fellow team members with courtesy and consideration — not just some of the time, but consistently. In addition, they show understanding and the appropriate support of other team members to help get the job done. They don't place conditions on when they'll provide assistance, when they'll choose to listen, and when they'll share information. Good team players also have a sense of humor and know how to have fun (and all teams can use a bit of both), but they don't have fun at someone else's expense. Quite simply, effective team players deal with other people in a professional manner.

Team players who show commitment don't come in any particular style or personality. They don't need to be rah-rah, cheerleader types. In fact, they may even be soft-spoken, but they aren't passive. They care about what the team is doing and they contribute to its success — without needing a push.

Team players with commitment look beyond their own piece of the work and care about the team's overall work. In the end, their commitment is about winning — not in the sports sense of beating your opponent but about seeing the team succeed and knowing they have contributed to this success. Simply put, when we work well together, we enjoy our work more and see improved results with our students who depend on each of us and all of us to build and support a responsive program.

A Team Approach to Protect Access and Consistency

By Alicia Clapes

Editor's Note: Alicia attended the 2010 Summer Institute. The focus on the training was roles, relationships, and results of teams working with students who are deafblind and/or have significant support needs. This article is based on a reflection paper that described her plan to implement the content of training. Thank you, Alicia!

A Chance for Reflection: During the 2010 Summer Institute, I noticed myself analyzing our team's methods of collaboration, communication among team members and communication between team members and the student, as well as strategies our team has implemented in the classroom - specifically the student's daily tactile schedule. I also noted many areas our team has yet to discuss or consider, such as concept development and identifying a receptive and expressive communication system for our student.

Accessibility and Consistency – Checking Our System: Our student's daily tactile schedule was the main strategy I scrutinized in terms of creating a more accessible environment, as it is a strategy we already have in place which can be improved through minor changes. Though we maintain a consistent daily schedule for all of the students and provide a tactile schedule for the student with combined vision and hearing loss, I realized there was daily variance within this schedule. This variance could be as slight as placing the student at a different table each morning for sensorimotor time or taking a walk around the school instead of going to the playground due to weather. On the other hand, the schedule change could be as dramatic as spending most of our school day watching an assembly in the gym. Additionally, as a team we had never collaborated to discuss consistent implementation of the student's tactile schedule, meaning each staff member was likely presenting the schedule objects in a different way and using inconsistent language to communicate an approaching transition. Finally, I recognized that it is important to be able to communicate to the student that there is a change in the schedule, and at this time as a team we do not have any means of doing so.

A Game Plan for Increased Consistency: As we prepared to enter the 2010-11 school year my teammate, who also attended the summer institute, and I made a basic outline of how our team can collaborate to tighten up the use of the student's tactile schedule for increased consistency. This outline includes:

- Beginning the day at a particular table in the classroom each morning so his school day begins in the same place;
- Developing consistent language to use with the student to indicate a transition;
- Creating a system to indicate changes in the schedule to the student; and
- Making the schedule more accessible to staff working with the student.

By making such changes, not only will it make it easier for our student to access the information being presented, but it will also make it easier for staff to implement the schedule in instances where there is a dramatic change in schedule or the classroom is not fully staffed. Our goal for this student is to create and provide a more consistent, accessible environment in which the student can display his knowledge and have opportunities to independently explore the classroom.



Another School Year In Progress!

By Shannon Cannizzaro,
Family Specialist

Wow, it seems like summer just began, yet here we are half-way through another school year. I am excited about the new year, but for most of us who have children who are deafblind going back to school isn't always as easy as getting new pencils, and notebooks. Planning usually entails a lot of hard work, Individualized Education Program (IEP) meetings, medical appointments and concerns, visual, and hearing adaptation, assistive technology, accommodations, new transportation providers, new teachers, new schedules, and new friends. Well this year was even trickier for us, our son who is deafblind entered the 7th grade ahh.... middle school, transition, new kids, new routine, oh my! We did our traditional preparations for him, new shoes, ear molds, hearing aids, glasses, and a cool back pack.

Something we did a little different this year was to have his clothing adapted because he has trouble with buttons, snaps, and zippers. Over the years it's been easy to find, elastic waist pants for him, but for a boy who is a month from turning 13, and is almost taller than his mom it's not so easy. We decided to try something new. We bought "cool" jeans and had the zippers and buttons replaced with Velcro making them easier to maneuver. Our soon to be teenager was thrilled to get "real" jeans just like his brothers and friends. It is amazing how something so simple can make such a major impact on the self esteem of a teenager.

At the beginning of every school year there are always new possibilities, hopes, and dreams. I hope that this newsletter finds you well, and ready for what may be your family's greatest year ever. I, along with other staff members on the Colorado Deafblind Project are here to help. You will find our contact information throughout this newsletter, just give us a call!

Best wishes for an exciting school year.

Shannon

Deaf and Hard of Hearing Track and Field Day

By Kelly Welch,
DPS Teacher and DB Project Advisory Member



On a beautiful (but windy!) day in May, the 15th Annual Deaf and Hard of Hearing Track and Field Day was held at the Hinkley High School Stadium in Aurora, Colorado. This event continues to grow every year. Colorado kids who are Deaf, Hard of Hearing, Dual Sensory Impaired and some with Significant Support Needs were in attendance this year. All together, there were 750 + elementary, middle and high school students, in addition to 250+ families and adult volunteers! The day began with Opening Ceremonies lead by our Master of Ceremonies, Ruth Mathers from the Colorado Department of Education. The Hands Club from Legacy High School (Adams 12 School District) signed the National Anthem while it played over the stadium's loud speaker.

When all the squads were released, the field became a sea of purple with students wearing t-shirts commemorating the year's event.

The purpose of this event is to allow students from all over the Front Range & Metro area to come together and socialize, communicate and engage with their peers. It is also dedicated to the development of positive self-concept through athletic participation. This year, we had students come from as far as the Western Slope and Yuma, Colorado! There are many fun events for the kids to participate in. Events like: Potato Sack Race, Bean Bag Toss, 50 Yard Dash & Long Jump. When the kids are not winning ribbons for their efforts in the events, there are other activities for them take part in such as Adaptive P.E., Parachute and Face Painting.

This event also allows our middle and high school students to give back to the community with a multitude of community service projects. This year, we held a canned food drive for Food Bank of the Rockies, made stuffed animals for little ones to cuddle while seeking shelter/aid from DOVE Services, and gathered items for donation to Hearing Dog International, Inc. Students also



ran a literacy station

titled Literacy in the Shade, where younger students gathered to listen to or watch older students read or sign a story.

This day is not possible without the many volunteer hours from members of the Denver Metro and Front Range area schools and districts. As this event continues to grow, the committee is looking for new and innovative ways to include other members of our community. If you have any suggestions, please feel free to email us at dhhtrackandfieldday@comcast.net. And/or visit our website at <http://www.denverdhhtrackandfieldday.com/home>. The tradition of D/HH Track and Field Day is one that we are very proud of. We are looking forward to next year's event and beyond!





Announcing...

New Technical Assistance Specialist



KATHRYN DANIELS will be providing services to Colorado students with combined vision and hearing loss, for their families and service providers. She holds a Master's Degree in Deafblind Education from Boston College and was fortunate to do her internship at Perkins School for the Blind where she studied and taught with many talented teachers. After ten years of teaching students with deafblindness, she worked as an educational consultant for the state of Vermont and helped design and implement services for students with a variety of abilities and challenges. This opportunity broadened her knowledge and experience. As well, she felt tremendous gratitude for all she learned from her students with deafblindness.

Since coming to Colorado, Kathryn worked with Boulder Valley School District as an Education Consultant on the Instructional Support Team. She continued to develop services and supports for students with Autism Spectrum Disorders and Significant Support Needs.

Kathryn is enthusiastic about working with educational teams including families and embraces collaboration and problem solving to address the needs of students. For many years, she provided home visits to families to help them identify and realize goals for their children in home, school and community settings.

On a personal note, she enjoys life with my husband, and has fun hiking and biking, dancing, gardening, and playing with her cat "Henry."

CALL FOR PAPERS!!!

The **Call for Papers** is out for the XV Deafblind International World Conference, São Paulo Brazil, September 27 - October 1, 2011. Abstract submissions are due in by 31st January 2011. You will find the instructions on the DbI website www.deafblindinternational.org/standard/new.html.

Conference Objective: The XV Deafblind International World Conference seeks to explore changing priorities in an evolving global context. The conference is seeking worldwide input to define solutions and recommendations in the development of lifelong services for individuals who are deafblind. In addition, Brazil and Latin America stories and experiences will be shared to promote regional policy and program development.

Questions: Any questions relating to abstract submission or requests for additional information, should be submitted to the Local Planning Committee via secretary@dbi2011.com.br or through the conference website at www.dbi2011.com.br



10 Issues to Always Consider When Intervening for Students with Deafblindness

By David Wiley, Texas Deafblind Outreach

Abstract: This article provides a framework for analyzing ten common issues a teacher, intervener, or caregiver must address when effectively supporting a student who is deafblind. Questions are provided to help guide a team in planning the best sensory access for the student in all environments.

Reprinted with permission from Texas Sense Abilities, Winter 2010, Vol. 4, N. 10

A primary role for those intervening with a student who is deafblind is to make accommodations to provide the best possible access to information, spaces, and materials. These accommodations should be planned in advance for the best visual, auditory, and tactile access. This planning is most effectively done as group including teachers, interveners, related service professionals, the student, family, and other caregivers.

During advanced planning, write strategies that will help the student be more successful when each of the following basic issues are considered, taking into account vision, hearing, and touch:

- physical space – qualities of the room and activity area;
- positioning – where the student, instructor, and materials should be;
- materials – how teaching materials look, sound and feel;
- devices and equipment – adaptive aids used for sensory impairments;
- orientation & mobility – knowing where you are, and getting around;
- communication – getting information from, and giving information to others;
- trust and security – feeling supported, connected, and safe;
- literacy – recording information for future reference, and retrieving recorded information;
- pacing – how quickly the lesson should move forward; and
- content of the activity or coursework – adding to, reducing, or changing what is taught.

It might be easiest to divide a planning sheet into three columns for vision, hearing, and touch, so each is considered for each issue. The strategies developed should help the student access as much information as possible, as easily as possible. This will help the student use his or her energy for learning, rather than trying to figure out what is happening, or what is expected.

Despite the best planning, however, the student and staff will encounter some settings and situations that are new or unexpected, before there is a chance for advance planning. For this reason, those intervening for a student with deafblindness should always have these ten issues in mind in every situation. At the point when making accommodations for these ten issues becomes second nature for the person doing the intervention, the student has the best opportunity to have the fullest access to instruction.

For each of the ten issues, the following are examples of questions that the planning team should consider, and that the

person doing the intervention should always keep in mind. Please remember that these are examples, and there are many other things to consider, based on the individual student's settings, situations, abilities, and challenges.

PHYSICAL SPACE – QUALITIES OF THE ROOM AND ACTIVITY AREA

Primary question. How should the room and activity area look, sound, and be arranged so the student can move freely, easily gather materials, easily access information, and not be distracted by visual, auditory, and tactual clutter?

Examples of other questions to consider:

- Is the lighting bright enough, or is there too much glare?
- Does the room decoration create a good visual background?
- How are the acoustics in the room?
- Is there a lot of distracting background noise?
- What kind of furniture is best to help the student be in the best position, and have clear convenient access to learning materials, communication partners, and activity areas?
- Is the workspace clear enough to easily explore tactually, or visually scan?

POSITIONING – WHERE THE STUDENT, INSTRUCTOR, AND MATERIALS SHOULD BE

Primary question. What positions for the student, instructor, and materials would maximize the student's access to and understanding of information?

Examples of other questions to consider:

- Where should the student sit or stand to see and hear most easily?
- Are there specific parts of the room to be avoided because of shadows, glare, or background noise?
- Does the time of day affect what position is best in this setting?
- Does the student need permission to move when necessary to improve his or her ability to see or hear, or to tactually explore what the other students are exploring visually?
- Are materials placed so the student can easily observe or get to them?

MATERIALS – HOW TEACHING MATERIALS LOOK, SOUND AND FEEL

Primary question. Are all teaching materials easy for the student to recognize and use? Consider color, contrast, sound quality, texture, etc. These materials could include anything from a toothbrush to a washer, or a picture symbol to a computer.

Examples of other questions to consider:

- Do learning materials have good color and light/dark contrast when compared to the background, and between the different parts of the materials?
- Are the materials large enough to easily see?
- Do materials have distinctive sound qualities, that make them easy to recognize, or interesting to explore?

- Are tactual elements, such as raised lines and textures, added to reinforce visual materials?
- Whatever possible, are tactile models and symbols made from real objects that are tactually distinctive, rather than plastic replicas?

DEVICES AND EQUIPMENT – ADAPTIVE AIDS USED FOR SENSORY IMPAIRMENTS

Primary question. During the activity, how should the student use any adaptive devices or equipment such as magnifiers, assistive listening devices, electronic Braille notetakers, or switch activated appliances?

Examples of other questions to consider:

- In what situations would magnification be helpful, and which devices would be most effective, efficient, and easy to use?
- Do the student and others in the environment know how to use any amplification, or other sensory devices?
- Are computers, telecommunications equipment, or other tech tools equipped with accessibility features?
- Does the student need help setting up and using devices quickly enough to keep up without missing instruction or other essential information?

ORIENTATION & MOBILITY – KNOWING WHERE YOU ARE AND GETTING AROUND

Primary question. What would help the student know where he or she is, be able to find people and things, and go to familiar and unfamiliar destinations?

Examples of other questions to consider:

- Are rooms and hallways free of clutter to promote ease of movement?
- Are materials stored in consistent locations that are easy to access?
- Are landmarks for orientation identified or created?
- Has the student learned clear consistent routes to independently move through familiar settings?

COMMUNICATION – GETTING INFORMATION FROM, AND GIVING INFORMATION TO OTHERS

Primary question. What strategies would help the student express him or herself to staff or classmates, and what strategies would help staff or classmates be more clearly understood by the student?

Examples of other questions to consider:

- Does the person intervening need to learn new vocabulary or create new communication symbols in order to be prepared for a new lesson or activity?
- Which communication partners in any setting can communicate directly with the student, and in which cases is there a need for someone to interpret or facilitate interactions?
- In any situation, does the student have an effective way to communicate both expressively and receptively, and all the materials and equipment necessary to do so?
- Are symbols, devices, and other materials available if necessary for the student to communicate about unexpected

concerns or topics?

- Does the student need to switch to different communication strategies based on the situation, such as during group discussions, when the room becomes noisy, or when the lights are dimmed?

TRUST AND SECURITY – FEELING SUPPORTED, CONNECTED, AND SAFE

Primary question. What would reduce anxiety for the student, so he or she can feel secure and focus on learning?

Examples of other questions to consider:

- During the activity, how does the student remain connected to someone he or she knows, and with whom he or she has a trusting relationship?
- How does the student know what is about to happen, and what other people's expectations for the student are?
- Does the student know who else is involved in the activity, and what they are doing?
- Does anything in the situation or activity create confusion or uncertainty for the student, and what can be done to reduce it?
- Does the student need instruction in how to advocate for appropriate modifications, such as asking a teacher or classmate to repeat something, slow down, or change position?

LITERACY – RECORDING INFORMATION FOR FUTURE REFERENCE, AND RETRIEVING RECORDED INFORMATION

Primary question. What would help the student be able to read or otherwise retrieve recorded information, such as tape recordings, pictures, tactile symbols, object symbols, etc?

Examples of other questions to consider:

- What medium would be most effective in this setting: print, Braille, voice output, pictures, tactile graphics, tactile symbols, object symbols, etc.?
- Is all print easy to read, considering size, color, and type style?
- If the student uses voice output, is there a good listening environment?
- Would the student benefit from headphones or an alternative listening device?
- If the student reads Braille, are Braille materials available in advance?
- When pictures cannot be visually accessed, are tactile graphics or tactile symbols available?

PACING – HOW QUICKLY SHOULD THE LESSON MOVE FORWARD

Primary question. How do the student's needs related to vision, hearing, and touch affect the pace at which information is given to the student, how long the student needs to explore materials, and how much time he or she needs to respond?

Examples of other questions to consider:

- Before beginning a lesson or activity, is time set aside to allow the student to explore the area, become acquainted with materials, get into proper position, prepare and test equipment, or otherwise assure accessibility?

- Does the student need extra time to orient to a communication partners, especially in a group?
- Is the student given extra time when needed to pause for gathering and/or processing information?
- Are breaks needed to prevent fatigue for the student, or for the person providing intervention?

CONTENT OF THE ACTIVITY OR COURSEWORK – ADDING TO, REDUCING, OR CHANGING WHAT IS TAUGHT.

Primary question. How should the content of the lesson be modified to account for the student’s needs related to vision, hearing, and touch? For example, do demands need to be reduced? In addition to the regular content of the lesson, do other skills (e.g. visual scanning) or information (e.g. background concepts) need to be added?

Examples of other questions to consider:

- Because of the student’s pace, does the amount of work need to be reduced?
- If some of the lesson must be omitted due to time, which elements take priority, and which can be removed?
- Are there concepts in the lesson or activity that are unfamiliar to the student, so that additional explanation or background information must be provided?
- Does the student need pre-teaching before a lesson, or does extra instructional time need to be set aside later to fill in gaps in the students understanding, or to reinforce concepts?
- Do the goals of the activity or instructional methods need to be modified to take into account the student’s sensory needs and capabilities?
- Are activity routines and materials used consistently, so the student can more easily recognize them?
- In addition to subject area content, does the lesson need to include instruction on sensory issues, like how to effectively use vision, hearing, or touch to actively participate in the activity?

By answering such questions in each area, accounting for vision, hearing, and touch, educational teams will provide better intervention for students with deafblindness. Students will have better access to information about the environment, what is happening to around them, and what others are communicating. They will be able to concentrate on learning, rather than struggling to gather information. Access to information and environments is a right.

It is important to keep in mind, the purpose for these accommodations is not to provide a crutch, or make to students dependent on the people providing the intervention. When done well, this intervention will increase students’ independence by providing better access. For that reason, staff people doing the intervention should always be trying to help others in the environment, and the students themselves, be aware of these issues so better access can occur more naturally, even without assistance. This access makes things easier and fairer for everyone involved.

Originally published in *TX SenseAbilities* 4 (1), Winter 2010.
 (Outreach Program, Texas School for the Blind and Visually Impaired.)
www.tsbvi.edu/Outreach/newsletter/index.htm





Children Who are Deaf-Blind with Cochlear Implants

Determining the Benefits and Challenges of
Cochlear Implants for Children with Combined
Hearing and Vision Loss

RESEARCH STUDY

Parents of children who have combined hearing and vision impairments know how difficult it is to make the decision about a cochlear implant for their child. Common questions parents ask include:

- How do we know the implant will work?
- What are the results we should expect?
- What if it destroys any hearing my child has left?
- What therapies or interventions are available after implantation?
- My child has additional disabilities. Will my child benefit from a cochlear implant too?

Our project is conducting research with children throughout the United States to determine the benefits and challenges of cochlear implants for these children and to identify effective strategies following implantation that enhance communication and language development.

Our project goal is to learn about the impact of cochlear implants for children with combined hearing and vision loss, and we are seeking young children, 8 years of age or younger, to participate in this research study. The study involves two parts. There are assessments that will find out how well a cochlear implant is working for a child. There are also interventions that will use strategies to improve communication and language development.

Families who are interested in participating in the study can contact the Indiana Deafblind Services Project by emailing DB@indstate.edu or go to the Cochlear Implants Research Study website: www.kidsdbci.org/about.html



Published by the NCDB, *Practice Perspectives: Teaching Prelinguistic Communication* describes the findings of a study on the use of prelinguistic milieu teaching (PMT) for children who are deafblind. The publication focuses the importance of early communication skills like the use of gestures, vocalizations, facial expressions, and body language.

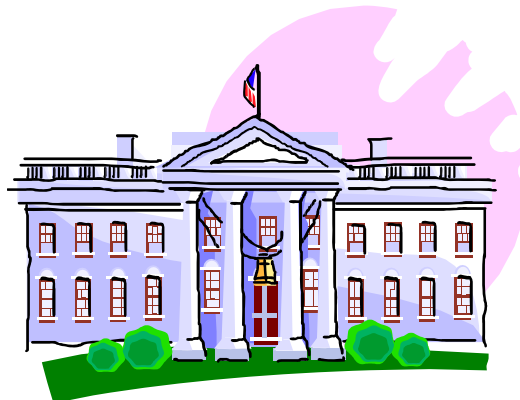
We often jump too quickly to using more symbolic communication like objects, pictures, words, or sign language. In using PMT, an instructor works one-on-one with a child, using a variety of strategies to teach and encourage children to use gestures and vocalizations to communicate intentionally.

For more information visit <http://nationaldb.org/NCDBProducts.php?prodID=111>.



Who's Who on My Child's Team and What Are They For? (video series from CA Deaf-Blind Services Project)

Educational teams for students who are deaf-blind frequently include representatives from many different disciplines. It may be confusing to families to make sense of what exactly these specialists do and what knowledge and skills each brings to educational teams. The California Deaf-Blind Services (CDBS) is developing a series of online videos that highlight the following eight specialty areas commonly represented on educational teams for students who have both hearing and vision problems. To check out the videos that have been completed thus far, please go to: <http://www.cadbs.org/videos/>



EHDI: The Early Hearing Detection & Intervention Act of 2010 (HR 1246, S3199) was signed into law on Thursday, December 22, 2010, by President Obama

The bill passed through the House and Senate earlier this month. Members of the national Deaf/Hard of Hearing Alliance (DHHA) have been actively engaged in support of this bill, which reauthorizes the original legislation mandated almost ten years ago. Hands & Voices parent leaders provided testimony at senate committee hearings. EHDI 2010 ensures newborn hearing screening services (NHS), full diagnostic evaluations, and support to families with infants and toddlers identified as deaf or hard of hearing. This reauthorization emphasizes

Deafblind Resources

State

Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project



Tanni Anthony - Project Director
 Gina Quintana - Project Coordinator
 Shannon Cannizzaro - Family Specialist
 Kathryn Daniels - TA Specialist
 Anna Langedger – Program Assistant I

<http://www.cde.state.co.us/cdesped/SD-Deafblind.asp>

Main: 303-866-6694 TTY: 303-860-7060

Fax: 303-866-6767

Colorado Department of Education
 1560 Broadway Avenue, Suite 1175
 Denver, CO 80202

303-866-6681 anthony_t@cde.state.co.us

303-866-6605 quintana_g@cde.state.co.us

303-424-6077 stc383@live.com

danchitoo@gmail.com

303-866-6644 langegger_a@cde.state.co.us

CO Families for Hands and Voices



<http://www.cohandsandvoices.org/>

Shannon Cannizzaro
Stc383@live.com

303-424-6077

PEAK Parent Center



<http://www.peakparent.org/>

611 North Weber Street, Suite 200
 Colorado Springs, CO 80903

Phone: 719-531-9400

Hotline: 1-800-284-0251

Fax: 719-531-9452

e-mail: info@peakparent.org

Region 8 - Colorado

Helen Keller National Center
 Rocky Mountain Region

1880 South Pierce Street
 Suite #5
 Lakewood, CO 80232
 (303) 934-9037 (Voice/TTY)
 (303) 934-2939 (FAX)

Maureen McGowan - Regional Rep.
 Marijke Swierstra – Admin. Assistant

Maureen.mcgowan@hknc.org
Marijke.swierstra@hknc.org

National

Helen Keller National Center (HKNC)



National - <http://hknc.org/>

Helen Keller National Center
141 Middle Neck Road
Sands Point, NY 11050
Phone/TTY 516 944-8900 Ext. 253
VP Number 720-457-3676
Admin Assistant Janet Gilmore janet.gilmore@hknc.org

American Association of the Deafblind (AADB)



<http://www.aadb.org/>

American Association of the Deaf-Blind
8630 Fenton Street, Suite 121
Silver Spring, Maryland 20910-3802
Phone: TTY 301-495-4402
Voice: 301-495-4403
Fax: 301-495-4404

DB Link – Information on Deafblindness

<http://www.tr.wou.edu/dblink/>

DB Link
Teaching Research
345 N. Monmouth Ave.
Monmouth, OR 97361

Voice: 800.438.9376
TTY: 800.854.7013
Fax: 503.838.8150

National Consortium on Deafblindness (NCDB)



<http://www.nationaladb.org/>

National Consortium on Deafblindness
The Teaching Research Institute
345 N. Monmouth Ave
Monmouth, OR 97361
Voice: 800-438-9376
TTY: 800-854-7013
Fax: 503-838-8150

National Family Association for Deafblind (NFADB)



<http://www.nfadb.org/>

National Family Association for Deafblind
141 Middle Neck Road
Sands Point, NY 11050
Tel 800.255.0411
Fax 516.883.9060

Deafblind International



<http://www.deafblindinternational.org/>



National Family Association for Deaf-Blind

Supporting Persons Who Are Deaf-Blind And Their Families



What is NFADB? The National Family Association for Deaf-Blind (NFADB) is a non-profit, volunteer-based family association. Our philosophy is that individuals who are deaf-blind are valued members of society and are entitled to the same opportunities and choices as other members of the community. We are the largest national network of families focusing on issues surrounding deaf blindness.

Mission Statement NFADB exists to empower the voices of families of individuals who are deaf-blind and advocate for their unique needs.

Fundamental Beliefs NFADB believes that individuals who are deaf-blind are valued members of society and are entitled to the same opportunities and choices as other members of their community.

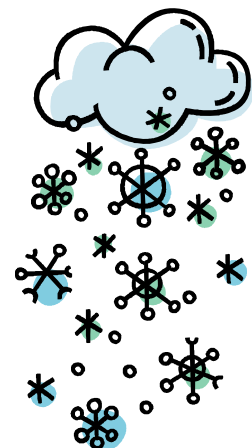
What Are The Functions Of NFADB?

- Train and support families as they advocate for their needs
- Collaborate with organizations, such as NCDB, DB-Link, National Coalition on Deaf-blindness, AADB, AFB to strengthen consumer and family representation at the national level.
- Advise professionals researching best practices for educating, training and assisting individuals who are deaf-blind.

What We Offer Members And Affiliates:

- Membership in a nationally recognized organization
- Networking with families who have similar needs
- Access to information: website, listserv, newsletter
- Affiliation for state family organizations
- Topical training for affiliate parent groups

Find out more at www.nafdb.org!



Fun Family Activities

“Home Made” Play Dough Recipes



Play Dough (regular—cooked)

2-cups flour

1-Cup salt

2-tablespoons vegetable oil

2-tablespoons cream of tartar

2-cups water (add food coloring if desired)

Mix and cook ingredients over medium heat until smooth and mixture pulls away from the sides of the pot.

Sprinkle flour on a clean surface and knead like dough until cool and remaining “stickiness” is gone.

Play Dough (Gluten-Free)

½ cup rice flour

½ cup cornstarch

½ salt

2 teaspoons cream of tartar

1 cup water

1 teaspoon cooking oil (canola works good—add food coloring if desired)

Mix and cook ingredients stirring over low heat for 3-minutes or until it forms a ball. Cool completely before storing in a sealable plastic bad. Stays best if refrigerated.



Uncooked Play Dough (salt and flour)

¼ cup salt

1 cup flour

¼ cup water

Have your child mix the flour and salt in a bowl then add water. Knead and squeeze the dough to make a clay consistency. You may need to add more water.

Note: Your child will find that this play dough doesn’t last as long as the cooked recipes.

Kool-Aid Play Dough (The children will love the smell of this play dough)!

2 ½ cups flour

1 cup salt

3 tablespoons vegetable oil

2 cups boiling water

2 packages unsweetened Kool-Aid

Mix dry ingredients. Add oil and water. Wearing gloves, knead for 10 minutes. Store in zip lock bag in refrigerator.

Notes:

Your hands may smell of the Kool-Aid flavor even with gloves.

Kool-Aid is a powdered drink mix sold in North America. Parents just add sugar and water to make the drink. The powder has both flavoring and color which makes it great for this craft.

Wintertime "Cabin Fever" Crafts

Original Finger Pain

Ingredients

½ cup cornstarch
2 cups cold water

3 Tbsp. sugar
Food coloring

½ tsp. salt



Directions

In a medium pan, mix all the ingredients together to make the finger paint. Cook over low heat 10 to 15 minutes. Keep stirring the finger paint mixture until it is smooth and thick. After the finger paint has thickened take the pan off the stove and let the mixture cool. After cooling, divide the finger pain into storage containers depending on how many colors you would like. Add a few drops of food coloring to each container. Stir the coloring in to the paint to determine the shade of color. You're ready to finger paint! Cover tightly when storing.

Cornstarch Finger Paint

Ingredients

3 cups water

1 cup cornstarch

Food coloring

Directions

In a medium saucepan, bring water to a boil. Dissolve cornstarch in a separate bowl with water. Remove boiling water from heat and add cornstarch mixture. Return to heat, stirring constantly. Boil until the mixture is clear and thick (about 1 minute). Remove from heat. As the mixture is cooling, divide into separate bowls and add food coloring. Let the children carefully mix in the coloring.

Hints:

Add 1 tbsp of glycerin to make the mixture shiny. You can find glycerin in most drugstores or pharmacies.

Easy Finger Paint

Ingredients

2 cups white flour
2 cups cold water
Food coloring



Directions

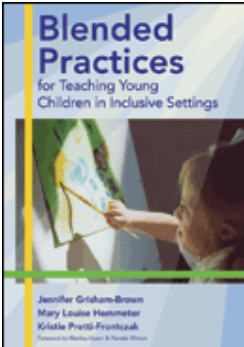
Put water into a large bowl. Slowly add the flour, while the children are stirring. Once it's all mixed together, divide into smaller bowls and add food coloring.

Note for Parents:

Every parent must use their own judgment in choosing which activities are safe for their own children. While *Creative Kids at Home* makes every effort to provide activity ideas that are safe and fun for children, it is your responsibility to choose the activities that are safe in your own home.



New Items in the Lending Library!

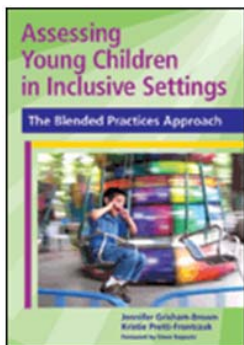


Blended Practices for Teaching Young Children in Inclusive Settings

by Jennifer Grisham-Brown, Ed.D., Mary Louise Hemmeter, Ph.D., & Kristie Pretti-Frontczak, Ph.D.

This essential text is just what teachers need to face these tough challenges in inclusive classrooms. Bridging the gap between special and general education, this resource integrates knowledge about effective practices for teaching young children with and without disabilities into one comprehensive approach. Undergraduate and graduate students will find the explicit guidance they need.

Library Item 610.085



Assessing Young Children in Inclusive Settings: The Blended Practices Approach

by Jennifer Grisham-Brown, Ed.D., & Kristie Pretti-Frontczak, Ph.D.

This book is a natural follow-up to the bestselling, widely adopted *Blended Practices for Teaching Young Children in Inclusive Settings*. Future educators of young children will get the research and recommended practices they need.

Library Item 610.086

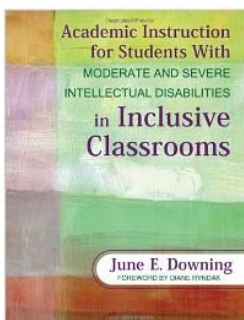


Seeing All Kids as Readers: A New Vision for Literacy in the Inclusive Early Childhood Classroom

by Christopher Kliewer, Ph.D.

This motivating, forward-thinking book will help educators see all their students as literate and use an innovative social model of literacy to enrich the skills of children with and without disabilities. Relates in-depth stories from hundreds of hours spent observing inclusive preschool classrooms.

Library Item 610.087



Academic Instruction for Students With Moderate and Severe Intellectual Disabilities in Inclusive Classrooms

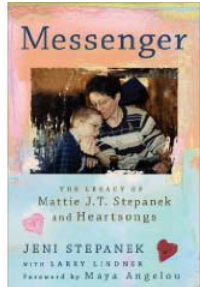
by June E. Downing

Packed with instructional strategies for students with significant disabilities, this research-based resource helps teachers adapt their curriculum, work collaboratively, develop accurate assessments, track student progress, and more.

Library Item 610.084



New Items in the Lending Library!

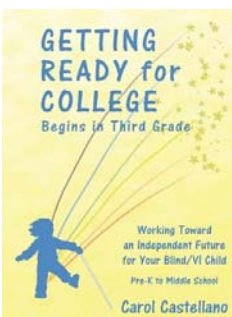


Messenger: The Legacy of Mattie J. T. Stepanek and Heartsongs

by Jeni Stepanek

Jeni Stepanek, PhD, consultant for Connections Beyond Sight and Sound, recently published her son's life story in this book. Mattie was a well-known poet and peace-maker who died in 2004 from a rare neuromuscular disease. Filled with photos, the book details his wit, wisdom, and celebration of life.

Library Item 910.025

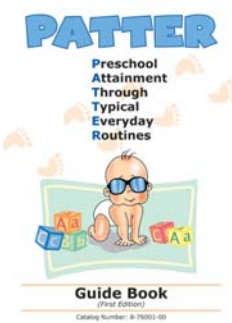


Getting Ready for College Begins in Third Grade: Working Toward an Independent Future for Your Blind/Visually Impaired Child

by Carol Castellano

The purpose of this book is to guide parents and teachers in fostering the blind/visually impaired child's skill development in such critical areas as academics, independent movement and travel, social interaction, daily living, and self-advocacy, so that he or she will truly be on the road to an independent future. A practical, easy to use guide, written in plain English, the book warns about common problem areas and provides ideas for getting and keeping the child's education and development on track. It highlights the interplay between skills and competence, confidence, self-respect, and the respect of others.

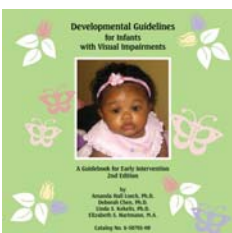
Library Item 1210.187



PATTER: Preschool Attainment Through Typical Everyday Routines (APH)

PATTER is appropriate for use with children with varying degrees of visual impairment as well as those with additional impairments. This curriculum and assessment tool is designed to facilitate skill development by children who are visually impaired in the areas that preschoolers are expected to master through involvement in typical household routines. Based on simple task analysis, PATTER breaks down an everyday activity into its component parts and allows for measurement of a child's level of participation during each step.

Library Item 1210.189



Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention, Second Edition

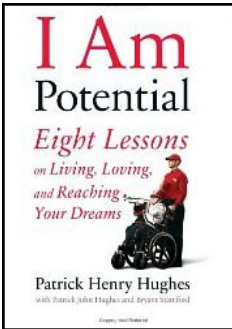
by Drs. Amanda Hall Lueck, Deborah Chen, Linda S. Kekelis, and Elizabeth Hartmann

This thoroughly-researched manual describes what is known about the development of infants with visual impairments. Contains a wealth of information based on recent research and empirically-based observations. This guidebook is helpful to professionals who work with infants with visual impairments. Professionals and caregivers will learn the sequence in which many skills develop.

Library Item: 1210.190



New Items in the Lending Library!

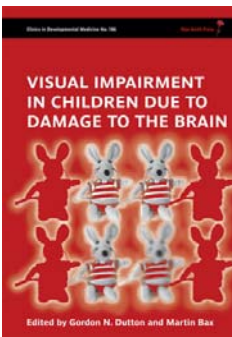


I Am Potential: Eight Lessons on Living, Loving, and Reaching Your Dreams

by Patrick John Hughes, Patrick Henry Hughes, and Bryant Stamford, Da Capo Lifelong Books; 1st Da Capo Press Ed, 2008

Patrick Henry and his father share their incredible journey in this book. Simply and candidly written, this book is not only the story of Patrick Henry's remarkable life, but of the bond between father and son. It is also a guide for those who seek to live their own life more meaningfully each day—demonstrating how with faith, perseverance, and unconditional love, almost anything is possible to achieve.

Library Item: 1210.191

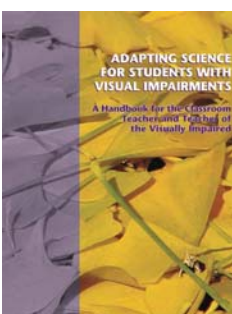


Visual Impairment in Children due to Damage to the Brain: Clinics in Developmental Medicine No. 186

Edited by Gordon N. Dutton and Martin Bax

This ambitious book links the work of authors from many of the major research teams in this field, who have made significant contributions to the literature on the subject of cerebral visual impairment and provide a structured amalgam of the viewpoints of different specialists. The book contains some very novel concepts, which will be of great practical value to those who care for children with visual impairment due to brain injury. Summaries of the more specialist chapters as well as clear diagrams and a glossary have been provided to increase the book's accessibility to a broader readership. This is an exciting and important field, to which this book makes a major contribution.

Library Item: 1210.192

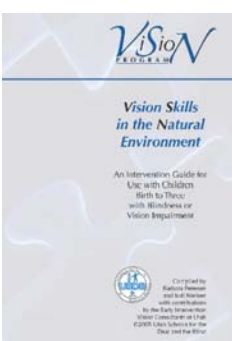


Adapting Science for Students with Visual Impairments: A Handbook for the Classroom Teacher and Teacher of the Visually Impaired

By Rosanne Hoffman, Ph.D. and Elaine Kitchel, M.Ed.

Assists teachers in making operational science activities accessible to students who are visually impaired or blind. Adapting Science is especially helpful for teachers with minimal science background and/or VI experience.

Library Item: 1210.193



Vision Program: Vision Skills in the Natural Environment

Compiled by Barbara Petersen and Judi Nielsen

The Vision Program is a 300-page comprehensive early intervention guide that assists parents and family members to meet the specific and unique needs of infants and young children with blindness or visual impairment. The program includes a CD with reproducible pages and laminated Vision Skills Sheets.

Library Item: 1210.194



Resources & Materials



New From Dr. Jan van Dijk: LET'S TALK LIMBIC

A new DVD for families and professionals, *Let's Talk Limbic: The Role of the Emotional Brain in the Well Being of Persons with Multiple Sensory Impairment*, is now available from Vision Associates at <http://www.visionkits.com/dijkcd.cfm>

Victory and Fragrance: Kai Hsin's Story [DVD]

The Pacific and Hawai'i Deaf-Blind Projects, 2010, 17 minutes.

This DVD tells the story of Kai Hsin, a girl who has CHARGE Syndrome. The video is narrated by Kai Hsin's mother who describes her daughter's history of medical problems and surgeries, the educational and other special services that helped her learn and develop, and how she and her husband have cared and advocated for Kai Hsin throughout her life. At the end of the video, Kai Hsin (now 11 years old), who communicates via sign language, tells her own story of her family, her school, her interests, and what she would like to be when she grows up. Cost: \$10.00. To order go to www.cds.hawaii.edu/main/store or call [808-956-5861](tel:808-956-5861). This DVD is also in the Colorado Project's lending library.

AER Journal Special Issue: Current Practices with Children Who Are Deaf-Blind

Deborah Chen, Guest Editor. The Summer 2010 issue of AER Journal: Research and Practice in Visual Impairment and Blindness contains seven articles about the education of children with deaf-blindness (four original research articles and three practice or theory-based articles). The fall issue of the journal will be a special issue on deaf-blindness in adults. An annual subscription to the journal costs \$109 for institutions in the U.S. and \$135 for institutions outside the U.S. Single issues can be purchased for \$30.00 (in the U.S.) and \$40. (outside the U.S.). To order call 800-627-0326 (e-mail aerj@allenpress.com)

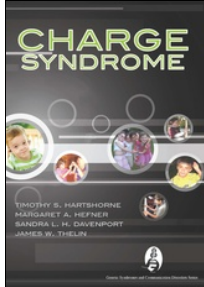
Providing and Receiving Support Services: Comprehensive Training for Deaf-Blind Persons and Their Support Service Providers *Seattle Deafblind Service Center, 2010.*

This curriculum is designed to be used to train support service providers (SSPs) to work with people who are deaf-blind and to train people who are deaf-blind to work with SSPs. Available free of charge at <http://seattledbcs.org/visualweb/SSPCurriculum.html>

Deafblindness: Educational Service Guidelines by *Marianne Riggio & Barbara McLetchie (Eds.)*. *Perkins School for the Blind, 2008.* These guidelines, first published in 2008, are now available for free online at www.perkins.org/resources/educational-publications/deafblindness-educational-service-guidelines. The guidelines offer state and local education agencies a framework from which meaningful, appropriate programming for students who are deafblind can be developed. Bound copies of the guidelines can still be purchased from the Perkins store (www.perkins.org or 617-972-7308).



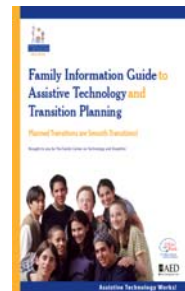
Resources & Materials



CHARGE Syndrome by Timothy Hartshorne, Ph.D., Margaret Hefner, MS, Sandra Davenport, MD, CM, & James Thelin, Ph.D., 250 pages, Color Illustrations (4 Color), Soft cover, 7 x 10", Cost \$79.95,

To purchase visit: Plural Publishing, Inc. (www.pluralpublishing.com)

FAMILY GUIDE TO ASSISTIVE TECHNOLOGY & TRANSITION PLANNING Published by the Family Center on Technology and Disability (FCTD), this 50 page guide is aimed at providing families with the information they need to effectively prepare for and participate in periods of transition in their children's lives. The Guide is available in both English and Spanish. For more information go to <http://www.fctd.info/assets/assets/8/FCTD-AT-Transition-Guide.pdf?1281716039>



AUTHENTIC ASSESSMENT, a new addition to NCDB's *Practice Perspectives* series, describes a comprehensive approach to assessment which emphasizes gathering information about children in their everyday environments during normal activities. It is adapted from a manual called *Assessing Communication and Learning in Young Children Who Are Deafblind or Who Have Multiple Disabilities*. It is available from the NCDB Website <<http://www.nationaldb.org/NCDBProducts.php?prodID=123>>. Print copies are also available and can be requested either by phone (800) 438-9376 or email: info@ncdb.org.

TANGIBLE SYMBOL SYSTEMS AND PRE-SYMBOLIC COMMUNICATION Online Classes, Two classes, developed by Charity Rowland and Philip Schweigert, on communication for individuals who are deafblind (or have other severe challenges), are now offered online by Oregon Health & Science University (OHSU). Tangible Symbol Systems provides instruction on all aspects of teaching an individual to use tangible symbols and also addresses the theoretical basis and research related to this approach. Pre-Symbolic Communication addresses the use of pre-symbolic means of communication by individuals who are not able to use symbols to communicate. For more information contact Carolyn Mills, OHSU Design to Learn Projects: (888) 909-4030, (503) 494-2291, tangible@ohsu.edu, www.ohsu.edu/oidd/index.cfm.

check it Out



Reflections on Deafblindness: Hands & Touch Webcast

In this webcast, Barbara Miles, a well-known author and lecturer, discusses the unique function hands serve for individuals who are deafblind. For people with vision and hearing impairments, hands become eyes, ears, and a voice. Barbara's realization that hands have so many critical roles changed the way she interacts with the hands of children who are deafblind.

Watch it at:

http://support.perkins.org/site/PageServer?pagename=Webcasts_Reflections_on_Deafblindness



Online Training Module Specific to Interveners

Online Introduction to Interveners is a stand-alone, FLASH-based learning module that gives basic information about interveners. It was developed by the good folks of the California Deaf-Blind Services Project. The module takes about 45 minutes to complete. Paraeducators, family members, teachers, administrators and others can learn about:

- * The nature of deaf-blindness
- * The roles and responsibilities of interveners
- * The role of teachers, family members, and administrators when working with interveners
- * The development of intervention as a profession

Check it out here: <http://www.cadbs.org/oliti/>

check it Out



Perkins School for the Blind is pleased to announce that the National Family Association for Deaf-Blind (NFADB) is the recipient of the new grant to provide services to families of children who are deafblind. In this dynamic collaboration, Perkins will support NFADB in their work to provide information, referral services and advocacy at a national level representing the needs of school-age children who are deafblind and their families.

“Families play such a critical role in the lives of children who are deafblind. Teachers and therapists come and go but families are there for a lifetime. Helping families find information and become effective advocates for their children is one of the most important things we do” said Betsy McGinnity, Director of the Training & Educational Resources Program at Perkins.

“Since its incorporation in 1994, NFADB has worked to empower families of individuals who are deafblind to advocate on behalf of their sons and daughters. We are delighted to continue our collaboration with Perkins to carry on work with our current members and to strengthen our outreach to new families and provide a voice for them at the national level” said Linda Syler, NFADB President.



Helen Keller National Center
For Deaf-Blind Youths and Adults

CONNECT!

The Helen Keller National Center (HKNC) is pleased to announce the September 2010 issue of *CONNECT!*, an online publication that keeps you informed about HKNC's many activities. This issue contains articles about:

Deaf-Blind Young Adults in Washington, D.C., Support Service Providers in the State of Maine, Emergency Preparedness for People who are Deaf-Blind, AND MORE!

To read *CONNECT!*, go to <http://www.hknc.org/CONNECT/2010%2009/CONNECT4.htm> or go to www.hknc.org and click on the *CONNECT!* link.

There is no charge for CONNECT! It can be accessed online with alternate formats of PDF, text, large print and regular print. Braille copies are also available by contacting my office. If you would like to sign up for your own email notification, please contact Maureen McGowan (Rocky Mountain Regional Office) at maureen.mcgowan@hknc.org

check it Out



Usher Syndrome Blog from Coalition for Usher Syndrome Research

Authored by Mark Dunning and Jennifer Phillips, the blog offers current information about research related to Usher Syndrome. Current posts (find the blog at <http://ushersyndromeblog.blogspot.com/>) cover the recent conference held in July in Seattle, as well as new findings by Dr. William Kimberling on the frequency of Usher Syndrome in children who are deaf. The latter article can be found at: http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&Cmd=Retrieve&list_uids=20613545&dopt=abstractplus

NFADB Receives New Grant

The National Family Association for Deaf-Blind ([NFADB](http://nfadb.org/)) is the recipient of the new grant to provide services to families of children who are deaf-blind. In collaboration with Perkins School for the Blind, NFADB will work to provide information, referral services and advocacy at a national level representing the needs of school-age children who are deaf-blind and their families. To learn more about NFADB, please go to: <http://nfadb.org/>

Online Media

New Perkins Webcasts

Web: www.perkins.org/resources/webcasts

Perkins School for the Blind has developed a variety of informative webcasts presented by experts in the field of visual impairment and deaf-blindness and more are planned for the future. Recently added presentations include "Reflections on Deafblindness: Hands & Touch," and "CHARGE Syndrome: Teaching Strategies for Students." These and previous webcasts can be viewed free of charge on the Perkins website.



Who's Who on My Child's Team Videos

Web: www.cadbs.org/videos

California Deaf-Blind Services is developing a series of online videos that highlight the roles of specialists often included on educational teams for students who have both hearing and vision problems. Currently two videos ("Teacher of the Deaf/Hard of Hearing" and "Occupational Therapist") have been completed. Six additional videos are planned.

Check it Out



NCDB announces a new addition to the /Practice Perspectives/ series. **Authentic Assessment** describes a comprehensive approach to assessment which emphasizes gathering information about children in their everyday environments during normal activities. It is adapted from the manual **Assessing Communication and Learning in Young Children Who Are Deafblind or Who Have Multiple Disabilities**. It is available from the products section of the NCDB website at www.nationaldb.org/documents/products/AuthAssessment.pdf. Print copies are also available and can be requested either by phone (800) 438-9376 or email: info@nationaldb.org. Large print and Spanish versions are currently in production and will also be available from the website.

10th International CHARGE Syndrome Conference July 28 - 31, 2011, Orlando, Florida



No matter whether this is your tenth conference or your first, a CHARGE conference is truly a magical experience!

At the 2009 conference we hosted more than 750 attendees including individuals with CHARGE, their families, professionals and 65 experts on CHARGE syndrome. When families and professionals get together to share and learn
Let the magic begin in your home: save the dates and commit to attending the conference. We'll have lots more conference details in the months ahead.



SWAAAC and Assistive Technology Partners Trainings for School Year 2010-11

All trainings can be found at

<http://www.assistivetechpartners.org> (follow the education link to get to SWAAAC) or <http://www.swaaac.com/>, or call our office at 303-315-1280.

SWAAAC TRAININGS

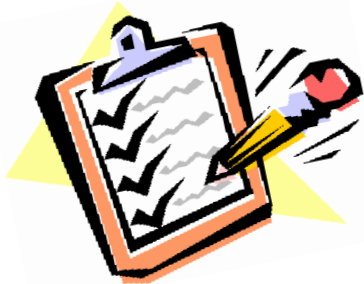
Assistive Technology Institute: SWAAAC 202 - Day one of this institute will overview AT for communication, computer access, and a variety of educational supports. Day two will offer 2 tracks of in-depth training, one for Augmentative Alternative Communication and one for educational assistive technologies to support literacy. February 7 & 8, 2011 9:00am - 4:00pm

Distance Education Training: Make and Take - This full-day workshop offers participants opportunities to learn about, construct and take home inexpensive assistive technology projects. April 29, 2011 9:00am - 4:00pm

SWAAAC Summer Symposium - This three-day event will feature full day workshops June 7th & 8th and breakout sessions June 9th. This year's Symposium will explore implementation of assistive technologies across the curriculum. June 7 - 9, 2011 Adams 12 Conferencing Center

ASSISTIVE TECHNOLOGY PARTNER'S TRAININGS

Wheelchair Seating for Postural Control and Function - Spring 2011; Date and location To Be Announced. Kelly Waugh, PT, MAPT, ATP presents this 3 day course that covers the Principles, Assessment & Intervention of wheelchair seating. On the third day, she offers a hands on Seating Assessment Practicum in which participants work in small groups and complete a comprehensive seating assessment.



New Fact Sheets!

The Colorado Project has **over 80** different Fact Sheets with information about deaf-blindness. Most of these Fact Sheets are also available in Spanish. You can either download the Fact Sheets directly from the website, or you can download the Order Form and send it to us and we will mail you the requested Fact Sheets. If you have an idea for a new Fact Sheet, please let us know!

<http://www.cde.state.co.us/cdesped/SD-Deafblind.asp>



Calendar of Events



2011 2011 2011 2011 2011 2011 2011 2011 2011 2011

- January 20 - 21** Parents Encouraging Parents Conference, Fort Collins, CO
Contact: www.cde.state.co.us/cdesped/PEP.asp
- January 28 - 29** Courage to Risk Conference, Colorado Springs, CO
Contact: www.couragetorisk.org/
- February 7 - 8** Assistive Technology Institute: SWAAAC 202, Denver, CO
Contact: www.swaaac.com
- February 10 - 12** 2011 Conference on Inclusive Education, Denver, CO
Contact: www.peakparent.org/conferences.asp
- March 31 - April 2** Parents Encouraging Parents Conference, Colorado Springs, CO
Contact: www.cde.state.co.us/cdesped/PEP.asp
- April 25 - 28** Council for Exceptional Children and Expo, National Harbor, MD
Contact: www.nationaldb.org/ppConferences.php?rID=1563
- April 29** SWAAAC Distance Education: Make and Take, Anschutz Campus, Aurora, CO
Contact: www.swaaac.com
- June 7 - 9** SWAAAC Summer Symposium, Adams 12 Conference Center, Thornton, CO
Contact: www.swaaac.com
- June 19 - 23** American Association of the Deaf-Blind National Symposium - Ft. Mitchell, KY
Contact: www.aadb.org/
- July 28 - 31** 10th Annual CHARGE Syndrome Conference, Orlando Florida
Contact: www.chargesyndrome.org/conference-2011.asp
- Sept 27 - Oct 1** Deafblind International World Conference 2011— Sao Paulo, Brazil
Contact: www.acquaviva.com.br/siscone/index.asp?Codigo=33,2

Project Location: Colorado Department of Education
Exceptional Student Leadership Unit
1560 Broadway, Suite 1175
Denver, CO 80202

Fax: (303) 866-6767
TTY: (303) 860-7060

Web Page: <http://www.cde.state.co.us/cdesped/SD-Deafblind.asp>

**Colorado Services for Children and Youth with Combined
Vision and Hearing Loss Project Staff:**

We are Here to Serve You!



Project Director
Tanni Anthony
(303) 866-6681
anthony_t@cde.state.co.us



Project Coordinator
Gina Quintana
(303) 866-6605
quintana_g@cde.state.co.us



Family Specialist
Shannon Cannizzaro
(303) 424-6077
stc383@live.com



Technical Assistance Specialist
Kathryn Daniels
danchitoo@gmail.com



Program Assistant I
Anna Langegger
(303) 866-6644
langegger_a@cde.state.co.us

The Colorado Department of Education Offices | Staff Contacts | Colorado.gov

cde Improving Academic Achievement **The Exceptional Student Leadership Unit**

CDE Home | SchoolVIEW | For Educators | For Administrators | For Parents & Students

CDE Home > Exceptional Student Leadership Index > ESLU Home > Search Powered by Google

ESLU Home Page

About ESLU

Laws and Regulations

Parent Info/Resources

Calendar

Contact Information

Frequently Requested Pages:

- Acronyms
- Colorado Services Project

Deafblindness/Deafblind*

- [Annual Student Census](#)
- [Deafblind - Selected Topics \(handouts, publications, weblinks\)](#) (English and Español)
- [Family-Specific Resources](#)
- [Newsletters and Resources](#)

What is Deafblindness?

*The term "deafblind" may also be referred to as dual sensory impairment or dual sensory loss or spelled as deaf-blind. In Colorado, we use the term deafblind to denote it as a unique condition and not simply a

Check Out Our Updated Webpage!

We have been busy reformatting and adding to the content of the project's webpage. Please check us out at: <http://www.cde.state.co.us/cdesped/Deafblind.asp>. If it is easier to go to the CDE webpage (www.cde.state.co.us), you can find us by typing in a variety of words in the upper right search box such as: deafblind, deaf-blind, dual sensory loss, or combined vision and hearing loss. The search engine will take you to a page that has Deafblindness on the very top as an option to click – one click and you will be on our page!

There is a wealth of information describing: What is Deafblindness, Who is Deafblind, Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project Information, Family Information, and State / National Resources.

One of the new changes is our Topics Page. You will see a link on our main website page to take you to over 100 documents or links on a variety of topics. Here is what it looks like:

Deafblind - Selected Topics

(Just hit a letter and it will take you to the topics beginning with that letter)

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#) | [Miscellaneous](#)

A (Here is the example of the letter A)

ASSESSMENT

[Assessing Communication and Learning in Young Children Who Are Deafblind or Who Have Multiple Disabilities](#)

[Authentic Assessment](#)

[Considerations When Assessing Children and Youth of Spanish Speaking Families](#) (PDF)

[Follow the Child: Approaches to Assessing the Functional Vision and Hearing of Young Children and Congenital Deaf-Blindness](#) (PDF)

[Functional Vision Assessment](#) (PDF)

If you have any suggestions for new topics for us to add, please be in touch with Tanni or Gina. We hope you will download the website to your list of Favorites / Bookmarks and use it on a regular basis.

CO Services for Children and Youth with Combined Vision and Hearing Loss

Technical Assistance Request Form

If you would like to receive **free** technical assistance for your child or a student who is deafblind (has both a vision and hearing loss), please complete and return this form to Gina Quintana. Once this information is received, you will be contacted to determine: (a) the type of technical assistance you need (b) what the specific need is, and (c) when is the best time to schedule the visit.

Contact Information

Your name: _____ Phone Number: _____

Your address: _____

Name of the child that you would like assistance with: _____

Date of birth of the child: _____ Your relationship to the child: _____

What Kind Of Technical Assistance Are You Interested In?

_____ Inservice _____ Home Visit _____ School Visit _____ Other

What Topics Are You Interested In (check all the ones you are interested in for this child):

- _____ Auditory Training / Listening Skills
- _____ Assessment (circle area: vision, hearing, communication, development, or other)
- _____ Behavior Management (for problem or disruptive behavior)
- _____ Communication System Development (how to encourage a child to communicate)
- _____ Daily Living Skills (personal care and self help skills such as toileting, dressing, etc.)
- _____ Inclusion into School Program (techniques that support the child's learning in the classroom)
- _____ Literacy Mode Determination (use of Braille, large print, etc.)
- _____ Medical Issues (gaining more information about a child's diagnosed condition)
- _____ Orientation and Mobility Skills (travel independence)
- _____ Organizing a Daily Routine (sequence of activities, transition from one activity to another)
- _____ Personal Futures Planning (a system of looking ahead and planning for the future)
- _____ Sensory Skill Development (vision, hearing, tactile skill use)
- _____ Social-Emotional Concerns (relationships with others)
- _____ Transition from Program to Program (e.g. preschool program to kindergarten program)
- _____ Transition from School into Adult Services (college, rehabilitation, group home)
- _____ Vocational Training

Other areas of need: _____

Please return this form to Gina Quintana, CDE, 1560 Broadway Suite 1175, Denver, CO 80202. It can be faxed to Gina at (303) 866-6767. If you have questions, call Gina at (303) 866-6605.

Colorado State Board of Education

Marcia Neal
3rd Congressional District

Deborah Scheffel
6th Congressional District

Angelika Schroeder
2nd Congressional District

Paul Lundeen
5th Congressional District

Elaine Gantz Berman
1st Congressional District

Jane Goff
7th Congressional District

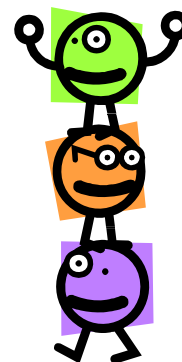
Bob Schaffer
4th Congressional District

Robert K. Hammond
Interim Commissioner of Education



COLORADO DEPARTMENT OF EDUCATION
Exceptional Student Services Unit
1560 Broadway, Suite 1175
Denver CO 80202

2538B3401



MAIL To: