

VIBRATIONS

NEWSLETTER OF COLORADO SERVICES FOR CHILDREN WHO ARE DEAFBLIND

Serving Children with Vision and Hearing Loss, Their Families,
and Service Providers

Spring 2003

In Celebration of Mommies...

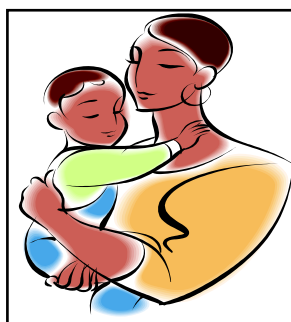
"Some are kissing mothers and some are scolding mothers, but it is love just the same..." -Pearl S. Buck

"A mother is not a person to lean on but a person to make leaning unnecessary." - Dorothy C. Fisher, writer

"Sometimes the laughter in mothering is the recognition of the ironies and absurdities. Sometimes, though, it's just pure, unthinking delight." - Barbara Shapiro, writer

"The world is full of women blindsided by the unceasing demands of motherhood, still flabbergasted by how a job can be terrific and torturous." -Anna Quindlen, columnist

"More than in any other human relationship, overwhelmingly more, motherhood means being instantly interruptible, responsive, responsible...."-Tillie Olsen, writer



"The art of mothering is to teach the art of living to children." -Elaine Heffner, psychotherapist and author

*Editors Note: Many thanks to all of the mommies who help us to support other mommies and families through play groups, phone calls, and support groups. Happy Mother's Day!!
- Gina and Tanni*

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What is new with the Colorado Deafblind Project!

This Newsletter: The topic of this edition is *Recreation and Leisure – Just Having Fun!* Enjoy the summer months - Take walks, go horseback riding, dip in the pool, and make lemonade together!

Census Update: Thank you to everyone who participated in the annual registration of children and youth with combined vision and hearing loss. Please be aware that a child new to the census can be registered at anytime during the calendar year. If you have a new student in your program, please call Gina Quintana at (303) 866-6605.

Summer Institute: Literacy for All is the theme of this year's institute, which will be held on July 20-23, 2003 in Breckenridge. See the enclosed flyer / registration information listed in this newsletter.

Family Retreat: The Family Learning Retreat will be in Colorado Springs at the Colorado School for the Deaf and Blind on May 31-June 1, 2003. The theme of this retreat is "Hot Topics in the Summer-time." If you have questions about the retreat give Gina Quintana a call at 303-866-6605. If you would like to register, please call Marybeth Herens at (719) 578-2225. See the flier in this newsletter for more information. The deadline to register is May 9.

Technical Assistance: Gina has been out visiting schools and homes, getting to know the children on the census, parents, teachers and educational teams. She has also been involved in several IEP meetings. Technical assistance is still available throughout the summer and it is always FREE! TA can be provided in a variety of ways, including a home visit, telephone call, or email.

Parent Networking: Several moms have been meeting monthly over breakfast, to talk about issues related to raising a child with a disability. The next Parent Support Group is scheduled to meet on May 22, 2003. See newsletter for more information.



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HAPPY BIRTHDAY, ANNIE SULLIVAN!



The following was sent to me by Dr. Cay Holbrook, a friend at the University of British Columbia. Cay sent this message in the form of an email to several of her colleagues. As I read the email, I found myself agreeing with her point-by-point. With Cay's permission, we have included in this newsletter edition. Tanni

April 14 was Anne Sullivan's birthday!!! (*Annie Sullivan was the teacher of Helen Keller*)
Here are some lessons I think we have learned from Annie:

1. In the face of very LOW expectations, Anne believed in Helen. She believed that Helen could behave appropriately, that she could learn and understand complex concepts. Sometimes she had to fight others to make sure that Helen was given the opportunity to learn!
2. Despite the insistence of others, Anne didn't blame Helen's disabilities for difficulties in teaching her ... Anne persisted and believed that it was HER responsibility to find a way to teach Helen. It might not be conventional, it might take a great deal of effort and a great deal of time ... but Anne believed it could be done.
3. Throughout Anne's early teaching, there are many letters that expressed self-doubt and concern. She reached out to others who might be able to help her...and they reached back to her. We can't do this alone.
4. Anne and Helen's parents formed a tight partnership that supported Helen's educational and emotional development.
5. Anne cared deeply about Helen and made a life-long commitment to her.

I really like the phrase "Miracle Worker"...but I don't think Annie would have liked it. I don't believe that Anne Sullivan believed that Helen needed a miracle ... she needed a TEACHER...and that is what she got!

Thank you Annie Sullivan ... and Happy Birthday!



Conference for Persons who are Deafblind

American Association of the Deaf-Blind (AADB)

Contact Information: AADB Home Office
814 Thayer Avenue, Room 302
Silver Spring, MD 20910

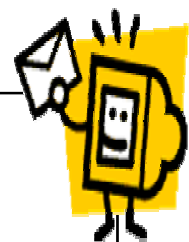
Jamie McNamara, Executive Director
301-495-4402 TTY 4403 voice



AADB offers a National Conference for people who have hearing and vision loss every three years. **Conference locations change.** The next conference will be held in San Diego, California, July 12-18, 2003. Deaf-Blind individuals (delegates) must pay a registration fee. There is a discount for early registration. Support Service Providers (SSPs) can attend at no cost (except for travel) in exchange for their volunteer interpreting, guiding and assisting delegates in experiencing and enjoying the conference. Delegates will be paired with SSPs based upon communication and mobility needs, but are encouraged to attend with their own SSPs. This helps to insure satisfaction among all participants. There is no limit as to the number of attendees. Previous conferences have had as many as 500 delegates and 500 SSPs, family members and local volunteers. Activities include workshops, attending AADB Board Meetings, special interest group meetings, tours of the local community, exhibit booths, and other recreational activities.



How to Communicate with Project Staff



Tanni Anthony Phone: (303) 866-6681 email: anthony_t@cde.state.co.us
Gina Quintana Phone: (303) 866-6605 email: quintana_g@cde.state.co.us

Colorado Department of Education,
201 E. Colfax Avenue, Denver, CO 80401

Project Website: <http://www.cde.state.co.us/cdesped/Deafblind.htm>

What's Your Pleasure? Teaching Leisure Skills

By Fan LaWare and David Wiley, Texas School for the Blind/Visually Impaired

Originally printed in the April 1991, P.S. NEWS!!! Published by Texas Deafblind Outreach, Texas School for the Blind and Visually Impaired. Reprinted with permission.

More attention is being paid recently to the importance of recreation and leisure skills as a part of special education curriculum. This particular focus is made clear in the Individual Transition Plan which requires identification of leisure outcomes as well as employment, education and independent living.

Any discussion of recreation and leisure has to begin with the understanding that "leisure skills" implies personal choice making by participants. We all do many things that we would rather not be doing but we do not call them recreation, nor do we call the time spent doing them leisure. Therefore, a prerequisite to teaching leisure skills to young people is paying close attention to what they enjoy, helping them understand that leisure time is a time that they can make choices, and if they are unaccustomed to making choices, providing them with the skills and framework to do so.

MAKING LISTS: Consequently, whether leisure skills are to be taught at home or at school, the first step is always doing a further survey of the child's interests, the family's interests, and the environments that the child/family move in. It's best to sit down and make a list of all the things that your child enjoys doing, remembering to get input from him/her to the greatest extent possible. Some of these things may seem a little weird like tearing up paper or putting things in purses. Don't make judgments about the value of the activity at this point, just collect the data. To elicit this information from some children you might be able to simply ask for their ideas after explaining what you are doing. With children who are not as skilled in the area of communication you might need to spend time observing your child in a variety of settings to gain some insight to his/her preferences.

After you make a list of the child's interests, the next list to make is what your family and your child's closest friends enjoy doing together. Because many of our leisure activities are done with somebody, it's best to learn some of the things the other people in your child's world like to do.

The third list you will need to make is of the places your child and your family spends most of their time. Skills that you teach should be things that can be done in those environments.

Now that you have your lists, use them and share them with relatives, baby sitters, teachers, friends or anyone who can help your child learn recreation and leisure skills.

IMMEDIATE SKILLS: The first level of leisure skills that your child needs to know are those skills that we might refer to as "immediate skills." These are the skills that your child should use during periods when they have to wait, when they are receiving a minimal amount of supervision, or when other plans fall through: what your mother may have called "things to do on a rainy day." These skills are what every child needs, not only for himself, but so that other family members can take care of their own everyday needs. In most cases, developing these immediate skills is not so much a matter of teaching but of observing and adapting. Remember, leisure skills are those things that your child chooses to do and might not be the things you would expect. We have known kids who take great pleasure in pumping up inner tubes, washing dishes, sorting through candy wrappers they have saved, looking through binoculars, grinding coffee beans and collecting bowling pins. The important common denominator for all of these activities is

that the child selects and enjoys the activity. Our job, as adults, then becomes letting them choose and letting them participate in that chosen activity.

While some of the things your child may choose may seem "inappropriate", with some creativity and adaptation, you can turn these activities into meaningful leisure skills. (Editor's note: Tom Powell notes that there is not really that much difference in collecting candy wrappers and collecting stamps or rocks or baseball cards.)

ADAPTING: An older student who still enjoys a push toy might easily be taught to push a carpet sweeper or a shuffle board stick instead. A dust mop proved to be a good substitute for a teenager who is blind and enjoyed exploring the space in a room by banging the ceiling with a stick. She had fun and kept the cobwebs at bay simultaneously. Someone who likes to push buttons might be taught to use a piano, push keys on a typewriter, push the slide changer on a slide projector, or learn to operate a tape recorder. A child who throws things could be taught to load the dryer, play horseshoes or shoot baskets. Kids who enjoy vibration might learn to use an electric toothbrush or operate a foot massager. Someone who loves to spin might enjoy playing on a merry-go-round or learning to dance.

Activities should be those things done by typical people your child's age. Even if the activities your child enjoys are not typical for a child their age, the materials they use can and should be replaced by materials that are chronologically age appropriate. For example:

Activities and Material that are Age Appropriate		
Individual likes:	For a young child:	For an older child:
to rock	rocking horse	rocking chair
music	A musical stuffed animal	tape player with head sets
to put objects into containers	nesting eggs	tools such as socket wrenches into form fitted tool set

If you are stuck for ideas, start asking friends and family about their activities that include certain actions or that resemble the behavior your child seems to enjoy so much.

Some children seem to need certain sensory stimulation to calm themselves such as light gazing, being inside tight spaces, putting things on their fingers, hands, head, etc. These behaviors might give direction to you in helping that child to develop some leisure skills. For example, the child might start a collection of lighted objects such as the type found in some of the novelty stores. They could spend time exploring them in their room, taking them off a shelf or out of a box, and putting them back. They could also take a few of these items with them in a back pack or fanny pack if they are going to be in a situation where they are required to wait for periods of time. A child who likes to be in tight places may enjoy a snuggle bag or bean bag chair with pillows or accessing some designated place that could be created within his room for him to crawl inside. Just "hanging out" can be a legitimate leisure skill if your child chooses it.

EXPLORING: Beside developing "immediate skills" your child needs to be taught a number of new skills that can be used throughout his/her life. Because leisure activities should be done by choice, it is our responsibility to expose children to a variety of options from which they may choose. Many times children surprise us with the activities they enjoy once they are given the opportunity. We should let children sample all activities participated in by friends and family and that can be done in their familiar environments. This exploring should include both group and individual activities. While exploring with your child it's a good idea to note which activities your child shows some interest in doing. Try these activities a few times before giving up on them. Sometimes doing something for the first time can be frightening and overwhelming.



TRAINING: When your child's exploration has identified some activities they seem to enjoy, your next step is to teach the skills they need to participate to the greatest extent possible. This involves gathering materials, learning skills and rules, possibly learning money exchange or budgeting, developing social skills and making choices. The teaching might also involve classmates or brothers and sisters who would like to participate in these activities as well. Your child may never be able to fully participate in all aspects of an activity but any part of the activity they enjoy is worth doing. For example, your child may not be able to play a game of basketball, but she might enjoy throwing out the ball to the other players, retrieving it if it goes out of bounds, making free throws, and interacting with peers in a group activity. The time we all spend enjoying ourselves is a very important part of our lives, we can help ensure that our children have a richer life by honoring their choices, developing their interests, exploring new activities and teaching them the leisure skills that they need. You might also find that teaching a child to play is a treat for you as well.

Editor's Note: If you are a parent who feels lost when you try to teach your child a new game or activity, ask your school to help. See that the goals on the IEP include skills that will facilitate the development of a variety of recreation and leisure options for your child. School personnel should solicit ideas and information from parents, friends, and family when they try to identify the areas of interest and the types of environments the child will likely access. The more independent an individual is in entertaining him/herself the better their chances are for functioning well within their immediate family and in adult living situations. Participating in recreational activities is often a natural way to make connections in the community. Having activities that you enjoy and opportunities to choose to do these activities regularly makes you a happier, healthier individual.



Many thanks to all of the parents who took the time to fill out and return the Needs Assessment that was sent in early April. Your input is very valuable to us. If you have not filled it in, it is not too late, send it our way!

Colorado Summer Camps



Aspen Camp School for the Deaf

B. J. Blocker, Executive Director
P.O. Box 1494
Aspen, CO 81612

970-923-2511 voice 6609 TTY
camp@acsd.org www.acsd.org

Every summer ACSD hosts over 100 Deaf and Hard of Hearing students, ages 8 - 20, from across the United States. All sessions (except the one-week Teen Arts & Innovations Session) include outdoor education, creative arts, drama, photography, horseback riding, river rafting, communication skill development, computer experience and opportunities for personal growth. Located in Old Snowmass, Colorado, twenty minutes from Aspen, this camp has been in existence for over 30 years. In addition, Scholarships are available for all families. ACSD has worked with teenagers in the past that also had low vision or Usher syndrome.

Colorado Lions Camp

P O Box 9043
Woodland Park, CO 80866

Phone: 719-687-2087
web: <http://www.lionscampco.org/>

This is a residential camp for persons with visual and/or hearing and/or speech impairments, mild cognitive and/or physical challenges. For ages 8-12, 13-18, 19-30, and 30+. Separate week-long sessions for each age group throughout the summer. Activities include horseback riding, swimming, nature studies, story telling, astronomy, high/low ropes, fishing, Western reenactment and open campfire. Not wheelchair accessible. Financial sponsorship available.

Easters Seals Summer Camp

5755 West Alameda Avenue
Lakewood, CO

Phone: 303-233-1666
TTY: 303-232-5685

Easter Seals of Colorado has a number of different programs for children and adults with disabilities to help build self esteem and achieve independence. Programs include Camp Freedom for teens 15-21 with developmental disabilities, Camp Jerry's Kids for young adults with muscular dystrophy, Computer Fun Day Camp for children ages 6 to 7 with all types of disabilities and Talking with Technology camp for non-verbal children. The season opens June 3 for the following 10 weeks of residential camping, including fun activities such as fishing, swimming, horseback riding

Camp Paha-City of Lakewood Special Populations Day Camp

Using a Lakewood Elementary School
12100 W. Alameda Parkway
Lakewood, Colorado 80228

Phone: 303-987-4869
FAX 303-987-4863 (year round)
E-mail: dihshe@lakewood.org



Program includes: outdoor activities, swimming, arts and crafts, movement, special events, sports & games, nature programs, and field trips into the community. Day camp program designed to meet the needs of children and young adults with developmental and physical disabilities with a variety of programs and activities.

Recreation & Leisure Resources For People with Vision Loss

(Updated Spring, 2003 from Envision's *In Touch*, Summer, 2001)

Adaptive Sports Association
970-259-0374

**American Blind Skiing
Foundation**
847-255-1739

**The American Camping
Association**
800-428-2267

**Breckenridge Outdoor Education
Center**
970-453-6422

Colorado Mountain School
888-267-7783

Courage Center
888-846-8253

Courage HANDI-HAM System
866-HANDIHAM (866-426-3442)

Handicapped Scuba Association
949-498-4540

National Arts & Disability Center
310-794-1141
<http://nadc.ucla.edu>

National Beep Baseball
614-442-1444
www.nbba.org

National Camps for Blind Children
402-488-0981

**National Sports Center
for the Disabled**
970-726-1540

Ski for Light
612-827-3232

**Space Camp & Aviation Chal-
lenge for VI Students**
304-822-4410 or 304-822-4883

**Space Camp & Aviation Chal-
lenge for D/ HH Students**
412-371-7000

**United States Association for
Blind Athletes**
719-630-0422

US Blind Golf Association
850-893-4511
www.blindgolf.com

United States Braille Chess Association
718-275-2209



Other Organizations that Support Leisure and Recreation

American Alliance for Health, Physical Education, Recreation and Dance

1900 Association Drive (703) 476-3400

Reston, VA 22091 Fax: (703) 476-9527

Students, educators in physical education, dance, health and recreation. Houses the Adapted Physical Activity Council.

American Athletic Association for the Deaf

3607 Washington Blvd., #4 (801) 393-7916

Ogden, UT 84403-1737 Fax: (801) 393-2263

Fosters athletic competition among the deaf and regulates uniform rules governing such competition.

Blind Outdoor Leisure Development

533 E. Main (303) 925-2086

Aspen, CO 81611

Assists blind persons in participating in outdoor recreation. Aids in the establishment of local recreation clubs. Designs and conducts training courses.

National Handicapped Sports

451 Hungerford Dr., Ste. 100 (800) 966-4647

Rockville, MD 20850 Fax: (301) 217-0968

Promotes sports and recreation opportunities for individuals with physical disabilities. Provides direct services to people with mobility impairments, including those with visual impairments, head injuries, cerebral palsy, birth defects, and neuromuscular disabilities.

National Lekotek Center

2100 Ridge Ave. (800) 366-7529

Evanston, IL 60201

Offers a family centered approach to play. Children with special needs—along with their parents, siblings, grandparents, neighborhood friends—attend monthly play sessions.

Special Recreation, Inc.

362 Koser Ave. (319) 337-7578

Iowa City, IA 52446-3038

Organization for consumers with disabilities, their parents, rehabilitation professionals and volunteers.

U.S. Toy Library Association

2530 Crawford Ave.

Evanston, IL 60201-4954

National network of nearly 400 toy lending libraries serving children with and without disabilities. Families may borrow both commercially available and adapted toys.

World Recreation Association of the Deaf, Inc./USA

P.O. Box 92074 TTY: (716) 586-4208

Rochester, NY 14692-0074 Fax: (716) 475-7101

Established to foster the development of innovation in recreational and cultural activities for the deaf and hard-of-hearing community.

More Recreational Resources in Colorado

Spring into Summer with the NSCD

NATIONAL SPORTS CENTER FOR THE DISABLED
Courage, Strength, Determination. These are the qualities that define our athletes.

The staff at NSCD is excited about new summer programming which includes multi-day adventures that combine various sports at different levels according to the needs of the group. New specialized weeklong camps in our accessible campground, as well as a cultural exchange camp for teens with physical disabilities, will compliment NSCD's established summer activities. This summer we need volunteers to help out with river rafting, kayaking, hiking, biking, therapeutic horseback riding, golf, a Rockies baseball camp, and a Broncos football camp. Volunteer opportunities exist on a daily, weekly, or overnight basis in the Winter Park and Denver areas. The programming will run Tuesdays through Sundays from June 15th through August 15th.

Also new this year is the NSCD's youth instructional golf program, taking place throughout the state of Colorado. Young people with disabilities will be invited to take part in junior golf lessons along with peers at the following golf courses: Indian Tree (North Jeffco), City Park (Denver), Chipeta (Grand Junction), Easter Seals Camp (Empire), and Pole Creek Golf Club (Winter Park).

Check them out at: <http://www.ncsd.org>.

Contact Information:

P.O. Box 1290, Winter Park, Colorado 80482 USA

phone: 970.726.1540 or 303.316.1540 Fax 970.726.4112

Denver Office: 633 17th Street, #24, Denver, CO 80202 phone: 303.293.5711 Fax 303.293.5448 Email info@ncsd.org

- Check out the Breckenridge Outdoor Education Center: <http://www.boec.org/>
- For article on recreation and leisure with persons with a combined vision and hearing loss go to <http://www.tr.wou.edu/dblink/Rec-les2.htm>
- **BACKYARDS AND BUTTERFLIES: Ways to Include Children with Disabilities in Outdoor Activities**
/ Greenstein, Doreen. -- Brookline Books: 1995, 72.

This book is a compilation of ideas for making the outdoors more accessible and safer for all children. The authors provide detailed instructions and large diagrams for building or adapting various devices from tricycles to picnic benches, from hoes to slides. May be ordered from Brookline Books, P.O. Box 1047, Cambridge, MA 02238-1047; by calling (617) 868-0360 or (800) 666-BOOK; by e-mail at brooklinebks@delphi.com; by faxing (617) 868-1772. Cost is \$14.95

Literacy Modality and Communication Learning Plan for Students with Combined Vision and Hearing Loss

Check Out this New Form on our Website!



All school age (3-21 years) children and youth with visual impairment in the State of Colorado must have a Literacy Modality Plan on file as a part of their Individual Education Program. This plan highlights the results of a Literacy Modality Assessment by a teacher certified in the area of visual impairment. Specific information recorded on the Literacy Modality Plan includes: justification of primary and secondary literacy modes;

All school age (3-21 years) children and youth who are deaf/hard of hearing in the State of Colorado must have a Communication Plan on file as a part of their Individual Education Program. Special information recorded on the Communication Plan includes: primary mode of communication, availability of deaf/hard of hearing adult role models and peer groups, explanation of all educational options provided by the administrative unit and available for the child, and proficiency of teachers/interpreters/other specialists, and communication accessible instruction / extra curricula activities.

A form that addresses the documentation needs of both the Literacy Modality Plan and the Communication Plan has been created for use on behalf of school-age children and youth with both vision and hearing loss. The original form was created by Judy Mumford (a certified in the area of visual impairments) and Carol Clark (a certified teacher in the area of deafness) from Academy School District. Thank you to Judy and Carol!



You can find an adapted copy of the form on our website:

<http://www.cde.state.co.us/cdesped/Deafblind.htm>

The form can be downloaded as a MS word document or a PDF printable format.

If you need technical assistance in completing a Literacy Modality/Communication Plan, be sure to be in touch with your administrative unit's teachers certified in the area of visual impairment and deaf/hard of hearing. You can also call our office for assistance – Gina at 303 866-6605 or Tanni at 303 866-6681.

Web-based Course for Summer 2003

If you want to learn more about working with children who are deafblind, we strongly recommend that you take advantage of this distance learning opportunity!

ASSESSMENT & INTERVENTIONS: Case Studies in Deaf-blindness

This is a **web-based distance education course**, offered Summer 2003, designed for families, service providers, and educator of children and youth who are deaf-blind. The course is sponsored by the Project for NM Children and Youth Who are Deaf-blind, which is part of UNM's Center for Development and Disability.

Course Description: Using Case Tutorials in a Problem Based Learning approach, this course reflects real life issues that are of concern to families and service providers of children who are deaf-blind. Through these cases, participants discuss the delivery of appropriate services, alternate assessments, inclusion of students in natural settings, positive behavior supports, and transition issues.

Course Objectives:

Students will

Describe various diagnoses and syndromes that effect or result in vision and hearing loss.

Describe the effect that vision and hearing loss has on the development of the child.

Develop strategies for successful transdisciplinary teamwork.

Demonstrate the skills/strategies necessary for the successful collaboration between families and school professionals.

Develop and implement ongoing assessment and intervention strategies for working with children and youth with deaf-blindness.

 Become familiar with intent of IDEA relative to public policy

Cost: There is no charge for this course, but a commitment to complete the course is required of participant. A certificate of completion with specified contact hours will be provided to all participants upon completion. Resource materials will be provided.

For more information and to register, please contact:

Project for NM Children and Youth Who are Deaf-blind

Center for Development and Disability

University of New Mexico

2300 Menaul NE

Albuquerque, NM 87107

(505) 272-0321 (v/TTY),

e-mail nmdb@unm.edu

or visit our web site at cdd.unm.edu and follow the link to *The Project for NM Children and Youth Who are Deaf-blind*.

✓ CHECK IT OUT

- ✓ **Retinitis Pigmentosa – Teen Listserv**
[Http://groups.yahoo.com/group/RP_Fresh_Sight/](http://groups.yahoo.com/group/RP_Fresh_Sight/)

Teens, pre-teens and young adults can exchange information, share with others the difficulties of dealing with retinitis pigmentosa and similar visual disorders on a day-to-day basis.

- ✓ **Disability Info**
www.disabilityinfo.gov

This comprehensive resource is designed to assist individuals with disabilities, family members and other interested individuals in finding the information they need to know quickly. This site provides access to disability-related information and programs available across the government on numerous subjects, including civil rights, education, employment, housing, health, income support, technology, transportation, and community life.

- ✓ **6th International CHARGE Syndrome Conference**

The conference will be held on July 25-27, 2003 in Cleveland, Ohio.

For information contact: Dennis O'Toole at conference@chargesyndrome.org

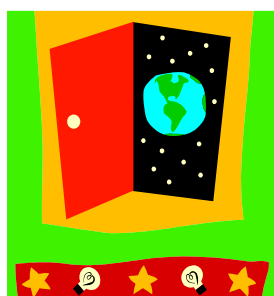


The **Parent's Support Group** will continue to meet for breakfast over the summer. We will meet at the International House of Pancakes at 11903 W. 6th Avenue, Golden, CO 804011. (Simms / Union exit). We will meet at 9:30 on the following dates: May 22, June 26, July 31, and August 22. Please give me a call if you have any questions or need directions. See you then!!

The 13th Deafblind International (Dbi) World Conference on Deafblindness will be held on August 5-10, 2003 at the Delta Meadowvale Resort & Conference Centre in Mississauga, Ontario, Canada. The Conference Theme is: "Communication is the Key to Opening Doors Worldwide for People Who Are Deafblind." You can see more detailed information on their website, <http://www.dbiconferencecanada.com/index2.htm>.



A NEW GRANT PROPOSAL WILL SOON BE OUT THE DOOR!



We are in the fourth and final year of funding for the Colorado Services for Children with Deafblindness Project. The project is funded currently through the federal Office of Special Education Projects.

A new grant proposal will be out sometime this spring and project staff will write a new grant for the next four years. We would love to hear from you about what activities you would like to see maintained and what new activities you would like to see added to the project.

YOU CAN HELP!

Now is an exciting time to dream about how to best offer support to individuals who are deafblind (have combined vision and hearing loss), their families, and their educational team. Please share your dreams with us!

In addition, we would love to receive a letter of support from you! A letter of support would be helpful in two ways. One, they will provide project staff with insight on how the project has been and/or could be helpful to you. Two, it provides the grant proposal reviewers with information about other people's /agency's support of this project.

We are hopeful that you will take a few moments to reflect on the past work of this project and the need for its continued work in Colorado. We plan to continue with the following key projects:

- ☞ program assistance to parents and school personnel
- ☞ parent meetings and family support activities
- ☞ one day training programs on specific topics
- ☞ Summer Family Retreat for families
- ☞ Summer Institute training with state and national experts
- ☞ VIBRATIONS newsletter
- ☞ Lending library
- ☞ Collaborative projects with other agencies (e.g. vision screening guidelines)
- ☞ Regional collaboration for an early childhood/sensory disabilities conference



Help us grow!

If you choose to write a letter of support, please address how the project has been of assistance / support to you, how you would like to be involved with future services of the project, and any ideas that you might have for activities to be included in this proposal.

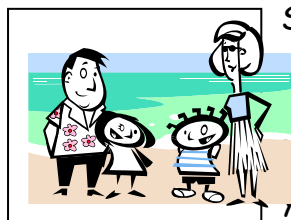
Please address the letter to: Tanni Anthony, CDE, 201 East Colfax, Denver, CO 80203.

We are hoping for letters from parents, siblings, grandparents, teachers, related service providers, administrators, and individuals who are deafblind. Handwritten letters are fine – in fact, they are wonderful! The important thing is to hear from you. Please send your letter by **May 30, 2003** to be sure that it included the grant proposal. Thank you for your ongoing support of our state project!

Family Learning Retreat 2003

“Hot Topics in the Summertime”

Colorado School for the Deaf and the Blind
33 North Institute Street
Colorado Springs, Colorado 80903
May 30-June 1, 2003



The Family Learning Retreat will change locations this year, returning to the Colorado School for the Deaf and the Blind on **May 30 - June 1st, 2003**. The weekend retreat is for any family with a child who is deaf/hard of hearing, blind/visually impaired or deafblind. This is an opportunity for families to meet other families while learning and having fun together. This year's theme is "Hot Topics in the Summertime."

Parents /adults will attend workshops during the day, while children participate in supervised recreational activities or daycare, depending on their ages. Check-in is Friday evening, May 30th starting at 5:00 PM until 7:30 PM and followed by a BBQ. The retreat ends by noon on Sunday, June 1st. Lodging in the CSDB dorms is provided for both Friday and Saturday nights. All meals are included except for Saturday evening.

The cost of the Family Learning Retreat is only \$10.00 per adult and \$5.00 per child under the age of 18. Spanish and Sign language interpreters will be provided upon request. Interested or know of someone who is? Call Marybeth Herens at the Colorado School for the Deaf and the Blind at (719) 578-2225 to call in your registration. For Spanish speaking participants, contact Val Hernandez at CSDB at (719) 578-2201. For a reservation to be confirmed, a registration form must be filled out and payment received by **Friday, May 9, 2003**. Any registration not confirmed with a payment by that date will be released to allow others on the waiting list to take advantage of the opportunity.

Please contact Marybeth Herens at (719-578-2225) or Gina Quintana at (303-866-6605), if you have any questions.

We hope to see you there!



Come and Relax. Make New Friends. Experience a valuable learning opportunity.

REGISTER TODAY!



Calendar of Events

2003	2003	2003	2003	2003	2003	.2003	2003
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- May 30-June 1** **Summer Family Learning Retreat – Colorado Springs**
Contact: Gina Quintana – (303) 866-6605 (for information specific to deafblindness)
- June 25-27** **SWAAAC Conference – Winter Park**
Contact: AT Office – (303) 315-1280
- July 5-10** **American Council of the Blind – Conference – Pittsburg, PA**
Contact: www.acb.org
- July 16-17** **Early Childhood Summer Institute – Breckenridge**
Contact: Juanita Kirkpatrick-(303) 866-6629
- July 20-23** **Summer Institute on Deafblindness / SSN – Breckenridge**
Contact: Tanni Anthony – (303) 866-6681
- September 20-21** **Traumatic Brain Injury Conference- Denver**
Contact: TBA
- August 5-10** **Deafblind International – 13th World Conference – Mississauga, Ontario, Canada**
Contact: Stan Munroe – stan.munroe@sympatic.ca or www.deafblindinternational.org
- October 6-7** **Closing the Achievement Gap: Multiple Approaches- Arvada**
Contact: CSDC Website – www.colostaff.org or (303) 432-0958
- November 6-8** **CDE/CAER State Conference on Vision Impairment – Aurora**
Contact: Tanni Anthony – (303) 866-6681
- December 4-7** **Getting in Touch with Literacy Conference – Vancouver, BC**
Contact: Cay Holbrook – cay.holbrook@ubc.ca

2004	2004	2004	2004	2004	2004	2004	2004	2004
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- February 13-14** **Courage to Risk Conference – Colorado Springs**
Contact: www.couragetorisk.org

2003 SUMMER INSTITUTE ON LITERACY FOR ALL

With Deafblindness and/or Significant Support Needs

Institute Dates, Site, Presenter, and Content: The 2003 Summer Institute is scheduled for July 20-23, 2003. It will be held at the Great Divide Resort in beautiful Breckenridge, Colorado. The speakers will include Karen Christianson from Arizona and several CDE Exceptional Student Services consultants. Karen is a certified teacher of students who are deaf/hard of hearing with the Arizona State Schools This training will include:

- ✓ *Presymbolic Communication and Intervention*
- ✓ Overview of Sensory Challenges with Students with SSN
- ✓ Communication Systems Built on Sensory Needs / Symbolic Level
- ✓ Use of Assistive Technology for Literacy Instruction
- ✓ Literacy Instruction Using the Student's Communication System
- ✓ Case Studies to Plan Interventions
- ✓ Instructional Strategies that Support Assessment (including scaffolding)



Target Audience: The training is designed for parents, teachers, CSAPA Coordinators, and other team members who work directly with children with significant support needs, including learners with combined vision and hearing loss & those who would be eligible for a CSAPA test.

Sponsors of the Training: Colorado Department of Education's Exceptional Student Services Unit, the Colorado Services to Children with Deafblindness, and the Colorado Chapter of AER.

Schedule: 6:00 p.m. on Sunday July 20th and will end by 4:00 p.m. on Wednesday, July 23.

Cost: Colorado participants will be provided with complimentary lodging for Sunday, Monday, and Tuesday (July 20-22) nights (two persons per room). A continental breakfast will be provided each morning and lunch will be provided on Monday, Tuesday, and Wednesday. Participants will be responsible for their own transportation to Breckenridge, their evening meals, and tuition costs. The registration fee to attend this seminar is \$40 for early registration (June 1) and \$60 for late registration.

University Credit: It is anticipated that the class will be offered for one university credit through the University of Northern Colorado.

Participant Agreement: Participants will be expected to attend the full training from beginning to the end-time on Wednesday. Colorado workshop participants who are working with a child with combined vision and hearing loss will be asked to make a commitment of a follow-up visit by a staff member of the CO Services to Children with Deafblindness Project during the 2003-04 school year. The purpose of the visit will be to address the impact of the summer training on the child's school and/or home program. This visit is free to school districts and families.

??s: If you have any questions, please call Tanni Anthony (303 866-6681) or email <Anthony_t@cde.state.co.us>

SUMMER INSTITUTE REGISTRATION FORM

Please make your check out to: **CAER** and send it with your registration form. **Do NOT make your check out to CDE.** The training is open to **100** participants. Please note that we will need your summer address / email address since the final confirmation information will be sent after the school year is over. PLEASE PRINT NEATLY.

Name: _____

Professional Discipline: _____

Summer Address: _____

Home Phone: _____ **Summer Email Address:** _____

I have enclosed my registration fee: _____ (\$40. early bird fee by June 1, 2003)

_____ (\$60. late fee after June 1, 2003)

I am interested in university credit. _____

Roommate preference, if known: _____

(All hotel rooms are double rooms with two beds – for two individuals)

Special Accommodations Needed (sign language interpreter, braille): _____

If you are working with a child/student who has combined vision and hearing loss, please complete this section:

My role with a child who is deafblind (parent / professional): _____

Name of child: _____

School that the child attends: _____

Other team members who would like to join me in this training:

Please return this completed form AND registration check to Sharron Fieber, CDE, 201 East Colfax, Denver, Colorado 80203. The deadline for applying for this training is July 4, 2003

New Items in the Lending Library!



- E26** Creative Play Activities for Children with Disabilities: A Resource Book for Teachers and Parents, Lisa Rappaport Morris and Linda Schulz, Human Kinetics Books, 1989. In this book you will discover 250 games and activities designed to help infants to 8 year olds with all types of disabilities grow through play.
- C34** The Language of Toys: Teaching Communication Skills to Special-Needs Children, Sue Schwartz, Ph.D. and Joan E. Heller Miller, Ed.M., Woodbine House, 1988. Parents and teachers have longed realized that by combining the natural curiosity of children with their strong attraction to toys, playtime becomes a valuable educational activity.
- B7** Developing Cross-Cultural Competence: A Guide for Working with Young Children and Their Families, by Eleanor W. Lynch and Marci J. Hanson, Brookes Publishing Company, 1992. Is a guide to cross-cultural competence today, tomorrow, and in years to come.
- G22** Systematic Instruction of the Moderately and Severely Handicapped, 2nd Edition, by Martha E. Snell, Merrill Publishing Company, 1983.
- V81** Creating Educational Toys and Activities for children who are blind or Visually Impaired, by Jennifer Regier and Lee-Anne Cross, presented at AER International Conference, July 2002.
- A36** Cognitive Development through Object Interaction: Assessment and Teaching for Children with Severe and Multiple Disabilities, by Charity Rowland, Ph.D. and Philip Schweigert, M.Ed., Design to Learn Products, 2002.
- D91** Transition Portfolios for Students with Disabilities: How to Help Students, Teachers, and Families Handle New Settings, by MaryAnn Demchak and Robin G. Greenfield, Corwin Press, Inc. 2003. Students with mild to severe disabilities have special needs, including specific ways of learning and communicating. This user-friendly guide helps teachers create a transition portfolio that will accompany the student to new classrooms and schools, and convey special needs, accommodations, and other vital information to a new team of teachers.
- V80** Play It Safe with Your Eyes, An Eye Health and Safety Curriculum for Children, by Prevent Blindness America, 1995. This curriculum contains five lesson plans that integrate hands-on activities, developmentally appropriate for children in preschool through second grade.
- E28** A Life Worth Living, by Judy M. Robinet, Robinet Publications, 1992. *A Life Worth Living* is a book about parenting infants and preschoolers with visual impairment and additional disabilities. Over seventy-five families portray their unconditional love for their children and the building of important personal relationships, even outside the family.
- G23** Children with Cerebral Palsy: A Parent's Guide, edited by Elaine Geralis, Woodbine House, 1991. This book is for parents who want to learn about cerebral palsy and how it will affect their child and family.
- D92** Deafblind Infants and Children: A Developmental Guide, by J. M. McInnes and M.A. Treffry,

University of Toronto Press, 1981. This is a comprehensive reference guide for teachers, parents, professionals, & paraprofessionals working and living with children who are both deaf and blind.

- H13** Signing Exact English, by Gerri lee Gustafson, Donna Pfetzing, and Esther Zawolkow, Modern Signs Press, 1975.
- V82** Freedom for the Blind: The Secret is Empowerment, by James H. Omvig, Region VI Rehabilitation Continuing Education Program. University of Arkansas, 2002. Mr. Omvig brings together rehabilitation practice with the wisdom and experience of countless blind people.
- E27** A Child's Body: A Parent's Manual, edited by Ruth Midgley and Susan Sturrock, Diagram Visual Information, 1977.
- H14** MENUS Manual: An Educator's Guide and Practices to Meet the Needs of Deaf and Hard of Hearing Students in Grades K-12, CSU Northridge, National Center on Deafness, 2002.

New Video Tapes

- 101.** Speaking for Myself, Teaching Deaf and Hard-of-Hearing Children to Listen and Speak, Oberkotter Foundation, 2001. The film showcases several children enrolled in schools that offer oral deaf education programs.
- 102.** Dreams Spoken Here, Teaching Deaf and Hard-of-Hearing Children to Listen and Speak, Oberkotter Foundation, 2001. It is the story of children who are learning to listen and speak.”
- 103** Touching Lives: Portraits of Deaf-Blind People, Perkins School for the Blind, 2003. This is a film about deafblind young adults and their daily needs, featuring 2 alumni from the Deafblind Program at Perkins.



Lending Library Request Form

Name: _____

Address: _____

Phone: _____

Please sign the following statement:

I understand that it is my responsibility to return these items in good condition within one month of receipt.

Signature

Date

Please send or fax to:

Gina Quintana
CDE
201 E. Colfax Avenue
Denver, CO 80203

Fax: 303-866-6918 or
303-866-6811

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, 201 East Colfax, Denver, Colorado 80203. It can be faxed to Gina at (303) 866-6918. If you have questions, call Gina at (303) 866-6605.

FACT SHEETS

The Colorado Services of Children with Deafblindness Project has developed Fact Sheets concerning issues related to deafblindness. You may order up to five free copies of each item.

- _____Alphabet Soup: Acronyms Commonly Used in Special Education (S)
- _____Appropriate Touch (S)
- _____Assessment Considerations (S)
- _____Awareness of Medical Issues in Relation to Changes in Behavior (S)
- _____Behavior Management Guidelines (S)
- _____Benefits of Community-Based Instruction(S)
- _____Best Educational Practices for Students with Deafblindness (S)
- _____Circle of Friends (S)
- _____Colorado Services to Children with Deafblindness (S)
- _____Communication (S)
- _____Considerations when Assessing Children and Youth of Spanish Speaking Families (S)
- _____Creating a Need to Communicate (S)
- _____Deafblindness (S)
- _____Developing Independence (S)
- _____Encouraging Exploration (S)
- _____Facilitating Friendships and Interactions (S)
- _____How to Interact with Individuals with Vision and Hearing Loss (S)
- _____Ideas of Recreation and Leisure Activities (S)
- _____Inclusive Education (S)
- _____Innovative Living Options(S)
- _____Hand Skills and More (by Geraldene G. Larrington, MA, OTR/L) (S)
- _____Light Sensitivity (S)
- _____Maintaining A Home-School Relation (S)
- _____Making Changes in Routines (S)
- _____Object Calendar (S)
- _____Object Communication (S)
- _____Otitis Media (S)
- _____Out of the Corner and into the Class
- _____Questions for Parents of School Age Children in Planning Transitions to New Teachers (S)
- _____Questions for Your Eye Doctor (S)
- _____Relaxation Strategies (S)
- _____Role of the Intervener
- _____Strategies for Successful Medical Appointments for Individuals with Deafblindness (S)
- _____Strategies for Using Voice Output Communication Devices with Children who are Deafblind
- _____Supported Education (S)
- _____Systematic Planning for Inclusion (S)
- _____Tadoma (S)
- _____Teaching Body Language (S)
- _____Tips for Working with Students with Usher Syndrome
- _____Tolerating Touch (S)
- _____Touch Cues (S)
- _____What's Functional About a Functional Vision Assessment (S)

TO ORDER: Duplicate this page as your order form. Please write the number of copies (5 or less) by each Fact Sheet title you are requesting and mail or fax to address/number listed below. Many of the Fact Sheets are also available in Spanish (S). Please write legibly, and THANK YOU for your interest!

YOUR NAME: _____
ADDRESS: _____

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