VIBRATIONS

NEWSLETTER OF COLORADO SERVICES FOR CHILDREN WHO ARE DEAFBLIND
Their Families, and Service Providers
WINTER 2008

MOVING ALONG

By Tanni Anthony

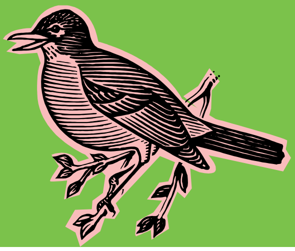
Movement defines our lives. We move when we breathe, speak, look, direct a hand to reach something, or ambulate to a new location, even if it is just turning over in bed. As we respond to the objects and people within our lives, we respond with movement. For many able-bodied people, our daily movements do not even register as movement effort. That is, until we challenge ourselves by cross country skiing all afternoon, a summer hike, or the climb up the many stairs of a beloved monument. For others, simple movement come at the price of physical exhaustion and/or confusion as to how to move one's body. Our role with these learners is to create an environment that supports and reinforces movement.

As we work with children and youth who have movement challenges, it is helpful to view the world from their perspective. If movement takes supreme effort, what is the reward of this effort? Is it a special person, a favorite toy, book, musical item, or time with friends? We are more willing to move when we have a good reward. I remember the days before TV remote controls when I fought with my siblings over who would GET UP off the couch and turn the television show that I was waiting to see (even when it was the show they also wanted to see). My motivation (and lack of strategy) always got me off the couch and to the television knob. When we have a reason to move and especially a highly-desired purpose, we have incentive to move. I won't bore you about my jogging routine in college...to of all places, the Dairy Queen! (we walked back to campus)

The edition is dedicated to creating environments with equipment, expectations, pacing, and motivational rewards for our children who may need a little more encouragement to move. We hope this is helpful information for you that you will be able to put INTO ACTION! Be in touch with your needs for more information or assistance.

TABLE OF CONTENTS

Page:



UPDATES

This Newsletter Edition: This edition of VIBRATIONS is focused on the topic of movement and the use of equipment such as the resonance board and the Little Room (with guidance and supervision) and the ideas behind active learning for some of our learners who might benefit form these tools. Please keep in touch with your technical assistance needs specific to these tools. We are happy to help with more resources and onsite consultation.

Colorado Census of Children and Youth with Deafblindness: The census is a CDE-approved data collection process to identify the children ages birth through 21 years who have a combined vision and hearing loss. All identified children, their families, and service providers are eligible for free technical assistance from the project. Thanks to all of you who sent in the census forms this past couple of months. We currently have 147 children and youth identified. Please find the article in this newsletter about the census results. Thanks to all of you who worked with us to ensure an accurate count! If you have any questions about the census process or would like a census form to register any newly identified children, please be in touch with Tanni Anthony at (303) 866-6681 or anthony_t@cde.state.co.us

Lending Library: Our library continues to grow with **many** new items. The Library Inventory and the Request Form are on the website: http://www.cde.state.co.us/cdesped/SD-Deafblind.asp

Technical Assistance (TA): Staff is available to provide free consultative assistance to families and school personnel both in the child's home and school setting. In addition to actual site visits, information can be provided via email, telephone, and the mail. Please let us know your technical assistance needs. The request form is available on the website and in this newsletter edition.

Literacy in Action: We would love to come to your classroom or home to capture "literacy in action" - we are developing modules of best practices and would love to include your good work!

Project Website: We have been adding information to the website! To check out the website, please go to http://www.cde.state.co.us/cdesped/SD-Deafblind.asp

Summer Institute: Save the dates of **June 25-27, 2008**. We will be heading back to Breckenridge for more hands-on / problem solving information about the use of the Communication Matrix. Be watching for more details on the project's website. Registration information will be posted by mid April. First priority will be to education teams of learners who are deafblind.

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, 201 East Colfax Avenue, Denver, CO 80203. This newsletter was prepared by Tanni Anthony and Gina Quintana.

IDEAs that Work
U.S. Office of Special Education Programs

Resonance Boards

By David Brown
California Deaf-blind Services

Editor's Note: David Brown is an Educations Specialist with the California Deaf-Blind Project. He was our Summer Institute Guest Presenter in August, 2007. This article is one of the handouts that he provided for the training. We thank David for his time with us in Colorado. He is a dedicated, passionate, and very knowledgeable teacher and we all benefitted from his expertise.

The idea of using hollow resonating boxes or platforms to help deaf people perceive sounds as vibrations has been known for centuries (Lane, 1984). You may have seen teachers in programs for deaf students stamp their feet on wooden classroom floors to get the students' attention. One of the leading classical musicians in the UK, Evelyn Glennie, is a percussionist who is profoundly deaf and partly "feels" the music through the wooden platforms on which she stands to perform (The Evelyn Glennie Home page). This idea was introduced into the world of visual impairment and blindness as well when Lilli Nielsen began to promote the use of resonance boards by children who had visual impairments and additional difficulties (Nielsen, 1972).

Then, in the later 1980s, people involved with children who are deaf-blind took up the idea, and it is now possible to find these simple but useful pieces of equipment in all kinds of programs and in homes (Johnson, Griffin-Shirley, & Koenig, 2000). Every baby and infant should have access to a resonance board as part of their collections of toys and equipment since these boards offer great and exciting opportunities.

How Do You Make a Resonance Board?

There is a scope for creativity and variety in making a board, but the basic design is simple and requires only rudimentary skills in carpentry. To make a board, you will need the following materials:

- ✷ A square piece of plywood at least 1/8 of an inch thick. The thickness may vary depending upon who is going to be getting on the board. Remember that if the board is too thing it will split when an adult kneels on it, and if it is too thick, it will not resonate very well. I suggest that you stand in a timber shop and hold sheets of plywood of various thickness vertically on the floor, then place your ear and the side of your head against them as you tap and scratch at each one to see what you think. A good size is 4 feet square, but his can be enlarged or reduced, again depending upon who is going to be using it. Too small a square and the resonant qualities will reduce dramatically; too large a square and the center of the board wills ad and touch the floor when a person's weight is on it, seriously dampening the resonance. If the board is much bigger than 5 feet square then only tall, strong people will be able to lift and move it. I generally use 3 feet square boards for babies and infants, and 4 feet square boards for older children. As children with limited movement row and get taller, I place them more diagonally on the board.

- ✷ Four strips of 1 inch x 1inch wood to be attached to the underside rim of the sheet of plywood (for example, on a 4 feet square board each of these strips would need to be 3 feet 11 inches long). These can be glued around the underside rim, but if the board is likely to get a lot of use and a lot of lifting and moving around (in a school classroom rather than a home), use glue plus nails or screws, taking care to countersink the nails or screws into the surface of the plywood for safety. Some people are concerned that using nails or screws deadens the resonant quality of the board, but I have found this to be so slight it seems negligible.

✷ One can of furniture wax and a polishing cloth.

How Do you Finish and Maintain the Board?

Once the board is constructed, the upper surface and edges need to be made very smooth and safe by rubbing with sandpaper and then glass paper. The final step is to apply two coats of furniture wax with a polishing cloth (hard work!) so that the finished surface is smooth, rather waterproof, and easy to wipe clean. You might like the idea of using scented wax polish (such as lavender) to add a consistent smell as an extra marker to identify the board. When I made my first board in 1985, I painted it black for good visual contrast and for saliva proofing. It was a beautiful job with undercoat and two coats of black gloss paint, but I found that these layers of painted deadened the resonant qualities of the board very significantly. Painting the board with clear varnish does the same, so it is best to stick to wax polish.

Maintenance needs depend upon the amount of intensity of use that the board gets. The board I used for years got a lot of use and so needed to be rubbed down with glass paper and rewaxed two or three times every year. If you see parts of the plywood surface losing their sheen or bits of frayed wood or splinters you urgently need to make repairs, at least to rewax with the polishing cloth until you have time to glass paper it smooth again. To save storage space, it is best to keep the board upright against a wall (maybe behind a cupboard or a sofa), with the smooth surface towards the wall for protection.

What Can You Use on the Board?

Toys and equipment to be used on the board depend entirely upon availability, safety considerations, and personal preferences (yours and the child's!) I recommend access to a variety of things that includes plastic and enamel plates and bowls, metal chains of various lengths and weights (such as dog choker collars), bunches of metal spoons or keys, rocking toys with bells inside (such as Chime Bird and Happy Apple), plastic or metal slinkies, spinning tops, metal cans of all sorts, music boxes, drumsticks, large round pebbles, and vibrating and wind-up objects. Since my arrival in California from England in 2000, colleagues at the Blind Babies Foundation have introduced me to the idea of using more natural materials like pieces of smooth driftwood and piles of walnuts and pecans (still in the shell, of course!). My favorite object to use on the board is myself. I like to knock and scratch on the board or talk and sing at it as a way of making contact with the child who is on it.

How Do You Start Using the Board?

A child can be placed alone on the board or can use if with another child or with an adult in any safe, desired or useful position. Standing and walking on the board barefoot can be fun, as well as sitting and lying down. Some children might enjoy being in their seat or standing frame on the board. For first-timers in the horizontal position the board can be a scary place in the beginning, so I often recommend spreading a towel over the board, so that it acts as a muffler to sounds and vibrations. The towel can be repositioned gradually as the child gets used to the sound and vibro-tactile qualities of the board, so that first bare feel touch the board, then the legs, then the butt, the torso and shoulders, and finally, if the child is happy and interested, you can remove the towel completely and expose the head to the bare wood. Some of the children may need days or weeks for this process, but others cope with it over the space of half an hour or so. Another idea is to begin with the child lying on the carpet with only his or her feet on the board. If sensitive feet are a problem you might want to reverse this position or just leave the child's shoes or socks on. You can place the board on carpet to minimize the resonance or move it to a hard floor surface like linoleum, tiles, or concrete to produce much more dramatic feedback. Sometimes a child on a chair, or in a wheelchair, or standing might like to interact with the board held vertically next to them.

What Do You Do with the Board?

This is where all that hard work pays off and things get exciting! Use your imagination and the sky is the limit! You can work on an amazing range and variety of skills and activities using a board, including math, communication, large motor skills and mobility, fine motor manipulation, use of vision and hearing, tactile and visual search, turn-taking, anticipation, encouraging vocalizations and speech, problem-solving, sequencing, cause and effect, rhythm, and on and on. The special quality of the board is that any movement on its surface will produce amplified sound and matching vibration, and it will vibrate to music or voices aimed at it even if the sound-maker is not in direct contact with the wood. For children with deaf-blindness the amplified sound coming through the board might be important, but the vibration that accompanies the sounds will have an immense impact if the child is in direct contact with the board's surface, and this might be very motivating for them. Sometimes using a board's surface, and this might be very motivating for them. Sometimes using a board can produce very interesting and surprising outcomes:

- A distractible and very active child who moves around the room a lot may choose to remain on the board because it is the place where all the interesting feedback happens, yet a very passive immobile child may become more active on the board because of the feedback it provides, and also because it has a smooth surface that reduces friction and makes sliding, bottom-shuffling, and back-scooting easier.

- A child with a poorly coordinated movements might move less but move with more care and planning in order to produce specific feedback from the board, yet a passive and inactive child might be encouraged to move more because each arm or leg movement or turn of the head produces interesting feedback when he or she knocks the rocking toy, drags the metal chains draped across wrists or ankles, or just taps and kicks the board directly.

- A very vocal child might be silent on the board in order to listen and attend, but a normally very silent child may vocalize in response to sounds and vibrations coming through the board.

- A child who does not normally use vision may look to see what is tapping or rocking on the board or may use vision to guide arm or leg movements to produce interesting feedback again.

- A child who dislikes using his or her hands to touch things might reach out to make sounds and vibrations happen again.

- Children who do not normally interact with other people n positive ways may attend, wait, look, touch, and take turns during tapping games on the board. Interactions with peers might be encouraged if children spend time together on the board. I have also observed n regular classrooms, a board raised up onto a large table with the whole class sitting around it and playing games involving turn-taking, or creating or accompanying music, or banging and chanting as part of a storytelling or drama session. Used in this way, the board is an effective agent for including all the children in the class activity (Park, 2000).

- By traveling around the board in some way a child might discover the board's edges and use touch or vision to explore them, thus expanding their understanding of space and boundaries.
- A child with a poor sense of space and direction may be helped by tapping games on the board, since the vibrations through the wood will provide extra information about where the taps are coming from and where the other person is located.
- Sometimes a child might decided, or be encouraged to decide, to get himself on or off the board, and this can provide interesting challenges to problem-solving activities.

As you can see from this list, many of the things that the board can encourage are often thought of as being in the areas of expertise of the physical therapist, the vision specialist (teacher), the orientation and mobility specialist, and the teacher of the deaf. If you have a board, any of these professionals can be brought in to explore it, to experiment with it, and to collaborate in developing ideas to help individual children. There are also other pieces of equipment designed or promoted by Lilli Nielsen (Nielsen, 1992; Johnson, Griffin-Shirley, & Koenig, 2000) that can be used with a resonance board. Above all, let the children you know show you how to use the board, and let your imaginations and creative impulses run free together. Discovering these boards almost twenty years ago change my life in the most positive ways, and I hope the discovery changes yours life too.

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"One step at a time is good walking."

Chinese Proverb

An Introduction to Dr. Lilli Nielsen's Active Learning

by **Stacy Shafer, Early Childhood Specialist, TSBVI Visually Impaired Outreach**

This article was retrieved from the Texas School for the Blind/Visually Impaired website: http://www.tsbvi.edu/Outreach/seehear/fall03/lilli.htm There have been some slight adaptations .

Dr. Lilli Nielsen has worked as special education adviser at Refsnaesskolen, National Institute to Blind and Partially Sighted Children and Youth in Denmark since 1967. She was trained as a preschool teacher and psychologist. She has performed research in the area of spatial relations with infants who are congenitally blind and has written several books and articles about educating children with visual impairments and multiple disabilities. Dr. Nielsen's approach is called Active Learning.

All young children learn through play. They need to be encouraged to explore their environment and objects in their environment. Dr. Nielsen believes that all very young children learn by being active, rather than passive recipients of stimulation. We need to observe typical children to see how they learn to move their own bodies (raising their heads, reaching for objects, sitting up, etc.); use their bodies to explore their surroundings (including any and all objects within their surroundings); and actively participate in interactions with other people. A visual impairment prohibits a child from having enough opportunities to develop these abilities and have these experiences without intervention. She encourages the adults to set up the child's environment so that he can do this.

Dr. Nielsen's recommendations when developing the child's environment.

Observe the child. It is imperative that we know what the child can do, what activities he enjoys, what type of objects he like, etc. Assessing the child's existing skills and preferences is the first step in programming. Observation will help you note the current developmental skills the child has. A child's preferences are indicators of the underlying strengths of his system. These preferences can guide you in the selection of objects and activities. You need to know a child's repertoire so you can notice change and improvement.

Provide the child with more activities and objects that are similar to those he enjoys. This will encourage the child to explore and experience new things and broaden his knowledge base. Young children with visual impairments need to be encouraged to explore not only toys from the toy store, but also everyday objects around the house.

Give the child opportunities to practice and/or to compare. As adults, we are often tempted to remove materials as soon as the child shows that she can use them. We all relate new information to things we already know. For example: The first time you successfully drove a car around the block, you still needed lots more experiences driving in different environments, on different types of roads and highways, different vehicles, different times of the day and night, in different types of traffic, with the radio on and off, and with friends in the car, before you really mastered all the skills and concepts about driving. When a child begins to bang one object on another one, she needs to be given the opportunity to bang lots of different objects on lots of different surfaces. (The sound produced when banging a metal spoon on the couch is much different than banging it on the coffee table or a metal mixing bowl.) Children need to be able to repeat an action many, many times, in order to learn.

Provide a few materials and activities that are at a slightly higher developmental level to provide a challenge for the child, so he doesn't become bored. When you present information to the child, you only model how to use the objects or complete the activities. You do not expect him to imitate what you do until he imitates of his own accord.

<u>Do not interrupt a child by talking when she is actively engaged in play</u>. Most of us have had the experience of talking to an infant who is busily kicking her legs and having the child stop kicking to listen to our voice. When a child is exploring or playing with an object or practicing a new movement, don't interrupt with a comment. We need to wait to talk with the child about what she was doing until she turns to us to share her experience, or at least until she takes a little break in the activity. This does not mean that we need to stop talking to our young children with visual impairments, just that we need to pick our moments.

<u>Slow down, when interacting with a child.</u> We must be willing to wait and give the child time to take a turn in the interaction. When playing with a child, Dr. Nielsen tells us to give the child time to explore an object alone, rather than jumping in and showing her/him how to use it. At a conference, during a child demonstration, Dr. Nielsen offered a battery operated facial brush to a child. She let him explore the brush in his own way. He held the brush against various body parts, moved it from hand to hand, turned it over, put it on a tray, moved it against other objects on the tray, picked it back up, put it to his lips, and did many other things with it. Then he turned to Dr. Nielsen to share the experience. That was the moment she talked with him about the facial brush and the things he had done while playing with it.

<u>Let the child have control of her/his own hands.</u> Dr. Nielsen feels it is important when we are interacting with a child who has a visual impairment, that we not take her/his hand and bring it to the materials. Instead, we need to develop alternate strategies for presenting objects to the child (e.g., gently touching the toy to the child's arm or leg to alert him of the object's presence, making noise with the object to arouse his curiosity to encourage him to reach out, placing several objects so that they are touching the child's body or very close to it so any movements he might make will bring his body in contact with an object).

Dr. Nielsen has developed several pieces of equipment to provide children with visual impairments the opportunities to actively participate with their environment. One of these "special environments" is the Little Room. The Little Room consists of a metal frame supporting three side panels and a Plexiglas ceiling from which a variety of objects are suspended which the child finds interesting and enjoyable. This gives the child the opportunity to experience the properties of objects, to compare different objects, and try out different things to do with the object on his own without adults interpreting that experience for him. Since the objects are stable, it allows the child to repeat his actions with an object as many times as he needs to, at one to two second intervals, without dropping and losing it. The immediate repetition enables the child to store the information gained from the experiences in his memory.

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Unpublished notes taken from lectures given by Dr. Lilli Nielsen at conferences in Albuquerque, New Mexico, September of 1992, in Milwaukee, Wisconsin in October 1993, and Dallas, Texas, in May 1994

Active Learning and the Exploration of Real Objects

By Stacy Shafer, Early Childhood Specialist, and
Ann Adkins, Education Specialist, TSBVI Visually Impaired Outreach

This article was retrieved from the Texas School for the Blind/Visually Impaired website: http://www.tsbvi.edu/Outreach/seehear/winter04/active.htm. There have been some slight adaptations to the article.

All children learn by exploring and manipulating the objects in their environment and by comparing new objects to familiar ones. They need as many experiences as possible with *real* objects and textures. Hands-on experiences with a variety of objects, made out of as many different materials as possible, allow students to work on a variety of skills and learn about their environment. Concrete experiences with real objects also facilitate concept development. It is important to give students ways to actively impact their environment and teach them to be active participants in their world instead of passive recipients of stimulation from adults. The active learning techniques developed by Dr. Lilli Nielsen provide excellent opportunities for visually impaired students to gather information through the exploration and manipulation of real objects. Dr. Nielsen's approach encourages children to be *active* learners, and helps them discover that they can control events in their lives.

Some of the active learning equipment and materials that we have observed include:

The Little Room: The Little Room is described in detail in Dr. Nielsen's book, *Space and Self.*. It is a piece of equipment that provides students with a safe environment for independent play and exploration. Many children are more willing to tactually explore objects when they are in control of an activity and can anticipate what might happen. The objects in the Little Room are attached with elastic and go back to their original positions when the child lets go of them, enabling him to find them again and repeat an action as quickly and as often as he wants. It gives students the opportunity to work on object exploration and manipulation, object comparison, object permanence, cause and effect, spatial concept development, problem solving, independent play, recognition, anticipation, sensory integration, and spatial memory. The Little Room also provides the opportunity to learn about the different materials from which objects are made (paper, leather, wood, metal, etc.) and the different attributes of objects (size, weight, temperature, etc.). As students experience these different objects and learn about their specific characteristics, they will discover that some objects are better for some activities than others. They will learn that some objects make better sounds when batted at than others, some are better for mouthing, some are more interesting to touch, etc. Although the Little Room is an independent activity, it MUST be supervised at all times.

The Position Board: This is a piece of pegboard to which objects are attached with pieces of elastic and is also described in *Space and Self*. It may be used as an independent activity if the position board is placed so it will remain stationary, or it may be used with an adult. It can be attached to a student's wheelchair tray, attached to a wall, or placed on the floor or table. Like the Little Room, objects should remain in the same position to encourage the development of object permanence, and the elastic attached to the objects needs to be long enough for students to be able to bring the objects to their mouths. Be sure to include objects with different weights and textures.

The Scratching Board: This is a piece of wood with different textures attached to it. These textured squares are approximately 3" X 3". Examples of textures to include are: leather, carpet, cork, shiny wrapping paper, packing "bubble" sheets (if there is not a danger of the student tearing off a piece and getting it in his mouth), corrugated paper from a box of chocolate candy, shiny ribbon, suede, etc. Fine screening, like tea strainers or cooking strainers, can also be used if the edges are covered to prevent injury.

The scratching board can be attached to a student's tray or positioned so that it can be used while the student is lying on the floor, with either his hands or feet. The Scratching Board can be stabilized so it is an independent activity.

The Tipping Board: This is a board that is fixed in an upright position. Hang objects from the top of the board so that students can receive sensory feedback by batting at them. Again, it can be positioned so that a student can use both his hands and feet. Some objects to consider using include: shiny bead necklaces, strings of interestingly shaped beads, chains (such as those used in the 70's as belts and necklaces), bells, a plastic or metal slinky, wooden spools strung on cord, etc. Inexpensive necklaces can be restrung with nylon fishing cord or dental floss to prevent breakage. The Tipping Board is an activity that students can do independently, with supervision, if the board is stabilized.

Vest with Objects: The Vest is like a cummerbund with Velcro. Objects and interesting textures are attached to it for students to explore independently. Headliner fabric may be used instead of Velcro to reduce the possibility of abrasions.

The Resonance Board: Playing on a resonance board can be a very rewarding activity for students, providing them with sensory input from the vibrations created by their play. Position the student on the resonance board with several interesting objects around him to encourage him to explore his immediate environment. Playing on the resonance board can be an independent activity, or it is an activity that could be shared with an adult or another student. The child should be on the Resonance Board when using a Little Room.

All of the activities described above encourage students to use their hands to explore their environments. Visually impaired students need repeated opportunities to tactually explore and examine real objects every day. They need a variety of experiences that require *active* responses. Additional information on active learning can be found in Dr. Nielsen's books, *Space and Self* and *Are You Blind?*. These books also include information on suggested objects to use with the activities.

The student's educational team should work together to choose appropriate objects. Objects should be pleasurable, graspable, and have tactile, auditory, and visual qualities. Real objects from everyday experiences and daily activities are recommended because they can provide more meaningful and rewarding experiences than toys. Toys and commercially available objects are often made of plastic, and plastic provides little information that is tactually meaningful for visually impaired students. Objects should also be presented in such quantities that the child will have the opportunity to choose, compare, and play counting and sequencing games. They should also vary in weight and texture. Caution is advised because some objects are not appropriate for use with all students. Teams should ensure that all materials and boards used in active learning activities are splinter free, that rough edges are covered with heavy layers of masking or packing tape (especially pegboard), and that any paint, acrylic, or finishing agents used are nontoxic. Even though these are independent activities, they MUST be supervised at ALL times.

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Understanding *Every Move Counts, Clicks and Chats (emc^3)*

By Gina Quintana

This article was written from notes taken at a lecture by Jane Korsten, author of Every Move Counts.

The other night I was watching a new show called Oprah's Big Give. This particular week, the show was filmed in Denver. My first thought was "Why didn't I know about this?" but I watched the show and really enjoyed seeing how the contestants went about "finding someone to help." One of the contestants came across a family who had a child with severe disabilities and "did not communicate." As this story progressed, the contestant decided to help this family whose child, now a young lady, is someone I had the honor of meeting several years ago. I was a little disturbed when I heard the contestant on the show announce that she was going to raise money to help buy this young lady a communication device so that she could begin "communicating with her family." My educator's brain went right to a list of questions:

- What does type of functional communication system does she have in place right now?
- What is her vision?
- What is her hearing?
- What are her sensory, physical, and other learning needs?
- Has an Assistive Technology Evaluation been completed to determine that a device is appropriate at this time?

Many of these questions were fresh in my mind, because I had just attended a training called "Every Move Counts, Clicks and Chats," (emc^3) A Sensory-Based Approach: Communication and Technology. The training was provided by Jane Edgar Korsten, a Speech Language Pathologist who researched and co-authored this assessment and manual with Terry Vernon Foss and Lisa Mayer Berry (OTR/L).

Every Move Counts (EMC) is an assessment that I had used and was quite excited to see it updated. It is a process that "addressed the needs of individuals, regardless of age, who were perceived as having 'severe and profound sensorimotor differences'." The assessment is divided into 3 main areas. There is the *Counts* section and the focus is (a) communication assessment, (b) symbol assessment; and (c) the assessment summary. The next section is *Clicks* which is purposeful switch use assessment. The final section which is titled *Chats,* which is the portion to be used when assessing what voice output device components will be needed.

There are many people (children and adults) who because of their "communicative, sensory, and/ or motor differences are non-speaking." (Note: non-speaking is very different from non-communicating.) Many times there is an assumption of "lack of cognition" and "behavior problems" because of the lack of a functional communication system. Without a functional communication system, other skill areas are hindered.

According to Korsten, it is important to have an understanding of the difference between communication and language. Many times these terms are used synonymously, when in fact they are not.

> "…**communication** is a 'process through which we exchange information,' and **language** as 'the structure through which we communicate.' In other words, **communication** is the message (for example, "thirst"), and **language** is the method by which we communicate the message (for example, by pointing to a cup.)" (p.9)

She also goes on to say that there are prerequisite behaviors or skills for **language** and **communication**. For language, according to Musselwhite & St. Louis (1982):

- *Eliminating interfering behaviors*
- *Improving attending skills*
- *Developing eye contact*
- *Developing functional object use*
- *Establishing object permanence*
- *Developing functional object use*
- *Establishing object permanence*
- *Teaching motor imitation*

For communication skills that precede language, according to Sternberg (1980), individuals must:

- *Be able to separate one's self from the environment.*
- *Understand that there is something they can do to exchange information with someone. (mode)*
- *Understand that there are things about which to communicate. (topic)*
- *Understand that there are people with whom to communicate. (partner)*

Other factors that are described in the book are the importance of looking at several areas when completing this assessment. It is important that we look at development and developmental differences. Other sensory areas that need to be addressed are visual, auditory, olfactory, gustatory, tactile, vestibular and proprioceptive.

The *Every Move Counts* assessment is communication based, as opposed to language based. It really takes a look at and identifies abilities (communication and motor) rather than disabilities. It really helps the team develop individualized goals that are appropriate and achievable by the individual. As best said by Korsten, "Assessment is just a starting point… not a universe." (p. 56) This is a great book, check it out for your assessment needs.

Korsten, J.E., Vernon Foss, Terry, and Mayer Berry, Lisa, (2007), *Every Move Counts Clicks and Chats, Sensory-Based Approach: communication and Assistive Technology,* EMC Inc.

Colorado's 2007 Deafblind Census

Number of Children and Youth Registered: **147**
Number of Boys: **79**
Number of Girls: **68**

Other Numbers:

Ethnic Representation	
Native American	**4**
Asian	**3**
Black	**10**
Hispanic	**44**
White	**86**

Age Representation	
Birth—2	**30**
3-5	**37**
6-10	**33**
11-14	**20**
15-21	**27**

Leading Causes of Deafblindness (specific to Colorado)	
"Other causes"	**17**
Complications Of prematurity	**14**
CMV	**10**
Down Syndrome	**7**
CHARGE Syndrome	**7**

Family—2—Family Listserv

What is Family-2-Family?
An internet listserv designed to connect families living in the western United States who have a child with combined vision and hearing loss.

What is a listserv?
A listserv provides a way for internet users to participate in discussions or receive information from other members on the list. An e-mail message from one member of the list is automatically distributed to all other members of that list.

Who can join?
Any family member of a child or youth who is deafblind and lining in one of the following state: AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, Pacific Trust Territories, UT, WA, WY

Why would you want to join?
To develop a relationship with other families of children who are deaf-blind; to share ideas, gain support, ask your burning questions, laugh about life's funny calamities and celebrate family successes.

How do you join?
Please send an email to Gina Quintana **(Quintana_g@cde.state.co.us)** with a request to join the Family-2-Family listserv. After joining, you will receive a welcome letter with instruction and guidelines for listserv use, as well as a request to submit a family bio to the listserv.

For more information:
Contact Karen Roberts at kdot62@comcast.net

Sharing the Journey

A PARENT'S PERSPECTIVE
FROM ONE PARENT TO
ANOTHER

A Treasure Chest -- Different Keys at Different Times

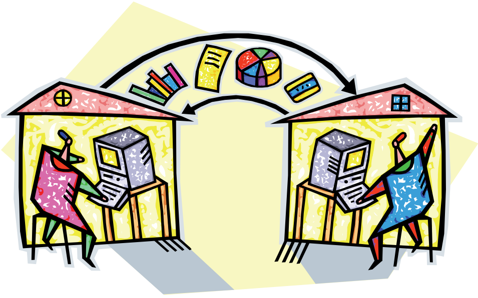
By Karen Roberts, Family Specialist

In the Spring/Summer 2008 issue of *Vibrations*, an article about special education students referred to those with severe disabilities as treasure chests just waiting to be unlocked. I like that analogy. It is hopeful and optimistic and believes in our kids. It implies that incredible persistence and broad and innovative thinking can lead to great rewards. I'm not sure one key will unlock all the treasures within our kids and sometimes, we may not immediately recognize the treasure for what it is. And, as I have learned this fall, I might not always personally like the "key," but Benjamin can be his own advocate and has led the two of us toward a decision that I wasn't really expecting.

In the last issue of *Vibrations* I wrote about inclusion, and what it means to Benjamin and my family. He has been placed in the general education classroom at our neighborhood school since kindergarten. And that's where we began fourth grade this year. Once again, I never know what the next detour in the journey will be as this fall we decided to place him in the self contained classroom in our neighborhood school. Same school but different placement. A big change for me but not such a big deal for Benjamin. What it will add to his day is less confusion and greater continuity in his educators and his schedule. One day, I hope that our local school system will have the supports needed to include all children in the general education classroom *all day*. That is not the reality of this era inn our district. I believe that in our school district, in this day and time, now that Benjamin is older and the adaptations and modifications are more difficult, this decision is the best for him. He is still in general fourth grade for the specials, lunch and recess and reading buddies (recently a typical fourth grade girl that hadn't opened a book since the beginning of the year did so for the first time when Benjamin was allowed to be her buddy!). Our district, as in every school district, has a Special Education Advisory Council (SEAC) and I will continue to be a voice on that for progress toward including our kids as much as possible with their typical peers (go to your district's website or call your department of special education for information on when and where your local SEAC meets).

Another "key" - for those of you with children in third grade and over - have you received your CSAPA test results? But CSAPA is another tool or key that I can use to hold the educators accountable to Benjamin. So no, his scores won't knock anyone's socks off but they are a baseline that we can use to measure his progress each year. I know people look at the CSAP in many different ways – for me, it's more of a score for the teachers educating him than it is for him. It will motivate them to continue to search for the correct key.

Ahhhhh...I miss those slow summer days…. .hopefully one of the parent get togethers will work with your schedule - no matter the age of your child it is so wonderful to connect with other parents who are there and "get it." See you soon!

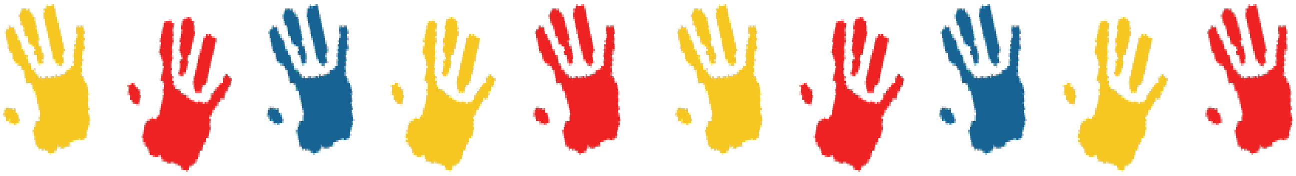


The Power of Networking!

By Shannon Cannizzaro
Parent Consultant

Having a child with a rare diagnosis is never easy. But, with modern technology and the wizardry of the Internet families are brought together from around the world. I have recently been contacted by two mothers whose young children have the same rare chromosome disorder as our son, via The Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project's website. One mother lives in right here in the United States and the other in The Netherlands. Due to our project we have been able to share pictures, our thoughts on combined vision and hearing loss, therapy ideas, educational needs and rare medical conditions and concerns.

I can't imagine going it alone, we are so lucky to be in a time with a click of a button we can fill our need for encouragement and information to help our children.



New National Consortium on Deaf-Blindness Website
www.nationaldb.org

- Comprehensive source of information and resources on deaf-blindness, technical assistance, and personnel training
- Easy access to full text materials on more than 70 subjects in Selected Topics
- Announcements of upcoming events and new publications
- Resources for Families and Teachers

The National Consortium on Deaf-Blindness
Improving Outcomes for Children Who Are Deaf-Blind

From Deaf-Blind Perspectives, Fall 2007, Volume 15 Issue 1

THE FAMILY LEARNING RETREAT 2007—LOOKING BACK!

By Shannon Cannizzaro

The Family Learning Retreat 2007 was held at The Colorado School for the Deaf and Blind, on June 1, 2, and 3. Parents were welcomed Friday evening with registration and a wonderful family dinner. After dinner the children and young adults scooted off to activities and parents attended a knowledgeable talk given by Dr. Tom Theune an Ophthalmologist, who happens to be visually impaired. The rest of the weekend was packed full of insightful speakers and fabulous door prizes. The conference focused on Transitions for our children and future financial planning. It seems that we as parents with children with special needs are always preparing for the future. **What Next!** We are planning transitions, medical services and educational needs. This years conference really touched on everything.

Since The Family Learning Retreat is an annual event it is always comforting to see familiar faces and welcoming new ones into our circle. I am eagerly looking forward to 2008!

Shannon Cannizzaro

A Very Special Thank you!

Many thanks to the planning committee for the Family Learning Retreat 2007! Committee members include: **Diane Covington, Gina Quintana, Karla McKechnie, Jon Vigne, Stefanie Morgan, Shannon Cannizzaro** and **Sandy Fuentes.**

Also, thank you to **Andy Cannizzaro, Todd Cannizzaro, and Rachel and Mike Morgan** who helped us with setting up the conference and clean up at the end! We couldn't do it without you!

Online Training Program for Paraprofessionals

A pre-service online training program in deafblindness is now available through Utah State University. Based on the National Intervener Competencies, the courses are designed to prepare paraprofessionals to work as interveners with children and youth who are deafblind. The coursework can also be useful to teachers, parents, administrators, and adult service providers. This coursework won the 2007 Blackboard Greenhouse Exemplary Course Award. The following options are available to interested students:

Option 1: Students can take the training program in deafblindness that consists of two 4-semester credit hour classes to be offered in the Fall and the Spring. Practicum hours are also available for those working with individuals who are deafblind. Tuition is $188/credit hour with no out of state fees. Upon successful completion of the coursework, students will be awarded a certificate of completion from USU. These courses can also be taken for graduate credit at $240/credit hour.

Option 2: Students can take the two course training program on a no-credit basis for $110/credit hour with no out of state fees. Upon successful completion of the coursework, students will receive a certificate of completion from USU.

Option 3: Students can take the coursework as part of an Associates Degree program in General Studies with a Focus in Deafblindness. This online program includes 30 semester hours of general education classes and 30 hours of coursework that includes the deafblind classes and other related topics. Tuition is $188/credit hour with no out of state fees.

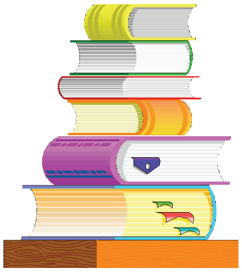
Anyone interested in participating in this training, please contact:

Linda Alsop, SKI-HI Institute, Utah State University at (435) 797-5598

Interveners in the Classroom: Guidelines for Teams Working With Students Who Are Deafblind

Linda Alsop, Cindi Robinson, Karen Goehl, Jenny Lace, Maurice Belote, & Gloria Rodriguez-Gil. Logan, UT: SKI-HI Institute, Utah State University, 2007.

This booklet provides detailed guidelines in a checklist format for interveners, teachers, administrators, and parents to assist in their understanding of the roles and responsibilities of interveners in educational settings. An intervener code of ethics is included. The cost is approximately $10.00. Available from Linda Alsop at Utah State University. Phone: 435-797-5598. E-mail: <lalsop@cc.usu.edu>.



New Items in the Lending Library!

Through Your Eyes: As told by Michael Madsen and David Carradine This DVD tells a unique and troubling story of the only know deafblind triplets in the world. A family with limited resources struggles to hold on and cope with reality. Prepare to be inspired as these modern day Helen Keller's rise to national exposure when all hope seems lost. **Order # 440.003**

Early Interactions Parent - Professional Perspectives in Early Intervention; by Deborah Chen and M. Diane Klein This engaging DVD will prepare current and future professionals to work more effectively with young children by trusting and learning from the perspectives of other experts - including parents and professionals from other disciplines. Viewers will watch footage of two young children with disabilities as parents and professionals conduct observations during typical home activities. **Order # 540.001**

The First IEP: Parent Perspectives; by Deborah Chen and Annie Cox A must for early childhood programs and for practitioners in training, this encouraging, informative DVD answers common questions about individualized education programs (IEPs) and helps parents and new professionals come together to ensure children's smooth transition from early intervention to preschool.
Order # 940.001

Building Cultural Reciprocity with Families: Case Studies in Special Education; by Beth Harry, Maya Kalyanpur, and Monimalika Day With cultural reciprocity, administrators, teachers, and staff can work successfully with all families. In this engaging book, actual case studies take readers into the lives of eight families to show how employing a posture of cultural reciprocity to build a framework for relationships helps strengthen interactions between professionals and parents or caregivers. **Order # 210.009**

Functional Vision: A practitioner's Guide to Evaluation and Intervention by Amanda Hall Lueck This book deals with the education and rehabilitation needs of people with visual impairments. Its goal is to help professionals from the fields of education, rehabilitation, and health care gain a better understanding of methods used to evaluate and work with functional vision as they provide services for their clients with low vision. **Order # 1210.142**

Effective Literacy Instruction for Student with Moderate or Severe Disabilities by Susan R. Copeland and Elizabeth B. Keefe; For students with moderate or severe disabilities, developing literacy skills is a critical component of successful education, communication, employment, and community participation. With this practical, concise guidebook, teachers will help students with disabilities meet No Child Left Behind's academic standards for literacy. Appropriate for use in all settings, including inclusive classrooms, this book is the lifeline every K-12 teacher needs address reading first, implement proven strategies, plan better lessons that get results, teach students with a wide range of disabilities, understand the latest research. **Order # 610.069**

Writing with Alternative Pencils! Braille & Print Alphabet Flip Chart, Braille & Tactual Alphabet IntelliKeys Overlay, Color Coded Eye Gaze Frame, Scanning Setups in Intellitalk II
Order # 1220.041

Reading and Writing for Infants with Down Syndrome (0-5 years) by Gillian Bird and Sue Buckley Teaching reading to teach talking is probably the single most effective intervention for helping children with Down syndrome to overcome their learning difficulties. Reading and writing skills are important for everyday life and for access to the world of literature for all children. They are also powerful tools for teaching speech and language to children with Down syndrome and for mediating their cognitive development. **Order # 610.070**

Reading and Writing for Individuals with Down Syndrome - An Overview by Sue Buckley While the published information on the reading development and reading achievements of individuals with Down syndrome is still limited, many authors now recognize the benefits of teaching children with Down syndrome to read and of involving them in literacy activities. Reading progress and being involved in supported reading and writing influences speech, language and memory skills for all children, including those with Down syndrome. **Order # 610.071**

Reading and writing for Children with Down Syndrome (5-11 years) by Gillian Bird, Jane Beadman and Sue Buckley Reading and writing skills are important for everyday life and for access to the world of literature. They are also powerful tools for teaching speech and language to children with Down Syndrome and for mediating their cognitive development. Reading and writing can support communication, enable children to achieve greater independence and enrich education and academic attainments across the curriculum. **Order # 610.072**

Reading and Writing Development for Teenagers with Down Syndrome (11-16 years) by Gillian Bird and Sue Buckley Reading skills are often a strength for teenager with Down syndrome. Teenagers can often read at a higher level than would be predicted from their general cognitive and language abilities. Those who have not achieved reading success in their primary years may make significant progress during their teenage years. **Order # 610.073**

Independent Life skills Trays By Denise Bishop An independent life skills tray can be an exciting learning adventure for children. Our purpose for these trays is to give each child the opportunity to initiate, practice, and complete a skill independently. These skills are necessary for the development of independence in children. **Order # 1210.143**

Shared Storybook Reading: Building Young Children's Language & Emergent Literacy Skills; by Helen Ezell and Laura Justice Reading storybooks with young children is one of the most important things adults can do to support early language and literacy skills. What other fun, engaging interaction can teach children so many critical concepts-including print awareness, vocabulary, grammar, sentence structure, and social and conversational skills-all at once. **Order # 510.059**

Beyond Pegboards: A guide for teaching adolescent students with multiple disabilities by Cynthia O'Connell Beyond Pegboards not only offers activities that make it so much easier to align activities with standard curriculums; it offers interesting and fun projects that staff and students will both enjoy. **Order # 1210.144**

Students Who Are Deafblind Using APH Products This DVD features four students who are deafblind, ages 2 to 15 years, using various APH products in home and school settings. It provides the viewer with information about how students who are deafblind or who are visually impaired with additional disabilities my benefit from the use of APH products. **Order # 440.004**

Resources & Materials

- *CHARGE Syndrome: A Management Manual for Parents*—this manual is an interactive publication in Adobe PDF Format. Some sections are directed to professionals and others to parents. Sections of the manual address medical aspects of CHARGE, development and education in CHARGE, resources, and more. (A Spanish version can be ordered offline.) More information can be found at <http://www.chargesyndrome.org/resources-manual.asp>.

- *Touch of Home. . . Road to Realizing a Vision*—Betsy Hodge & Monika McJannet-Werner. (2006). Liberty Corner Enterprises, Inc. and Helen Keller National Center. Deaf-Blind people with additional and complex challenges are often underserved. This 48-page publication describes a model for the development of a program to successfully support Deaf-Blind individuals in a setting that offers not only a housing option, but vocational choices and opportunities to participate in the dynamics of a community. It is a program that reflects life, rather than life being run on a program. *Touch of Home* was developed through a collaborative process that included local entities and services in the Asheville, North Carolina area and a partnership with Liberty Corner Enterprises, an affiliate program of the Helen Keller National Center (HKNC). The monograph was written in response to many inquiries received regarding the development of the project, and to encourage others to develop similar resources in their own community. Single copies can be obtained free of charge by contacting Rob Ruis at <rruis@libertycornerent.com>, or Monika.

- Two new online courses are available from Oregon Health & Science University. Both are offered as self-paced noncredit learning opportunities. (1) **Pre-symbolic Communication** provides instruction on helping an individual to learn or expand pre-symbolic methods of communication and presents information on related research. (2) **Tangible Symbol Systems** provides instruction on all aspects of teaching an individual to use tangible symbols and also addresses the theoretical basis and research for this approach. Register online at any time. The cost for each course is $165. For complete information and online registration visit: <http://www.designtolearn.com/pages/tsonline.html>.

- Helen Keller Kids Museum Online—This website includes a lot of information on Helen Keller including: her biography, fun facts, quotes, chronology of her life, and even recommended readings. You can see all of these at: <http://www.afb.org/braillebug/hkbiography.asp>.

- Deaf-Blind Website—The National Consortium on Deaf-Blindness announces a new website. The new site will include: A comprehensive source of information and resources on deaf-.

Resources & Materials Continued

blindness, technical assistance, and personnel training; Easy access to full text materials on more than 70 subjects in selected topics; Announcements of upcoming events and new publications; Resources for families and teachers. Web: <http://www.nationaldb.org/about.php>.

- New From NCDB—The National Consortium on Deaf-Blindness (NCDB) has a new 4-page publication called Harmonious Interactions. It describes the importance of teaching families and educators to create and maintain high-quality interactions with children who are deaf-blind. This is the first of a series of publications, called Practice Perspectives, designed to expand and broaden the use of current information resources by developing easily understandable products with accessible formats. Harmonious Interactions is based on publications by Marleen Janssen, a researcher in the Netherlands, and her colleagues, who found that although interactions with children who are deaf-blind can be difficult, family members and educators can learn to create and maintain harmonious interactions. Print and Braille copies are available from NCDB. Voice 800-438-9376; TTY: 800-854-7013; Email <info@nationaldb.org>; Web: <www.nationaldb.org>.

Check it Out!

- The PAD-CO listserv (Parents of Adults with Disabilities - Colorado) is pleased to announce the Colorado Coalition to End the Wait List for Adults with Developmental Disabilities (CCEWL). According to The Alliance (an association of Community Centered Boards in Colorado) there is currently a waiting list of 3,746 folks for services for adults (those over 21) by the developmental disabilities system, and it is growing longer daily. Right now there are parents in their 60's and 70's still waiting for services for their adult child with a disability. You may read the Alliance report at: <http://members.aol.com/padcoweb/alliancereportimages.htm>.

- The National Family Association for Deaf-Blind (NFADB) is a non-profit, volunteer-based family association. Their 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. NFADB is the largest national network of families focusing on issues surrounding deaf-blindness. NFADB is sponsoring a list serve where you can share ideas, thoughts, questions, successes, etc. To join the list serve, send a blank e-mail to: <NFADB-SUBSCRIBE-REQUEST@TR.WOU.edu>.

Family Learning Retreat

2008

Join us for the
Luau!
Loving, understanding, & Appreciating u!

Colorado School for the Deaf and the Blind
33 north Institute
Colorado Springs

Tom Sullivan
Keynote

Adventures in Darkness

Singer, Actor, Author, Writer, Producer, Tom Sullivan lives and works by "Sullivan's Rules." Invented by his dad, Porky Sullivan, so young Tommy Sullivan could play baseball with the neighborhood kids, "the rules" became the cornerstone by which the adult Tom Sullivan came to live his life, turning any negative into a positive, turning disadvantage into advantage playing in every game.

Other topics Include:

- Sibling Shop—This session will be for siblings, to address their feelings about having a brother or sister with a disability.
- Sibling Shop Follow Up—This will be a time for the facilitators to talk with parents about issues they encounter with siblings and how to address them.
- Mom's Group—This will be a time for Moms to talk and network with other moms
- Dad's Group—This will be a time for Dads to talk and network with other dads.
- Disability Specific Support Groups
- Deaf Adult Role Model Panel
- Assistive Technology
- Positive Behavior Support
- Parent Night Out!

Family Learning Retreat 2008

The Family Learning Retreat will be returning to the Colorado School for the Deaf and the Blind on **June 6-8, 2008**. The weekend retreat is for any family with a child who is deaf/hard of hearing, blind/visually impaired or deafblind. This is a wonderful opportunity for families to meet other families while networking, learning and having fun together.

Parents /adults will attend workshops during the day, while children participate in supervised recreational activities or daycare, depending on their ages. Check-in and dinner begins Friday evening, June 6th starting at 5:00 PM until 7:30 PM followed by an opening session. The retreat ends by noon on Sunday, June 8th. Lodging in the CSDB dorms is provided for both Friday and Saturday nights. Meals are provided for Friday dinner, Saturday breakfast and lunch, and Sunday breakfast.

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.

Come and relax. Make new friends. Experience a valuable learning opportunity. Child care will be provided Saturday evening for parents to have time to relax!

Interested or know of someone who is? Contact Diane Covington at the Colorado School for the Deaf and the Blind at (719) 578-2225 to register. For Spanish speaking participants, contact Gloria Romero (719)-578-2288.

Payment
must be received by
May 28, 2008

RAINBOW BUGS

Once upon A time There was a family of Ladybugs. They climbed up a tree looking for food. When they got there they saw a bowl of mac and cheese. The Ladybugs ate the mac and cheese. They turned yellow. Another day they ate red peppers and they turned red. Next they ate bluburys and they turned blue. This family of Ladybugs are RAINBOW BUGS!

Written By: Christopher Cannizzaro

age 10

Vivian Elementary 4th grade

New Fact Sheets!

- *Easy Adaptations for the Home or Classroom—Order Number 1550.066*
- *Creating a Community for Adult Life: Planning an Effective and Exciting Transition—Order Number 1550.067*
- *Facts about Colorblindness—Order Number 1550.068*

The Colorado Project has 68 different Fact Sheets with information about deaf-blindness. Many 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.

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

PERKINS SCHOOL FOR THE BLIND

As part of their mission, Perkins School for the Blind develops resources for those working with people who are visually impaired or deafblind. We therefore are pleased to launch our first in an on-going series of “on-demand” educational Webcasts. These will provide valuable information on critical topics and offer opportunities for viewers to converse with presenters through a designated email box.

Creating Vocational Portfolios for Adolescents with Significant Disabilities

Presented by Mary C. Zatta, PhD
http://www.perkinsparentwebcast.org/transition/

Content includes:
- What is a Vocational Portfolio?
- How to Create a Portfolio
- Effective Portfolio Development Process
- The Components of a Portfolio
- The Individual’s Perspective Component
- The Personal Information Component
- The Vocational Experience Component

START YOUR ENGINES!
IGNITE YOUR FUTURE!!

Helen Keller National Center (HKNC)
12th Annual Summer Teen Program
for Youth Who are Deaf-blind

READY ? to learn more about yourself and others
SET ? to make plans for your career & life after High School
GO **AS FAR AS YOU CAN!!**

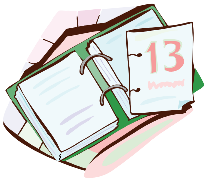
Come join teens from around the country for a fun-filled, action-packed two week program.

JOIN US **JULY 7-18, 2008** FOR:

VOCATIONAL AND COLLEGE EXPLORATION
TEEN APPRENTICE
SHOPPING MALL SCAVENGER HUNT
NEW YORK CITY EXCURSION
...AND MORE!

Cost: $700/week –includes tuition, room and board

For registration materials or further information: Dora Carney, Admissions Coordinator, Helen Keller National Center, 141 Middle Neck Road, Sands Point, NY 11050 516- 944-8900 ext 258 Dora.carney@hknc.org



Calendar of Events

2008 2008 2008 2008 2008 2008 2008 2008 2008 2008

June 6-8	**Family Learning Retreat** - CSDB in Colorado Springs Contact: Gina Quintana—quintana_g@cde.state.co.us
June 12-14	**Collaborative AT Conference of the Rockies** - Denver Contact: www.assistivetechnologypartners.org/conference.html
June 25-27	**2008 Summer Institute on Deafblindness and Significant Support Needs** Contact: Tanni Anthony—(303) 866-6681 or anthony_t@cde.state.co.us
July 22-27	**AER International Conference**—Chicago, IL Visit www.aerbvi.org for more information

National Center on Severe & Sensory Disabilities (NCSSD)

NCSSD recognizes that over 1 million children in the United States have severe and/or sensory disabilities. The distinction of NCSSD is that we embrace the practice of facilitating and promoting collaboration between the severe and sensory disability fields, hence our motto: "Together WE can do more!"

Why the Name Change? The term low-incidence disabilities is found within federal law and refers to children with: (a) visual impairments, (b) hearing impairments, (c) concomitant visual and hearing impairments or deaf-blindness, (d) significant cognitive impairments, or (e) any impairment for which few personnel have highly specialized skills and knowledge to provide children with the impairment early intervention or a free appropriate public education (Title I (D)(662)(c)(3]). The term *low incidence* emphasizes the small number of children who are blind or visually impaired, deaf or hard of hearing, or deaf-blind, or who have severe or multiple disabilities. Critical to NCSSD is the emphasis on the needs of children with severe and/or sensory disabilities and the strategies to address those needs; to reflect this value, we removed the term *low incidence* from our name.

Visit our Newly Designed Web-Site February 1st! A second goal of NCSSD is to maintain a website that is accessible and user-friendly, modeling our beliefs and values of utilizing current technological innovations. Please visit the NCSSD new website at <www.unco.edu/ncssd>.

Deafblind Advisory

The Deafblind Advisory meets 2-3 times a year, in Denver, to discuss issues around the Deafblind Project. The current membership includes Project Personnel, Teachers of the Visually Impaired, Teachers of the Deaf / Hard of Hearing, Agencies, Helen Keller National Center, Commission for the Deaf, Center for the Blind, Social Security, Part C, Vocational Rehabilitation, and Parents. We are currently looking for a Student Representative for this Group.

If you have a High School student who would be eligible to serve of this committee, please give Gina Quintana a call at 303-866-6605. We would love to have a student's input!

Colorado Services for Children with Combined Vision and Hearing Loss

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

Family Specialist:
Karen Roberts
(303) 329-8950
kdot62@comcast.net

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

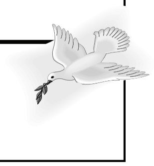
Parent Consultant:
Shannon Cannizzaro
(303) 424-6077
stc383@cs.com

Location: Colorado Department of Education
201 East Colfax
Denver, CO 80203

Fax: (303) 866-6811
TTY: (303) 860-7060

State of Colorado Department of Education

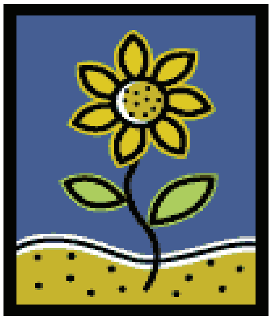
Colorado State Board of Education



Dwight D. Jones
Commissioner of Education

COLORADO DEPARTMENT OF EDUCATION
Exceptional Student Services Unit
201 E Colfax Avenue, Room 300
Denver, CO 80203-1799

388B 3401



Mail to: