

VIBRATIONS

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

Spring 2010



Transition Information about Moving On!



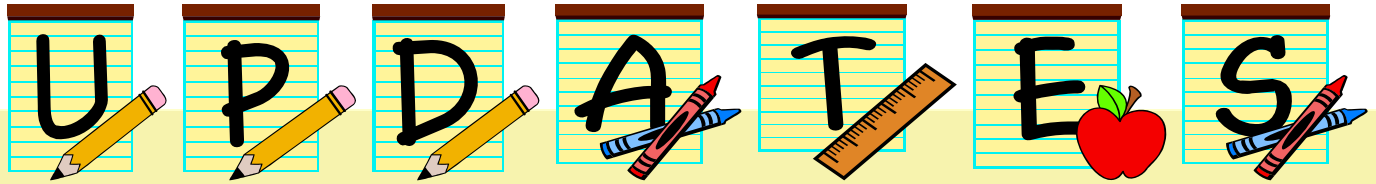
The Colorado Department of Education's Secondary Services Team have worked hard over the past several years to assist school districts with developing transition service plans for students with Individual Education Programs who are 15 years or older. The definition of *transition services* is a "coordinated set of activities" leading toward measureable postsecondary goals in education/training, career/ employment, and independent living.

A transition plan helps get the full team on board with what is needed NOW and over the remaining years of public school to ensure the student has a plan that will prepare him or her for life beyond the school setting. Care must be taken to determine the student's interests and abilities—and to look ahead at what is needed for future years and in adult living, work and social environments.

There is a wealth of information on secondary transition requirements and resources on the CDE webpage <http://www.cde.state.co.us/cdesped/Transition.asp> Check out the webpage for Fact Sheets, a Manual detailing what should be in the student's IEP, a Transition Tool Kit, and lots of other helpful information.

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Focus of this Newsletter— transition: The transition of youth with deafblindness to post-school settings is a topic of great importance. We all need to work together to ensure our students are heading into the future with a plan—whether is customized employment, heading to college, living at home, a group home, or an apartment. So important, in fact—we have planned a full parent training on this important topic. See the information below on the Parent Training Weekend!

Parent Training Weekend: Thanks to a team of very hard working parents and Gina, the CO DB Project is thrilled to offer its first “parents only” training weekend this April. The focus will be on “Life without Limits” - parents, check out the registration information in this newsletter.

Colorado Census of Children and Youth with Deafblindness: Thanks to everyone who took the time to turn in the annual census forms specific to Colorado’s children and youth who have combined vision and hearing loss (deafblind). The current count is 139 identified learners across the state. If you would like to make a referral to the project, please be in touch with Tanni Anthony or Gina Quintana (see contact information on page —).

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 or school setting. The request form is available on the website and in this newsletter edition. Parents, project staff are available to come out to your home over the summer months, if you would like assistance on home-related needs.

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

Summer Institute: We have a game plan for the 2010 Summer Institute on Deafblindness and Significant Support Needs. Kathee Scoggin from the great State of Washington will be returning to focus on Relationships, Roles, and Results! This summer institute will take a specific focus on the hearing loss part of deafblindness thanks to Kathee’s background as a teacher of students who are deaf/hard of hearing or deafblind. Check out the registration form in this newsletter! We hope to see many of you there!

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Grants Available for Families Struggling with Child Health-Related Expenses

Deadline: Open

The United Healthcare Children's Foundation (<http://uhccf.org/>) has announced that new grants are available to help children who need critical health care treatment, services, or equipment not covered or not fully covered by their parents' health benefit plans.

UHCCF provides grants to families to help pay for child health care services such as speech therapy, physical therapy, occupational therapy sessions, prescriptions, and medical equipment such as wheelchairs, orthotics, and eyeglasses.

Parents and legal guardians may apply for grants of up to \$5,000 each for child medical services and equipment by completing an online application at the UHCCF Web site.

To be eligible for a grant:

1. The child or children must be 16 years of age or younger.
2. Families must meet economic guidelines, reside in the United States.
3. Families must be covered by a commercial health benefit plan.

PARENTS ENCOURAGING PARENTS

Dates and locations to be announced

PEP Conferences are family centered conferences designed to offer support, information, and education to parents and professionals from Colorado. PEP promotes the partnerships that are essential in supporting and including children with disabilities and their families in all aspects of the school and community.

**For more information and to apply for the conference online or
download an application go to:**

<http://www.cde.state.co.us/cdesped/PEP.asp>

Tips for Students on Contacting Mentors

AFB CareerConnect® lists hundreds of jobs being done by people with vision loss who are willing to talk with students who are blind/visually impaired about their work. However, before e-mailing an AFB CareerConnect® mentors, read the "tips" and "questions" below to help you get started.

Tips on writing an e-mail:

Start your note with "Dear CareerConnect Mentor" or "Dear Sir/Madam." Introduce yourself by your first name and tell the mentor a little about yourself and what career path or job you are considering. Let the mentor know that you would like to learn more about the work he or she does and how it is done. You may ask your own questions or use some of the ones listed below. After you finish your note, be sure to thank the mentor for his or her time and for answering your questions before you send your e-mail. Questions to consider:

- What did you want to be when you were my age?
- How did you learn about and decide you wanted to do this job?
- Do you like your job? What do you like best and least about it?
- Did you have other jobs before this one? What were they?
- What are you best at doing? How do those skills help you succeed at your job?
- Is there a dress code at your workplace? What do you wear?
- Did you have responsibilities and chores at home when you were growing up?
- What kinds of after school or summer jobs did you have growing up?
- Where and how long did you go to school to learn the skills necessary to do your job?
- What are the five things you most commonly do while at work?
- Are you responsible for getting to and from work on your own? How do you get there?
- Are you always on time? If not, what happens? Is some of your pay deducted from your pay check for being late?
- Did you have to learn how to read and write braille?
- Do you use a computer or other technology to help you at work?

Reprinted from the American Foundation for the Blind website:

<http://www.afb.org/Section.asp?SectionID=7&TopicID=268&SubTopicID=59>

Suggestions for Creating Successful Transitions From School to Adulthood

*By Maurice Belote, California Deaf-Blind Services Coordinator
August 2004*

While this is not an exhaustive list of steps toward successful transitions, it represents a few of the things I've learned over the years.

Mind the gap. The subways of London remind you, as you step off the trains, to mind the gap – the space between the subway car and the platform. In the same way, mind the gap between the end of a school career and the beginning of adult services. We know that the longer the gap in services, the greater the likelihood that persons who are deafblind may not have meaningful employment, adequate housing services, and/or community access to recreational and social opportunities. For example, if you can find a permanent job placement for an individual a few months before that person would otherwise age-out of special education services, why not take it? If the Individualized Education Program (IEP) can be modified so that services can be provided in this new environment, all the better. But if it can't, don't regret the little bit of missed school. A seamless transition into adult services may be more important than those last few weeks of school. Of course, major transitions cannot be rushed, but must be thoughtfully planned so the individual has time to prepare for the changes.

Plan early. The federal law (IDEA 2004) notes that the IEP of a student aged 16 years must contain needed transition services. Don't let this requirement be satisfied with the attachment to the IEP of a single sheet of paper with a few boxes checked. By this time in students' lives, educational programs should be leading to clearly defined outcomes. All components of educational programs should be preparing students for success beyond school – at home, at work, and in the community (see next paragraph).

Does every step lead towards the desired outcome? Ask yourself at IEP meetings: does each goal and objective move this child towards a concrete and functional outcome? If a student is 20 years old and hasn't mastered tying shoelaces after years and years of trying, let it go; the student will probably be just as relieved as you are. The same goes for writing a signature, spreading on bread, or any other skill that has been worked on for years with little or no success. There may be other things for the child to learn that are more important, such as personal hygiene skills. Employment and housing personnel report that this is one area they would really like the persons they serve to take care of themselves – if they can. And remember the importance of cleanliness when it comes to social interactions (see next paragraph).

The importance of social skills. Social skills are just as important – if not more important – than competence. People will put up with a lot of incompetence if you have good social skills. Think about your own experiences. Have you ever worked with someone who, although he or she wasn't the hardest worker at your place of employment, was friendly, brought fresh-baked cookies on Fridays, told good jokes, or pitched in for the office parties? Imagine that same person, who wasn't the hardest worker, if he or she hadn't contributed positively to the work environment. Stopping at the donut shop once a week on the way to work to bring a box of donuts to the office may contribute more to longevity and social relationships than performing flawless work tasks day-after-day.

Document everything. It is important to document everything that might someday be necessary to know. This includes tasks at which the person who is deafblind excels; their expressive and receptive communication systems, preferences and dislikes, favorite leisure time activities, etc. This documentation will be useful as video resumes and/or personal communication dictionaries are compiled. Consider the following example. A student paddles a kayak across a lake at age 16, has a great time, is good at it, and then doesn't have the opportunity to do it again for years. By the time the student is 22 years old; will anyone remember this event and the fact that kayaking might be a great recreational activity for this person? They will if it has been documented. This can be accomplished with videotape, photographs, journal entries, or any other method that works for those involved.

Continued next page

The “readiness model” might impede success. There was once a belief that students had to prove they were ready for jobs, living situations, etc. by demonstrating readiness. Consider the following example. Under the readiness model, the student would have to prove his or her readiness by successfully watering plants in the classroom for a period of time, which would then be followed by a trial placement watering plants on the school grounds. If all of this goes well, the student would then graduate to watering plants at an actual nursery. The problem with the readiness model is that the student may never get past watering in the classroom for reasons that have nothing to do with the ability to water plants. Perhaps the student is bored with the classroom because he or she has spent too many years there. The student may be loud and unfocused while watering in the classroom, and the assumption is that the student will behave in a similar way out in the real world. But given the opportunity to do this job in a natural environment, the same student might very well succeed. The student’s behavior might have been saying “I’m sick of the classroom”, but in a real environment with natural motivators and consequences, the student may pleasantly surprise the doubters.

It’s all about who you know. It’s true that much of what we have in life, e.g., jobs, apartments, significant others, we got through someone we know, or through someone who knows someone we know. For example, when considering work experience placements for students, think about people you know who have small businesses such as restaurants, hair salons, offices or warehouses. When looking for apartments, think about people you know who live in desirable buildings and may know of unpublished vacancies, or people you know who work as property managers or real estate agents. Even if it’s a friend who knows someone, have him or her make an initial call on your behalf. It will make your subsequent call much easier and will probably make the person more interested in what you have to say because they know you’re a friend of a friend. This is something we need to learn from people in the private sector who practice this well: never underestimate the power of personal contact and connections.

Get the relevant facts. Make sure you know everything there is to know about the individual who is deaf-blind: likes, dislikes, activities in which he or she excels; dreams, fears, social connections, and anything else that might impact future success. Gathering this information might be accomplished through processes such as personal futures planning, MAPS, person-centered planning, etc. parents, siblings, extended family members, neighbors, and former teachers are all vital sources of useful information. These same people are also vital sources of information about interpreting the individual’s wishes if the person has limited formal communication skills.

C o n g r a t s t o B a r b a r a P a l m e r ! !

CDE is so very proud of Barbara Palmer, who works on the secondary services team of the Exceptional Student Leadership Unit. Barb Palmer was selected as the 2009 Donn Brolin Award Winner for State/Province Leadership and Services. This honor is awarded to an individual who has provided significant leadership and service in transition to a state or province. Donn Brolin was a founding member and the first president of DCDT (Division on Career Development and Transition) and as author of the Life Centered Career Education curriculum was influential in career development and the early transition movement. She received her award at the April 2009 National CEC Conference held in Seattle, WA.

Transition to What?

By Maureen McGowan, Helen Keller National Center

Transition has been a buzz word for many years in the education system. There are transition meetings, Transition Specialists, Transition Camps, and a over abundance of written material on the subject. A quick review of what Transition" means for deafblind students is always a good idea for teachers, students and family members. The process of transition can be so simple, but not so simple to implement and follow through with.

Transition (simply put), is the plan that is in place to assist students in identifying and obtaining their dreams/goals for the future based on their likes and dislikes. For many of our deaf blind children the future is closer then we think and it can be scary for teachers and parents alike. What will happen to my deaf blind child once they reach the magic age of 21? Where are the services and programs? How do they qualify for these services and what is my responsibility for evaluating these programs?

Some ideas for service providers have been mentioned before, but here is a quick list that might be helpful;

- Begin today, documenting the child's likes, dislikes and preferences
- List the various ways the child communicates (behavior, gestures, simple signs)
- Who are the important support people in the child's life and what do they provide? Respite care, communication instruction, medical needs, etc.
- Video tape your child while they are eating, playing, communicating and completing a task
- Become familiar with the "alphabet soup acronyms" that are used in the adult services system. There are National, State and Local programs that may be useful to you and your child.

Once your child is out of the school system, the supports may not be available in your home town, so it's imperative to plan ahead and research what is available, where. Some programs may have a waiting list before your child can be eligible. Others may be limited in their services, for example; they provide day work programs but no housing, or provide housing options but no community services. Some programs will have 24 hour medical staff on duty, others do not. Obviously, there is a lot to learn, but piece by piece, the puzzle can be solved.

To assist with the transition process, the deaf blind child should have a team of support people in place by at least age 16. (But if you don't have that team in place, starting today and making some calls will start the ball rolling!) One of the calls you can make to receive some assistance with this process is to the Regional Office of the Helen Keller National Center, located in Denver.

Transition is a natural process in life for all of us, and if we can view it that way, and not be afraid of the future, good things may come of it!

Maureen McGowan, Regional Representative

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Parents Encouraging Parents Conference

One Dad's Perspective

Written by Greg Bules

Welcome to Holland or in this case Vail, Colorado. This was the greeting received by the parents of children with disabilities at The Parents Encouraging Parents (PEP) conference held in Vail, 5 thru 7 November. PEP Conferences are family centered conferences designed to offer support, information, and education to parents and professionals. PEP promotes the partnerships that are essential in supporting and including children with disabilities and their families in all aspects of the school and community. As a father of two boys who have Usher's Syndrome and Autism, PEP provided me with an opportunity to meet with other Colorado parents and share our triumphs and tribulations in raising children with disabilities. The Welcome to Holland reference comes from the poem written by Emily Perl Kingsley in which she professes, "... if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things about Holland." In keeping with this analogy, PEP reminded me of the lovely things of Rockies surrounding Vail and ultimately my two very special boys.

Another reminder shared by all those I met, was the vast amount of resources available to parents. No parent has all the answers, so PEP facilitates the sharing and learning amongst participants. Granted, our child's disability may be different from another's, but PEP focuses on their common abilities and rights. Additionally, it assists in the championing of a win-win situation between educators and parents. Our sessions focused on the Individual Education Plan (IEP) and the legal rights of our children to receive a quality education.

The most rewarding session of the weekend was the Men's Session. In this meeting, Dads had the opportunity to share with each other the highs and lows of dealing with society's stigma of raising a child with disabilities. Whether it was the struggle to come with terms with the "death of a dream" or dealing with balancing of the challenges at work and home, the men bonded as the hour progressed. Each of us became a better father and partner simply by being part of the emotionally charged session. Ultimately, PEP allowed me to reconnect with my spouse in a shared learning experience. Most men, including me, have a "fix it" attitude. PEP gave me more tools and better ways to use them. More importantly, PEP allowed my wife and I the great opportunity to share our experiences while learning so much from others. Now it is our charter to pay it forward by raising awareness of this awesome program.



Transition



Finding a job, learning to live independently, and obtaining further education are important goals for all young adults as they leave high school. But achieving these goals is often extremely difficult for students who are deaf-blind. Limited or absent hearing and vision, difficulties with communication, and the frequent presence of additional disabilities make the transition from school to adult life very challenging. Extensive, thoughtful transition planning is essential.

Excellent transition planning isn't just a good idea. It is required by federal law for all students with disabilities. By age 16 at the latest, a student's individualized education program (IEP) must include annual goals and transition services that are:

- coordinated,
- measurable, and
- designed to reasonably enable a student to meet post-secondary (after high school) goals.

These are the standards measured by Indicator 13, one of 20 indicators that the U.S. Department of Education requires states to use to assess how well they are meeting the requirements of the Individuals with Disabilities Education Act.

Surveys have shown that after high school, most youth who are deaf-blind live at home with their families, are unemployed, have few friends, participate in few community activities, and are unlikely to obtain further education. To change this situation and improve the lives of youth who are deaf-blind, students need services while still in school that meet the requirements of the law and are tailored to their unique needs.

In this publication, we introduce three young adults—Noah, Laura, and Patrick. Their stories illustrate important components of transition goals and services and show how creative, individually tailored assessment and planning can be used to promote employment, further education, and independence.

Life After High School For Youth Who Are Deaf-Blind

Employment

- employed
 - 30% (NFADB, 2008)
 - 18% (Petroff, 2001)
- unemployed
 - 82% (Petroff, 2001)

Living Situation

- living at home
 - 57% (NFADB, 2008)
 - 61% (Petroff, 2001)
- living independently
 - 11% (NFADB, 2008)
 - 5% (Petroff, 2001)
- other
 - 19% in group homes (NFADB, 2008)
 - 34% in residential care (Petroff, 2001)

Education

- any type of educational program (e.g., vocational rehabilitation, community college)
 - 17% (Petroff, 2001)
 - 40% (NLTS2, 2005)
- 2-year college
 - 5% (Petroff, 2001)
 - 10% (NLTS2, 2005)
- 4-year college
 - 0% (Petroff, 2001)
 - 3.5% (NLTS2, 2005)

(Note: The NLTS2 survey combined results for students with deaf-blindness and students with multiple disabilities)

Components of transition services:

- Post-secondary goals for training, employment, education, and independent living
- Annual transition goals to help students meet post-secondary goals
- Age-appropriate assessments to guide the development of transition goals
- Courses of study and services that promote functional skills and academic achievement
- Inclusion of representatives from adult service agencies in IEP meetings

Source: NSTTAC Indicator 13 Checklist Form A
(www.nsttac.org)

Needs of students who are deaf-blind:

- A communication system that works (students use a variety of communication methods—gestures, objects, pictures, speech, ASL, Braille)
- Access to knowledge of the world at a distance
- Training in skills outside of the regular curriculum (e.g., independent living, orientation and mobility, and social skills)
- Accommodations for learning that maximize residual hearing and vision
- Job training during high school to improve chances of employment success
- Preparation and planning for educational opportunities after high school

Noah: Planning for Employment

Noah, a junior in high school, volunteers at the Boys and Girls Club in his home town. He enjoys greeting and shaking hands with arriving members and visitors and likes to travel around the building delivering materials and equipment (his wheelchair makes an excellent delivery vehicle). Noah is friendly and enthusiastic, in spite of physical and sensory challenges caused by cerebral palsy, cortical vision loss, and hearing loss.

To guide the development of IEP goals related to employment, Noah's IEP team used an assessment process called "discovery" (Callahan & Condon, 2007) to identify Noah's interests, strengths, and needs. Discovery is a component of the customized employment approach to job development. The team learned that Noah loves being with people and likes to travel around his community. He also likes art and bold colors. And, as is true for all individuals who are deaf-blind, Noah has very unique communication needs. The best way to communicate with him is to pair words with objects, symbols, or gestures. To communicate with others, he uses a voice-output device, three signs, and vocalizations.

The discovery process provided a structured way to conduct an assessment focused on Noah's employment needs and to develop this post-secondary goal:

After finishing high school, Noah will work in a microenterprise—his own small business—developed with family assistance and related to his interests in art, travelling in the community, and interacting with a variety of people.

The team also developed annual transition goals and planned a number of related activities to help Noah achieve his goal. For example, while still in high school, Noah will work with a vocational rehabilitation counselor and a business consultant to develop a work goal and an individual plan for employment.





Laura: Promoting Independence

Laura is a young woman with a great smile who loves chocolate, swimming, and being understood. She also happens to be profoundly deaf, visually impaired, and developmentally delayed.

Laura's mom, Jackie, knew that Laura would need continued support and training after she left school and decided that a process called personal futures planning (PFP) was the best approach to planning for Laura's future. PFP helps to identify a person's hopes, dreams, preferences, and interests, as well as the supports that will be needed to make life easier. Jackie invited school staff members who knew Laura well to a dinner at their home and began the planning process. Representatives from agencies that would provide services to Laura following high school were invited to participate at later meetings.

It took many gatherings and a great deal of discussion to formulate a plan for Laura. Personal futures planning was used to identify Laura's adult service support and training needs and served as the source for her transition-related IEP goals. Several years after graduation, Laura is preparing to move into a place of her own, an apartment to be shared with a peer and with staff support. This setting will allow Laura to independently do the things she is able to do and enjoys doing—taking showers, obtaining meals and snacks, and arranging her environment to suit her preferences (she loves putting lots of pillows on the couch). At the same time, she will have support to accomplish tasks she cannot accomplish on her own.

Successful transitions may take many years to accomplish. But, when people share a vision and work together, the rewards can be great. Just ask that young woman sitting on the couch eating chocolates.

Patrick: Higher Education

Patrick, 21, is a bright, dedicated college student with a wide variety of interests, including computer science, information technology, Deaf studies, education, and the law. Like other college students who are deaf-blind, Patrick faces many daily challenges such as using mass transit, finding his way around campus, accessing information in the classroom, and communicating with fellow students and faculty in a fast-paced environment. Success in college requires more than academic preparation. It also requires a high level of independence and the ability to be a self-advocate.

Patrick's experiences highlight the importance of involving adult-service agencies in transition planning. Representatives from the Helen Keller National Center for Deaf-Blind Youths and Adults (HKNC) in New York, located near Patrick's high school, attended his IEP meetings and worked with the team to plan activities that would help him develop the skills he would need to be successful in college. His transition experiences included participating in HKNC summer programs, where he received training in orientation and mobility, communication skills, independent living, and self-advocacy.



The training also helped Patrick determine the types of support personnel (e.g., American Sign Language interpreters and note takers) and technology he would need in college to accommodate his hearing and vision loss. Although getting the accommodations he needs is an ongoing process, Patrick believes that his transition experiences helped prepare him for college. He recommends that all students with disabilities participate in their IEP meetings and receive skill training related to self-advocacy, self-determination, and self-support.



Key Points

- Transition planning while still in high school is essential and required by law.
- Students who are deaf-blind have complex needs that must be considered during transition planning.
- Transitions for students who are deaf-blind often require creative approaches to assessment and planning.
- Successful transitions begin early in life and may take many years to accomplish.

Other Resources

NCDB DB-LINK Info Services (www.nationaldb.org). Click on Selected Topics and choose:

- Person-Centered Planning
- Postsecondary Education
- Transition

National Secondary Transition
Technical Assistance Center
(www.nsttac.org)

Helen Keller National Center
Regional Representatives
(<http://hknc.org/FieldServicesREGREPADD.htm>)



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Transition - Beginning Early: A Parent's Perspective

By Karen Roberts

It is beginning to feel a bit like spring ... and for some of us, spring means change and change means ...TRANSITION! A scary word. It strikes fear in our hearts and with good reason. We're leaving the comfortable and safe environment of the "known," for the turbulent and uncharted territory of the "unknown." Some of us just naturally adapt to change more easily than others. Our personalities crave the new and different. It's an opportunity for growth. But when it comes to our children, "mama bear" takes over and our protective instincts can be fierce.

I once started a talk by asking which parents would prefer – hell or transition? The answer is hell, of course, because then you know what you are getting into. When it comes to our kids and their early intervention program – where much of their therapy and support has been home based and family centered – it's hard to imagine their transitioning into a preschool program or a kindergarten at an elementary school. And *most of the time, it isn't just the educational setting that is changing, but the entire team and system that will be educating your child.* And that is scary.

But it will be okay. The more you know and understand, the better you'll feel. By the time your child leaves an infant/toddler and/or preschool program such as Anchor Center for Blind Children, whether it's at age three or five, you should have a good understanding of your child's vision and hearing abilities and needs. If you come to Anchor Center for class and parent programming, you should know the differences between an IFSP and an IEP. If you need a review – and we all do at times – check out peakparent.org for information on the law and how to advocate for your child. For IEP information specific to a child with vision loss go to <http://www.unco.edu/ncssd> and click on the link to pop up IEPs.

Paula Stallman, teacher of students who are visually impaired at Anchor Center and mom to Maddie, an Anchor graduate, and I have very different children but have much in common in our approach to our kids education. Benjamin is eleven

and is deafblind with multiple disabilities; Maddie is seven and has Leber's Congenital Amaurosis. The bottom line, we have found, as our kids have moved forward on this journey, is to approach each meeting, whether it's a transition meeting or IEP, with *a good understanding of our child's needs.* You should arm yourself with any evaluations and reports, making sure the right people will be there, and finally – have an attitude of confidence and optimism, knowing that everyone around that table is there for your child.

Remember:

- *It will take time for educators to get to know your child.* Vision loss (or deafblindness) is a very "low incidence" disability, your child's new teacher and therapists may never have worked with a blind child before. Use your teacher of the visually impaired to help educate the educators. And—note from Paula—during the transition process make sure a TVI is at your child's evaluation and the meetings! Never assume!

- As your IEP team gets to know your child, *respect their knowledge and professionalism and listen to them.* Expect the same respect from them in return.

For Maddie's transition meeting Paula put together a "parent report." Therapists always give an overview of what our children are doing in their specific area—it was important to Paula that the evaluation and transition team understand who Maddie was as a person—at home and with her family. I had a scrapbook—or transition portfolio-- I'd made that I brought to our transition meeting and IEP meeting. As Benjamin prepares to transition to middle school we are updating it for next year's team. These tools help the educators know who our children are as people—the whole child. That they are not defined by their diagnosis or IEP goals!

- *Project an attitude of openness and willingness to problem solve together.* Balance any suggestions/criticisms you have with positive comments and be available to help in the classroom if your schedule allows. Be accessible.

- *Build friendships.* Try to nurture at least one "professional friendship" on your child's team. Remember, they have kids too. Take an interest, ask about their children.

- *Determine the best communication method between school and home.* If your child is bused and you will not be in the classroom at drop-off and pick-up times, start a back-and-forth book.

Ask the team what works best for them. Do all you can to strengthen the partnership between home and school. Benjamin's team requested a monthly 7:30 a.m. meeting to share information regarding his progress and needs. It's a killer for me to make that time work – but I'm there every month because it's the best time for them and the *ONLY time my child's team communicates with one another except for the annual IEP review.*

- *Know your school's principal!!* For every request or complaint you may need to make – be sure to balance it with the good! And make a point to *meet your director of special education* – call the special education department, find out when there is a parent/district meeting. If you run into big problems down the road (and remember, preschool or kindergarten is just the first stop on a long road) this relationship will be invaluable.

- Your child has taught you a few lessons. For instance, *persistence and tenacity pay off. Swallow your anger. Sometimes, things take longer to achieve than you would like. Choose your battles.* Learn from your child. All these lessons can be applied to your new school and team, as well.

- *Your child's education needs will change from year to year.* Your school district offers a “continuum of services.” What is decided upon by you and the rest of the IEP team for one year may be different the next year. Perhaps the appropriate educational setting will be different, perhaps the accommodations and modifications will need to be adjusted, perhaps team members will need to be added. An IEP can be changed at any time, not just at the annual review. Only you and relevant team members need to be there when and if you make an addendum to the IEP. Stay on top of what is happening in the classroom so you can call a meeting if need be.

- *Remain open and flexible* – another lesson learned from our kids – there is only so much we can control. Benjamin began kindergarten in a general-education classroom with lots of support. Maddie is in a general education classroom in her neighborhood school, as are most of our Anchor graduates; however, some children, such as Benjamin, have further challenges that may necessitate evaluating the placement and reconsidering the options annually. *BUT no decision can be made without you—and your signature is required for all placement decisions.*

Paula and I both request a draft copy of the IEP

prior to the actual meeting. We find that having something to work from prior to the meeting helps us be prepared and know what to expect. We write down questions ahead of time and informally talk with team members—we don't like surprises when it comes to our kid's education! And it helps calm our nerves. Some parents don't like a draft ahead of time—it may not be appropriate for an initial IEP, but is often doable as the school gets to know your child in subsequent years.

These are some of the lessons we have learned along the way. I also remember the sleepless nights and the incredible anxiety the transition from Anchor to kindergarten caused me (not Benjamin!). Every year has been different and as Benjamin transitions to middle school next fall, I can tell you that it's easier and less nerve wracking than the Anchor to preschool/kindergarten transition was five years ago. Because I have gotten to know the public school system—and you will too. Paula experienced similar “transition anxiety” but Maddie has a wonderful team and is thriving in her neighborhood school. As parents we know more than we realize; but the fear of the unknown and the fact that our children have experienced unusual challenges in life – life-threatening in some cases – sets us up to do battle. It's intimidating and we hear horror stories from other parents. Be yourself, believe in your child and his or her potential, believe in the good intentions of the professionals gathered around the IEP table, be prepared to support your points with evaluations and educators that already know your child, and the transition will be good. It'll be scary and emotional for you, but it will be OK. You owe it to your child to let go a bit at a time; ***it will take time for you to trust the new team and the new school – and it will take time for them to trust you.*** But your child's success depends on your ability to build that trust. Look at how far you and your child and family have come already. Together, you can conquer anything. We guarantee it.

Karen Roberts is mom to Benjamin and is the former Family Specialist at Anchor Center for Blind Children. Paula Stallman is mom to Maddie and a teacher of students who are visually impaired at Anchor Center for Blind Children.

Thanks to Karen and Paula for all of their shared wisdom with us!



- *Wondering what the future has in store for your child?*
- *Wondering about how to plan for the future?*
- *Wondering when you will ever have the time to stop and think about how to plan for the future?*
- *Worried ? Stressed? Concerned?*

Life without Limits!

Parent Workshop

April 23-24, 2010

Red Lion Hotel

3200 South Parker Road, Aurora, Colorado 80014

303-695-1700

We understand! The Colorado Services for Children with Combined Vision and Hearing Loss (Deafblind) Project and the Colorado Department of Education are offering a Parent Workshop that will help to answer some of your questions!

This workshop will include:

- *Transition Planning*—what will happen after high school?
**Presenter: David Wiley, Deafblind Transition and Planning Support
Texas School for the Blind and Visually Impaired**
- *Estate Planning for Families of Children with Special Needs*
- *Support groups*

This 2 day workshop, planned by a parent committee, will be held at the Red Lion Hotel in South Aurora. The Deafblind Project will pay for one hotel room for a couple, or a parent and support person (no more than 2 family members) for the night of Friday, April 23, 2010. The workshop will begin promptly at 1:00pm on Friday, April 23rd and end on Saturday, April 24th at 4:00pm. Friday night dinner, and Saturday breakfast and lunch will be included.

We are unable provide child care.

There is no cost for this workshop, if your child is registered on the Colorado Deafblind Census. However, a commitment of attending the entire conference is required.

Please fill out the registration form and return it to the address on the form. We have limited space, so return your registration form by April 19, 2010. We are looking forward to a wonderful workshop. If you have any questions, please contact Gina Quintana at 303.866.6605 or quintana_g@cde.state.co.us or Anna Langegger at 303.866.6644 or Langegger_a@cde.state.co.us.

We look forward to seeing you!

"Alone we can do so little, together we can do so much."

-Helen Keller



Life without Limits!

Parent Workshop

April 23-24, 2010

Red Lion Hotel

3200 South Parker Road, Aurora, Colorado 80014

303-695-1700

Registration Form

Due no later than April 19, 2010.

Please **PRINT** legibly:

Name(s) of Participant(s): _____

Mailing Address: _____

Phone Number: _____

Email Address: _____

Child's Name: _____

School and School District: _____

Hotel Information

For Friday Night, April 23

Room Preference: ___ 1 King Bed OR ___ 2 Double Beds

Accommodations: (Interpreter, braille, etc.) _____

Friday dinner choice: ___ Chicken Breast ___ Poached Salmon ___ Vegetarian Tortellini

Please register NO LATER THAN: April 19, 2010!!

Mail your completed form to:

Colorado Department of Education
Attn: Anna Langedger
1560 Broadway Avenue, Suite 1175
Denver, CO 80202

OR

Fax completed form to: 303.866.6767 Attn: Anna Langedger on the cover page

Registrations received after April 19, 2010 may not be accepted. An email confirmation will be sent prior to the workshop, which will include a detailed agenda. Participation is limited, so please send in your registrations as soon as possible.

Deafblind Resources

State	
<p>Colorado Services for Children and Youth with Combined Vision and Hearing Loss</p>  <p>Colorado Department of Education 1560 Broadway Avenue, Suite 1175 Denver, CO 80202</p> <p>Tanni Anthony - Project Director Gina Quintana - Project Coordinator Shannon Cannizzaro - Family Specialist Anna Langegger – Administrative Assistant</p>	<p>http://www.cde.state.co.us/cdesped/SD-Deafblind.asp</p> <p>Main: 303-866-6694 TTY: 303-860-7060 Fax: 303-866-6767</p> <p>303-866-6681 anthony_t@cde.state.co.us 303-866-6605 quintana_g@cde.state.co.us 303-424-6077 stc383@live.com 303-866-6644 langegger_a@cde.state.co.us</p>
<p>Colorado Families for Hands and Voices</p> 	<p>http://www.cohandsandvoices.org/</p> <p>Shannon Cannizzaro Stc383@live.com 303-424-6077</p>
<p>PEAK Parent Center</p> 	<p>http://www.peakparent.org/</p> <p>611 North Weber Street, Suite 200 Colorado Springs, CO 80903 Phone: 719-531-9400 Hotline: 1-800-284-0251 Fax: 719-531-9452 e-mail: info@peakparent.org</p>
Region 8 - Colorado	
<p>Helen Keller National Center Rocky Mountain Region</p> <p>Maureen McGowan - Regional Rep. Marijke Swierstra – Admin. Assistant</p>	<p>1880 South Pierce Street Suite #5 Lakewood, CO 80232 (303) 934-9037 (Voice/TTY) (303) 934-2939 (FAX)</p> <p>Maureen.mcgowan@hknc.org Marijke.swierstra@hknc.org</p>

National	
<p>Helen Keller National Center (HKNC)</p> 	<p>National - http://hknc.org/</p> <p>Helen Keller National Center 141 Middle Neck Road Sands Point, NY 11050 Phone/TTY 516 944-8900 Ext. 253 VP Number 720-457-3676 Admin Assistant Janet Gilmore janet.gilmore@hknc.org</p>
<p>American Association of the Deafblind (AADB)</p> 	<p>http://www.aadb.org/</p> <p>American Association of the Deaf-Blind 8630 Fenton Street, Suite 121 Silver Spring, Maryland 20910-3802 Phone: TTY 301-495-4402 Voice: 301-495-4403 Fax: 301-495-4404</p>
<p>DB Link – Information on Deafblindness</p>	<p>http://www.tr.wou.edu/dblink/</p> <p>DB Link Teaching Research 345 N. Monmouth Ave. Monmouth, OR 97361</p> <p>Voice: 800.438.9376 TTY: 800.854.7013 Fax: 503.838.8150</p>
<p>National Consortium on Deafblindness (NCDB)</p> 	<p>http://www.nationaldb.org/</p> <p>National Consortium on Deafblindness The Teaching Research Institute 345 N. Monmouth Ave Monmouth, OR 97361 Voice: 800-438-9376 TTY: 800-854-7013 Fax: 503-838-8150</p>
<p>National Family Association for Deafblind (NFADB)</p> 	<p>http://www.nfadb.org/</p> <p>National Family Association for Deafblind 141 Middle Neck Road Sands Point, NY 11050 Tel 800.255.0411 Fax 516.883.9060</p>
<p>Deafblind International</p> 	<p>http://www.deafblindinternational.org/</p>

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

Technical Assistance Request Form

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

Contact Information

Your name: _____ Phone Number: _____

Your address: _____

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

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

What Kind Of Technical Assistance Are You Interested In?

_____ Inservice _____ Home Visit _____ School Visit _____ Other

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

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

Other areas of need: _____

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



Guardianship Alliance of Colorado

The Guardianship Alliance of Colorado is a nonprofit organization which is recognized statewide in Colorado as the resource for information, assistance and coordination concerning guardianship, conservatorship and related matters for adults. The Alliance has the following programs and services:

- ★ **Volunteer Guardian Program**
- ★ **Information and Referral Services**
- ★ **Guardian Training classes**
- ★ **Guardianship Petition Assistance classes**
- ★ **Presentations and In-Service Training**

THE ALLIANCE CAN HELP!! If you want to become the **guardian of a loved one**, attend a Guardianship Petition Assistance class. If you are interested in becoming a **volunteer guardian** for an adult who has no one else to rely on, learn more about the Volunteer Guardian program and attend a Guardian Training class. If you are the **guardian of an adult** and need guidance, attend a Guardian Training class.

The Guardianship Alliance of Colorado believes that all persons are entitled to lives of respect and dignity with freedom to exercise their rights and make their own decisions to the fullest extent of their abilities. The mission of the Alliance is to assure that these rights are protected and that appropriate decision-making support is available to adults in Colorado with seriously impaired decision-making capacity.

The goals of this organization are: To improve the statewide system in Colorado that provides and monitors guardianship and conservatorship appointments for adults. To assure that when guardianship and conservatorship are necessary for adults they are of the highest quality. To prevent the need for guardianship and conservatorship by encouraging the establishment of Advance Directives (the Living Will and Durable Powers of Attorney) by all capable adults in Colorado.

Guardianship Alliance of Colorado
801 Yosemite Street, Denver, CO 80230
Telephone 303-228-5382 ★ Email gshipallcolo@yahoo.com

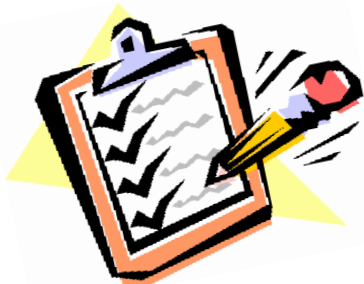
The Guardianship Alliance of Colorado
is part of UCP Colorado's Statewide Family Support Services



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! 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

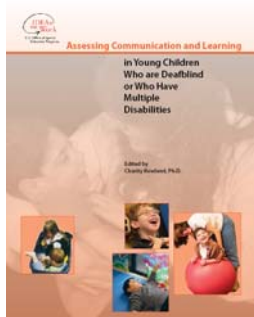
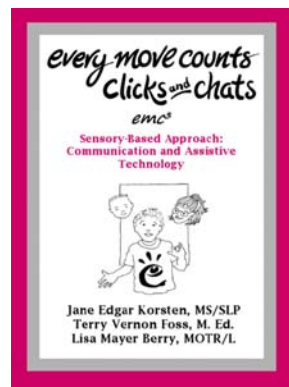


New Fact Sheets!

The Colorado Project has **76** different Fact Sheets with information about deafblindness. Most of these Fact Sheets are also available in Spanish. You can either download the Fact Sheets directly from the website, or you can download the Order Form and send it to us and we will mail you the requested Fact Sheets. If you have an idea for a new Fact Sheet, please let us know!

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

Every Move Counts, Clicks and Chats - Sensory-Based Approach: Communication and Assistive Technology by J. Korsten, T. Foss and L. Berry - Only when communication is recognized and consistently reinforced will those with severe physical, sensory-motor, communicative and developmental differences find the effort to communicate worthwhile. Without sensory input, children may not develop the communication skills necessary to support participation and interaction in their world. This program presents sensory-based activities in a framework that supports and encourages communication. As the individual moves through the program, responses are identified, defined, refined, and expanded into a more functional communication system. Assistive technology applications, from switches to voice output, are an integral part of Every Move Counts. Library Item 310.039



Assessing Children and Learning in Young Children Who are Deafblind or Who Have Multiple Disabilities, edited by Charity Rowland, Ph.D. - This guide is intended for all professionals who are responsible for assessing and developing interventions for young children who are deafblind. The contents should also be helpful for families of these children who seek to become actively involved in educational planning. Some families may use the information to better understand their important role in the assessment process, while other families may want to share this guide with professionals who have been asked to evaluate their children. The strategies and materials described here are applicable to many children who have multiple disabilities as well as those who are deafblind. Library Item 110.044

Clean to the Touch: Housekeeping for Young People with Visual Impairments by Kathy Bull, Susan Lind-Sinanian, and Eleanor Martin - A manual designed to present easy-to-use, step-by-step techniques that enable people with visual impairments to undertake housecleaning tasks with ease and effectiveness. This systematic approach designed specifically for students who are blind and visually impaired ensures success in these very important independent living skills. Areas of the home included are: the bedroom, bathroom, kitchen and floors along with information on room arrangement, cleaner safety and storage and other useful tips. Though designed for adolescents, these techniques are helpful for people of all ages, including adults experiencing vision loss. Library Item 1210.180



NEW PUBLICATIONS FROM AER

Orientation & Mobility Certification Examination Study Guide by Diane Fazzi, Ph.D. - Developed to assist O&M specialists in preparation for the ACVREP O&M certification exam. The study guide was not intended to serve as a professional preparation tool. The examination is one of the required components for obtaining initial certification as a certified orientation and mobility specialist (COMS). The exam may also be used for points toward recertification for current COMS. Library Item 810.021

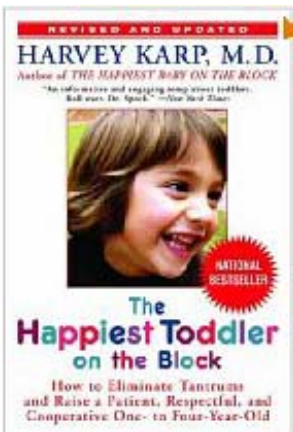
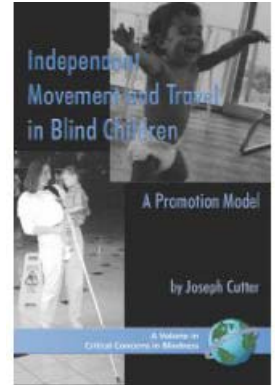
An Illustrated Guide to Cane Repair and More by Lynn "LJ" Gautreaux - A guide to cane and AMD repair and modification using consistency, accuracy, safety and efficiency as standards for the modification. Also, the author adds the following criteria: Simple repairs for anyone; Minimal tools required; Repairs can be done easily and safely in an office or work area; Advanced degree in mechanics not necessary; Step-by-step instructional format; and Modifications need to be realistically functional but not cumbersome. Library Item 810.020

Strategies for Developing Mathematics Skills in Students Who Use Braille by Gaylen Kapperman, Tony Heinze, and Jodi Sticken - Covers topics such as Basic Number Facts and Operations, Tactile Displays and Graphics, Calculation Tools and Aids, and Spoken Mathematics among many others. Library Item 1210.152



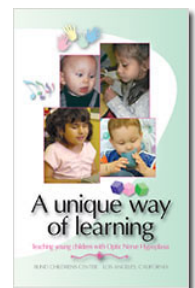
New Items in the Lending Library!

Independent Movement and Travel in Blind Children: A Promotion Model by **Joseph Cutter** - The purpose of this book is to contribute to our understanding of Developmental O and M, independent movement and travel in blind children. Unlike many books and articles on orientation and mobility (O&M) for blind children, this one is not about the effect of blindness on movement. Such an inquiry is self-defeating from the start, as it often begins with misconceptions and deficit-thinking about blindness and the blind child's early motor development. Instead, this book is about the effect of movement on development and the importance of movement experiences for the development of independent movement and travel in blind children. It has a clear premise: blind children must become "active movers" if they are to become independent "travelers." Library Item 810.022



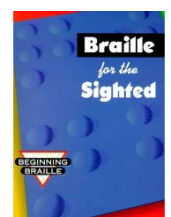
Happiest Toddler on the Block Book and DVD by **Harvey Karp, MD** - Combining his trademark tools of Toddler-ese and the Fast-Food Rule with a highly effective new *green light/yellow light/red light* method for molding toddler behavior, Dr. Karp provides fast solutions for today's busy and stressed parents. As you discover ways to boost your child's good (*green light*) behavior, curb his annoying (*yellow light*) behavior, and immediately stop his unacceptable (*red light*) behavior you will learn how to soothe his stormy outbursts with amazing success—and better yet, prevent these outbursts before they begin! And the new thirty-item glossary of Dr. Karp's parenting techniques will save you valuable time when you need to instantly calm an out-of-control child. The result: fewer tantrums, less yelling, and more happy, loving time for you and your child. Library Item 510.063 Book, 510.064 DVD

A Unique Way of Learning: Teaching young children with Optic Nerve Hypoplasia by **Rosalinda Mendiola B.A., Cheryl Bahar Ph.D., Jill Brody MA, O.T.R./L, & Gayle L. Slott MA, CCC/SLP** - Inspired by the needs of educators and therapists of preschool students who are blind and visually impaired with **Optic Nerve Hypoplasia** and the therapies found to be helpful when working with these children. Straight-forward and as easy to understand with helpful appendixes, definitions, Web sites and organizations. Library Item 1210.173



Selecting a Program: A guide for parents of infants and preschoolers with visual impairments by **Deborah Chen, Ph.D. & Mary Ellen McCann, M.A.** - The aim of this booklet is to help you select the program you think is best for your child, and to help you during transitions. This booklet focuses on how you select a program rather than on ways of locating a program in your particular community. How you find and use resources will depend on where you live. Library Item 1210.174

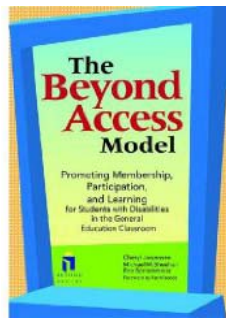
Braille for the Sighted, designed and illustrated by Jane Schneider and Kathy Kifer - An introduction to braille for those who are sighted. Learn the alphabet and numbers to complete a variety of games and activities. Library Item 1210.175





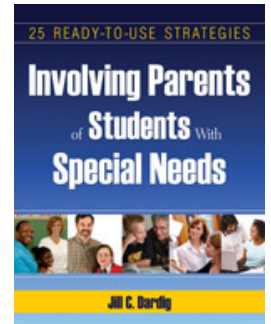
Blind and Visually Impaired Students - Educational Service Guidelines Print Edition from Editors: **Dr. Gaylen S. Pugh and Dr. Jane Erin** - Developed in cooperation with the Hilton/Perkins Program and the National Association of State Directors of Special Education, this publication describes essential program elements and features which must be considered when designing appropriate services for students who are blind or visually impaired, including those students with additional disabilities. It is intended to provide assistance to state and local education agencies, service providers, and parents. Library Item 1210.185

Nemeth Braille Code for Mathematics and Science Notation, 1972 Revision: Print Edition Codebook from the **Braille Authority of North America (BANA)** - Compiled under the authority of the American Association of Workers for the Blind, Association for Education of the Visually Handicapped and the National Braille Association. Library Item 1210.186



The Beyond Access Model: Promoting Membership, Participation, and Learning for Students with Disabilities in the General Education Classroom by **Cheryl Jorgensen, Michael McSheehan, and Rae Sonnenmeier** - This accessible book guides educators and administrators through every phase of the Beyond Access Model and gives readers helpful vignettes, detailed examples and a CD-ROM with more than a dozen adaptable checklists, fill-able forms, and templates. An innovative model that can transform schools and lives, this book will ensure that students with disabilities enjoy the benefits of full membership, participation, and learning within truly inclusive classroom communities. Library Item 610.081

Involving Parents of Students With Special Needs: 25 Ready-to-Use Strategies by **Jill Dardig** - Provides techniques for involving parents in the education of their children. Both general and special education teachers in Grades PreK–12 can use these strategies to reach the parents of students with a wide range of learning needs, including cognitive, emotional/behavioral, social, sensory, and physical disabilities, as well as the parents of typically developing students. This practical guide not only helps teachers and parents work together to give students with special needs the necessary support to succeed in school but also anticipates the challenges to parent involvement and provides step-by-step directions, sample materials, and tips. Library Item 610.082



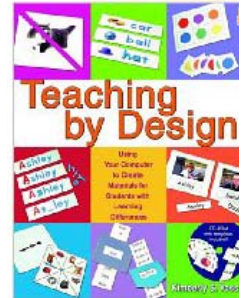
Creating Learning Opportunities: A Step-by-Step Guide to Teaching Students with Vision Impairment and Additional Disabilities Including Deafblindness by **Reena Bhandari and Jayanthi Narayan** - This book, written in the Indian context, provides a comprehensive guide to understanding the needs of learners with visual impairment and additional disabilities. Some topics included are the assessment of sensory impairment and communication; early intervention and working with families. It also covers program management topics of curriculum development, IEPs, training strategies and resources; program development, and management. Internationally developed publication. Library Item 1210.178

Assessment Intervention Matrix by **Enid G. Wolf-Schein and Jerome Schein** - A curriculum used to teach individuals with significant communication or sensory impairments (including those with severe auditory and visual problems or autism) to develop communication and daily-living skills in realistic, meaningful contexts, at school and at home. It is designed to bridge the gap between assessment and intervention through a process of continuous assessment, structured, intensive intervention, and reassessment, and can be tailored to the needs of pupils with a wide variety of abilities and deficits. Library Item 110.045



New Items in the Lending Library!

Teaching by Design: Using Your Computer to Create Materials for Students With Learning Differences by Kimberly Voss - Shows readers how to use the computer to design meaningful educational materials for children and adults with special needs. A synthesis of computer graphics, education, and crafting, this book represents the author's considerable expertise in customizing educational materials for her daughter with multiple disabilities as well as teaching other parents and teachers to create them too. Full of instructions for designing and adapting materials and strategies for using them--including a time-saving CD-rom of templates--Teaching by Design is useful to parents and teachers of students of all ages with a wide range of disabilities. Library



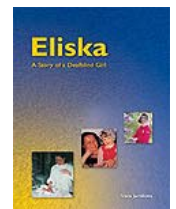
Ben & Buzzy's Busy Days by Suzanne Scannell - Follow the adventures of Ben and Buzzy as they learn about eye examinations and low vision devices. This colorful read aloud book offers numerous opportunities for students with low vision to practice the use of magnifiers and closed circuit television (CCTV) systems and will assist students with normally developing vision to understanding the devices used by students with visual impairments. Library Item 1210.176

Ben and Buzzy's Busy Book by Karen Crone - A companion book to Ben and Buzzy's Busy Days, this activity-filled book includes mazes, dot-to-dots, picture completion activities, and more. Each activity in this consumable resource is strategically designed to provide practical experiences in the use of low-vision devices. Library Item 1210.177



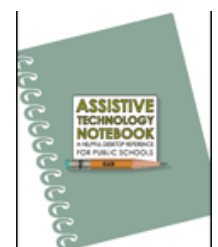
Making It Work! Technology Tips for Teachers of Students with Visual Impairments from The Region 4 Education Service Center - This handy, desktop guide consists of reference sheets and quick tips on software and hardware used by students with visual impairments. The information is written to assist teachers who support students who use technology so that they can quickly locate commands and execute tasks. Library Item 1210.179

Eliska, A Story of A Deafblind Girl by Ivana Jarnikova - Story of a 6 year old girl from the Czech Republic who is deafblind. This book, written by her mother, is her personal story of their family's journey-- of Eliska's development, and intervention. Library Item 410.120



Practice Makes Perfect: A Family Program in Orientation and Mobility from Region 4 Education Solutions - Provides information for families on developing travel skills in the community. Library Item 810.023

Assistive Technology Notebook: A Helpful Desktop Reference for Public Schools from Region 4 Educated Solutions - This desktop reference addresses issues surrounding assistive technology (AT) devices, services, accessible instructional materials (NIMAS/NIMAC) and how the use of these devices and services can positively impact accountability results. Library Item 1110.010





Deafblindness:
Educational Service Guidelines

Deafblindness: Educational Service Guidelines by Marianne Riggio and Barbara McLetchie - Developed in cooperation with the Hilton/Perkins Program and the National Association of State Directors of Special Education, this publication is a best practice guide that educational administrators at the state, local and program levels can use to understand the implications of combined vision and hearing losses on learning; to recognize the need for specialized assessment, program planning and service delivery. Library Item 410.121

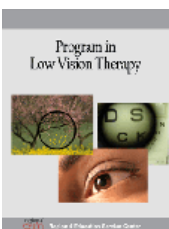
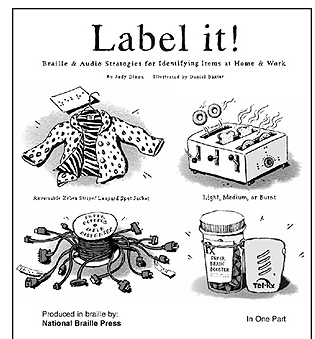
Braille Requisite Skills Inventory: Assessment and Planning Tool from Region 4 Educated Solutions - Provides a tool to determine if Braille is an appropriate literacy medium for students with visual impairments. Includes teacher manual and student workbook. The development and production of this product was funded in whole or in part by state or federal grants. The pricing for this product is calculated to recover storage, advertising, packing and shipping and/or handling costs. Library Item 1210.181



Assessment of Braille Literacy Skills (ABLS) from Region 4 Educated Solutions - Provides educators with a meaningful assessment of Braille literacy skills. The development and production of this product was funded in whole or in part by state or federal grants. The pricing for this product is calculated to recover storage, advertising, packing and shipping and/or handling costs. Library Item 1210.182

Meeting the Needs of Students Who are Deaf or Hard of Hearing: Educational Services Guidelines from NASDSE - This new book describes essential program elements and features that must be considered when designing appropriate services for students who are deaf or hard of hearing, including those students with multiple disabilities. A full continuum of options is included. The guidelines represent "best practices" from the field and the book is an outstanding resource for communication and coordination among organizations on behalf of students who are deaf or hard of hearing and their families. Library Item 710.029

Label It! Braille & Audio Strategies for Identifying Items at Home & Work by Judy Dixon - Author sorts through the labeling strategies that she and her friends have used through the years and identifies the very best ideas and tips. Focusing primarily on labeling with braille, Judy covers all the bases: clothing and accessories, medications, food containers, appliances, and a hodgepodge of other items, from postage stamps to chargers and cables. She also discusses what to do when you can't label something, and tricks to employ when you're out and about and nothing is labeled. An extensive resource list at the back covers labeling materials and products. This is the most useful book you'll buy all year! Library Item 1210.184



Program in Low Vision Therapy CD and Textbook from Region 4 Educated Solutions - Assists teachers and orientation and mobility specialists in becoming effective members of the multidisciplinary team for students receiving low vision devices from a qualified low vision examiner. Library Item 1210.183



Resources & Materials



Transition Resources provided by *Deafblind Focus*, the Indiana Deafblind Services Project Newsletter

As all students leave their formal school years, there are many challenges ahead: finding work, going to college or trade schools, learning to live independently, and participating fully in community activities. For students who have disabilities, this transition from school to adult life is even more difficult. That's why it is so important that planning for transition begins early in a student's life. There are numerous resources available to help students and their families begin the journey.

- ◆ **The National Consortium of Deafblindness DB-LINK Info Services** (www.nationaldb.org) has many resources specific to Transition. Visit www.nationaldb.org/NCDBProducts.php?prodID=49
- ◆ **The National Secondary Transition Technical Assistance Center** (www.nsttac.org) provides numerous resources to assist students and their families.
- ◆ **The Helen Keller National Center** (www.hknc.org) has a network of Regional Representatives who provide consultation and technical assistance. Visit www.hknc.org/FieldServicesREGREPADD.htm

Other helpful resources that can assist students to be better prepared for the transition from school to adult life include the following:

- ◆ **Chart Your Own Future: How Your Individualized Education Program (IEP) Can Help** provides information on how one's IEP can help a student have control over making decisions and planning for future education, employment and housing. Includes resources to help students and families learn more about goal-setting and getting involved in the IEP process. Visit www.Pacer.org/parent/php/PHP-c113.pdf
- ◆ **My Future My Plan: A Transition Planning Resource for Life After High School Curriculum** is designed to motivate and guide students with disabilities and their families as they begin early transition planning for life after high school. Visit www.ncset.org/publications/mfmp/asp
- ◆ **Think College: Getting Started** provides a checklist to help students with disabilities start the process of applying to college. Visit www.thinkcollege.net/forstudents/getting-started
- ◆ **Tips For Teens: Use Your IEP Meetings to Learn How to Advocate for Yourself** provides information for teens on how to begin to express their needs and wants by participating in their Individualized Education Program (IEP) meetings. At these meetings, teens can learn ways to talk about their disability to others, set goals, build teamwork skills, ask for accommodation and practice other self-advocacy skills. Visit www.pacer.org/parent/php/php-c149.pdf

Resources & Materials



IT'S HERE!



Easy to use lessons, videos, and tools, www.ASLdeafined.com offers you the solutions for closing the gap between the deaf and hearing community...one sign at a time.

Our website is ready... log-on today!

deafined
AMERICAN SIGN LANGUAGE
EDUCATION...ONE SIGN AT A TIME.

Please download our brochure and get familiar with our services and how we can help you.

ASLdeafined offers an interactive sign language website with **lessons, games, activities, and a personalized progress chart**. It has over **2200 videos** in the **dictionary** which continues to grow. Check **them** out at www.ASLdeafined.com

"People who are deaf-blind have demonstrated, time and time and time again, that given the proper education and job training, they CAN successfully live and work in their communities."

-- Joe McNulty,
Director of Helen Keller National Center

Employers Talk to Teens Video



Check out the first in a series of short videos co-produced by Career-Connect and Braille Institute that are targeted at teens with vision loss. **On Your Mark, Get Set...Go to Work**, addresses the importance of first jobs and finding employment as a young adult. Interviews and footage of job sites where young adults are working include schools, offices, a call center, a lifeguard station, a restaurant, and a pet grooming center; in addition, there's footage of a young woman working as a sign holder. Find out how these young adults found their jobs and what they think of working. The video includes detailed narration that brings the message of the video to anyone who cannot see the footage. In addition, a verbatim transcript with descriptions of the visual content is available.

In order to facilitate downloading, this first video is presented in two segments—Part A and Part B—and each segment is approximately eight minutes in length. The transcript is available as a separate text file entitled **On Your Mark, Get Set...Go to Work**.

For more information, go to:
<http://www.afb.org/Section.asp?SetionID=7&TopicID=268&DocumentID=4471>

check it Out



Research Participation Opportunity for Adolescents and Adults with CHARGE Syndrome: Quality of Life and the Ongoing Medical Issues

Announcement from the Helen Keller National Center Website: www.hknc.org

If you are 13-years or older, and have CHARGE syndrome, we would like to invite you and/or your parent or guardian to participate in our current research study.

There is still little known generally about the problems older people have when they're growing up with CHARGE syndrome. We would like to ask you questions about your past life and your present life with CHARGE syndrome. The questionnaire will take approximately 30-45 minutes to fill out and some of the questions will be about the things that are good in your life and not so good. This is described as "the quality of life."

This research study is being conducted by a medical doctor, Dr. Kim Blake, and a psychologist, Dr. Nancy Salem-Hartshorne, who also has an adolescent son with CHARGE syndrome.

If you volunteer to participate, a packet will be sent to you that will include consent forms and the questionnaire to be sent back to us. Please contact us via email or telephone if you would like to be a part of this important research!

Nancy Hartshorne: harts1ns@cmich.edu (989) 774-6469 (Eastern Time Zone)

Dr. Kim Blake: kblake@dal.ca (902) 470-6499 (Atlantic Standard Time)

AIM—Assessment Intervention Matrix by Enid G. Wolf-Schein and Jerome D. Schein / Three Bridge Publishers (2009)

AIM is a curriculum used to teach individuals with significant communication or sensory impairments (including those with severe auditory and visual problems or autism) to develop communication and daily-living skills in realistic, meaningful contexts, at school and at home. It is designed to bridge the gap between assessment and intervention through a process of continuous assessment, structured, intensive intervention, and reassessment, and can be tailored to the needs of pupils with a wide variety of abilities and deficits. AIM is divided into two parts addressing seven skill areas. Part 1: drinking, eating, dressing and toileting. Part 2: personal care, housekeeping, and food preparation. The CD-ROM contains an updated version of AIM, which was previously released in 1995 and 2002. The CD contains separate files of the AIM sections and their associates assessment and curriculum forms. Cost: 34.95 (includes priority mailing). Available from Three Bridge Publishers, 1703 Andros Isle Suite J-2, Coconut Creek, FL 33066. Phone: 954-978-1368 Fax: 954-968-3970 Email: scheinej@aol.com

AIM is also available from the CDE Deafblind lending library: Item 110.045

check it Out



Perkins Training & Educational Resources Program presents CHARGE Syndrome: The Impact on Communication & Learning

This insightful webcast explains the physical, sensory and neurological issues shared by many children with CHARGE and how these issues can affect their success in school. Martha Majors, who has worked with many children with CHARGE in the Deafblind Program at Perkins, offers guidance for educators in developing an effective educational program that will improve the emotional well-being and success in learning for students with this syndrome. Visit <http://www.perkins.org/resources/webcasts/> to watch this and other webcasts from Perkins.



Helen Keller National Center
For Deaf-Blind Youths and Adults

Deaf-Blind Young Adults in Action (DBYAA)

Deaf-Blind Young Adults in Action- Gallaudet Summer Course through HKNC

Below is a link for an upcoming opportunity for 6 young adults who are deafblind (ages 18-30) to participate in a 3 hour summer policy course entitled: Deaf-Blind Young Adults in Action: Participating in the Policymaking Process. Please follow the link for details and feel free to share. The young adults from the 2009 class have agreed to be mentors to the newly selected participants. Additionally, first cohort will be participating as co-designers and co-researchers in the class, which is offered for three hours of university credit. Please encourage young adults to read the application requirements and consider applying for this great opportunity.

www.hknc.org/DBYAA.htm

check it Out



DeafBlind
Communicator

NEW PRODUCT!!

Humanware



The Deafblind Communicator (DBC) allows deafblind users to communicate with other deaf people and the general public in many different ways. The basic DBC provides a TTY (with answering machine) for communicating with other deaf or deafblind individuals. It also includes a totally portable face-to-face communication system for dealing with sighted/hearing people on buses, in restaurants and shops, at school, or with colleagues and customers in the workplace. For more information, call 800-722-3393 or visit www.humanware.com.

Children Who are Deaf-Blind Cochlear Implants Project

<http://kidsdbci.org/>

This is a very important project to learn about the impact of cochlear implants for children with combined hearing and vision loss is seeking young children to participate in a research study. If you are considering a cochlear implant for your child younger than 8 years of age who is blind or had a vision loss, we would like to talk to you about your project.

The project is conducting research with children 8 years and younger throughout the United States to determine the benefits and challenges of cochlear implants. The project will work to identify effective strategies following implantation that enhance communication and language development.

Each family will receive a stipend each time their child is assessed in appreciation for their participation. Parents who participate in assessment and intervention using the LENA device will receive additional payments. Participation is voluntary and all information is confidential. The project is seeking pre-implant children.

For more information please visit the website at: <http://kidsdbci.org/>

**Helen Keller National Center (HKNC)
14th Annual Summer Teen Program
for Youth Who are Deaf-blind**



**HOW FAR CAN YOU GO?
IGNITE YOUR FUTURE!!**

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.

Cost: \$800/week –includes tuition, room and board

JOIN US JULY 12-23, 2010 FOR:

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

For registration materials or further information, contact:



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

**CO Services for Children and Youth with Combined
Vision and Hearing Loss Project Staff:
We are Here to Serve You!**



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Project Coordinator

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Project Support Staff

Anna Langedger
(303) 866-6644
langedger_a@cde.state.co.us



Calendar of Events



2010 2010 2010 2010 2010 2010 2010 2010 2010 2010

- April 21-24** **Council for Exceptional Children (CEC) National Conference**, Nashville, TN
Contact: www.cec.sped.org
- April 23-24** **Life without Limits**, Deafblind Project Parent Conference, Aurora, CO
Contact: quintana_g@cde.state.co.us
- May 4** **DHH Track and Field Day**, Hinkley High School Stadium, Aurora, CO
Contact: www.dhhtrackandfieldday.com
- June 14 - 15** **Colorado Assistive Technology Symposium**
Contact: www.uchsc.edu/atp/index.html
- June 23-25** **4th Annual Transition Institute**
Contact: 303-866-6694
- June 28-30** **Summer Institute on Deafblindness & Significant Support Needs**, Denver
Visit: <http://www.cde.state.co.us/cdesped/DeafBlind.asp>
- July 20 - 25** **AER International Conference** - Little Rock, AR
Visit: www.aer.bvi.org
- TBD** **Parents Encouraging Parents**
Visit: <http://www.cde.state.co.us/cdesped/PEP.asp>

**"Let no child be demeaned, nor have his wonder diminished,
because of our ignorance or inactivity.
Let no child be deprived of discovery,
because we lack the resources to discern his problem.
Let no child ever doubt himself or his mind
because we are unsure of our commitment."**

-Allen Martin



Deafblind Advisory



The Deafblind Advisory Council consists of parents, school district staff including teachers of the visually impaired, teachers of the deaf / hard of hearing, and administrators, CO Commission for the Deaf, CO Center for the Blind, Early Intervention Programs, Helen Keller National Center, National Consortium on Deafblindness and other agencies, Institutes of Higher Education (universities) Deafblind Project and CDE Staff. The Advisory has met twice this school year.

This group is charged with advising the project around training initiatives for service providers and parents and families, providing quality technical assistance and assisting with product development such as new and improved Fact Sheets! Other summer project include updating the website and the practicality of combining the Learning Media Assessment and the Communication Plan into one document for students with combined vision and hearing loss (deafblind).

The Deafblind Advisory Council continues to search for a high school student to serve as a self-advocate on this committee. If you know of someone who may be able to fulfill this role, please be in contact with either Tanni Anthony or Gina Quintana.

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

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

cde Improving
Academic
Achievement

THE 2010 SUMMER INSTITUTE ON DEAFBLINDNESS AND SIGNIFICANT SUPPORT NEEDS

Relationships, Roles, Results: The Three Rs of Building and Implementing Effective Programs

Institute Dates and Locations: The 2010 Summer Institute on Deafblindness and Significant Support needs is scheduled for **June 28, 29, and 30, 2010**. The institute will begin at 8:30 a.m. each day and end at 4:30 p.m. on Monday and Tuesday, June 28 and 29, and at noon on Wednesday, June 30. This 2.5 day training will be held at the Hilton Garden Inn in Denver - Cherry Creek.

Presenter: Kathee Keller Scoggin is an education consultant for the Washington Sensory Disabilities Services, which provides technical assistance to agencies and families of children who are deaf/ hard of hearing, blind, visually impaired and students with combined vision and hearing loss, including deafblindness.



Kathee received her BA at the University of Cincinnati in the area of deaf education; and her M.Ed. at the University of Arizona in Special Education focusing on vision impairment, intellectual disabilities, and behavior disorders. She has worked in the area of sensory disabilities for over 40 years; as a teacher, evaluator, principal, and consultant. More importantly, she continues to learn from every student, family, and professional with whom she works.

Content and Learning Objectives: As a professional or a parent, do you ever feel overwhelmed being on an educational team for a learner with multiple educational needs? Ever wonder what exactly your role is and the role of your teammates? The two and a half day workshop is designed to highlight the unique educational needs of learners who have dual sensory loss and/or with significant support needs. Information will be shared on the key roles of discipline-specific team members with special highlight on those trained in the area of deafness. Assessment, key instructional strategies, and progress monitoring tools will be detailed. Course objectives include:

Participants will:

1. Recognize and understand the impact that single or dual sensory loss has upon a child's learning with particular emphasis on the effects of a hearing loss.
2. Understand that knowledge and skills course participants have that are valuable to learners who have combined vision and hearing loss and/or with significant support needs. The key roles of team members when building an effective program for these students.
3. Learn about the characteristics of possible vision problems in students who are deaf and hard of hearing.

Continued next page

4. Identify and utilize appropriate assessment and progress monitoring tools to determine the student's sensory and key learning needs and day-to-day progress
5. Identify typical characteristics of students who have Usher's syndrome; adaptations needed and social and emotional ramifications for the student and his or her family specific to the degenerative aspects of the syndrome.
6. Understand strategies to reduce the isolation of children with vision and hearing loss, including those with additional disabilities.
7. Identify resources that are local, regional and national for students with vision and hearing loss

Target Audience: The training is targeted for parents, teachers, and other team members who work directly with children and youth with combined vision and hearing loss and/or significant support needs. First priority will be given, however, to Colorado teams, including parents, who are currently working with a child/student who is deafblind. Educational teams are highly encouraged. The training is limited to 100 participants.

Cost Information: There is no registration cost to attend this training. Participants will be responsible for their own transportation, lodging, evening meals, and tuition costs. Persons selected for the training MUST attend the full 2.5 days of the training.

What will Be Provided: A continental breakfast will be provided each of the three days, lunch will be provided the first two days. A handout packet will be provided.

Lodging: For those individuals needing overnight lodging, we have reserved sleeping rooms at our conference hotel, which is the Hilton Garden Inn Denver – Cherry Creek. The guaranteed room rate is \$95.00 + tax. When you call the hotel, please refer to the CDE 2010 Summer Institute on Deafblindness. The reservations line is 303-754-9800 or 877-782-9444.

Clock Hours / UNC Credit: The course will be offered for one semester hour through UNC at an expected tuition cost of \$55. Registration for the university credit will occur onsite and UNC will bill those registered for university credit. CDE / ACVREP clock hours will be available for all participants.

Confirmation of Acceptance: A confirmation email will be sent to accepted participants no later than June 4, 2010.

???: If you have any questions, please call or email:

Tanni Anthony

(303) 866-6681

anthony_t@cde.state.co.us

2010 Summer Institute Registration Form

There is no cost to this training, but full attendance is a requirement. The training is open to **100** participants. Preference will be given to those individuals who are currently working with a Colorado student(s) with deafblindness. Preference will be given to educational teams. Please note that we will need your summer address since the final confirmation information will be sent after the school year is over.

PLEASE PRINT NEATLY

Name: _____

Summer Address: _____

_____ **Home Phone:** _____

Summer Email Address: _____

Special Accommodations Needs (please indicate these needs no later than June 1st - After this time, we cannot guarantee that we will be able to honor requested accommodations):

Hotel Lodging: For those individuals needing overnight lodging, we have reserved sleeping rooms at our conference hotel, which is the Hilton Garden Inn Denver – Cherry Creek. The guaranteed room rate is \$95.00 + tax. When you call the hotel, please refer to the CDE 2010 Summer Institute on Deafblindness. The reservations line is 303-754-9800 or 877-782-9444.

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

Name of child on the CO DB Census: _____

School that the child attends: _____

Team members who would like to join me in this training (and will register independently): _____

*Please return this completed form to Tanni Anthony, CDE, 1560 Broadway, Suite 1175, Denver, CO 80202 or electronically to anthony_t@cde.state.co.us **The final deadline for applying for this training is June 1, 2010.** Please do not delay as this conference may fill to capacity sooner than June 1. Applicants will be notified no later than June 4 of their acceptance in this course.*

Colorado State Board of Education

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