

VIBRATIONS

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

Winter 2009/2010

COUNTING OUR KIDS SO THAT EVERYONE COUNTS!

By Tanni Anthony

Each year the CO Services for Children and Youth with Combined Vision and Hearing Loss completes an annual census of all learners, ages birth through 21 years who have both a vision and a hearing loss. The identification of a combined loss is important for educational and support services to the child, his or her family, and service providers.

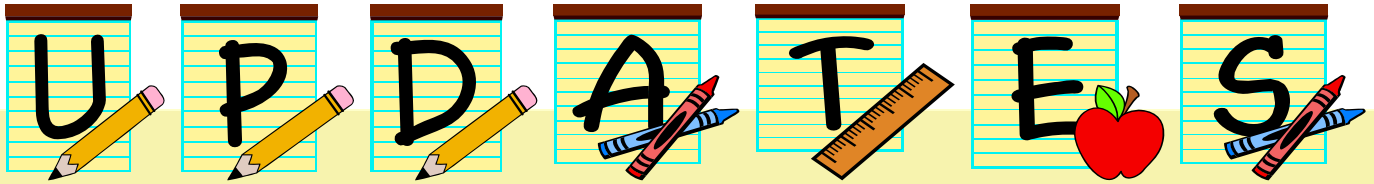
Vision and hearing are key gateways to acquiring information about the world, forming relationships, understanding and expressing communication, moving safely and efficiently from one place to another, becoming literate, and participating in the every day activities of our families, friends, peers, and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



Identification should always lead to a better understanding of how to work together on behalf of the child. We want every child to achieve to his or her fullest potential by building a program that is designed to the individual needs of the learner. We need to be vigilant in our identification efforts so that every child counts.

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Focus of this Newsletter—Identification: The identification of children and youth with deafblindness is an important goal of the project. We want to ensure that all service providers in CO schools and educational agencies understand the criteria of combined vision and hearing loss. This is important for the children and their parents. Identification is the first step to appropriate and informed services.

Colorado Census of Children and Youth with Deafblindness: The census is a CDE-approved data collection process to identify the children ages birth through 21 years who have a combined vision and hearing loss. All identified children, their families, and service providers are eligible for free technical assistance from the project. The census forms were mailed to the district contact people at the end of October and are due back to the project by mid-December. If you have any questions about the census process or would like a census form to register any newly identified children, please be in touch with Tanni Anthony at (303) 866-6681 or anthony_t@cde.state.co.us.

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

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

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

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 are currently making plans for the 2010 Summer Institute. If you have ideas on topics or presenters, please be in touch with Tanni or Gina. Thanks to everyone who participated in the 2009 Summer Institute, which was a resounding success on the topic of *Every Move Counts* with Jane Korsten.

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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

February 25-27, 2010 in Colorado Springs

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>



Helen Keller



Helen Keller Statue Unveiled at Capitol

“A bronze statue of a seven-year old Helen Keller was unveiled at the U.S. Capitol on Wednesday October 7, 2009, as lawmakers praised her as a trailblazer and an inspiration for those with disabilities.” (CNN) According to Governor Riley from Alabama, “By placing this statue in the Capitol, we appropriately honor this extraordinary American, and will inspire countless children who will come to understand that with faith and with courage, there truly are no limits on what can be accomplished, and there is no obstacle that can't be overcome.” (CNN) The statue is located in the rotunda of the Capitol and represents the state of Alabama and is “the first in the National Statuary Hall Collection depicting a person with a disability and the only one of a child.” (AP)

This was an exciting day for the Deafblind Community!

For the article from CNN:

<http://www.cnn.com/2009/US/10/07/HELEN.KELLER.STATUE/index.html>

For a video of the unveiling: <http://www.wkrg.com/42503>

AFB American Foundation™ for the Blind

Expanding possibilities for people with vision loss

To Love This Life: Quotations by Helen Keller

Foreword by Former President Jimmy Carter

Preface by Keller Johnson-Thompson—great-grandniece of Helen

Price: \$21.95

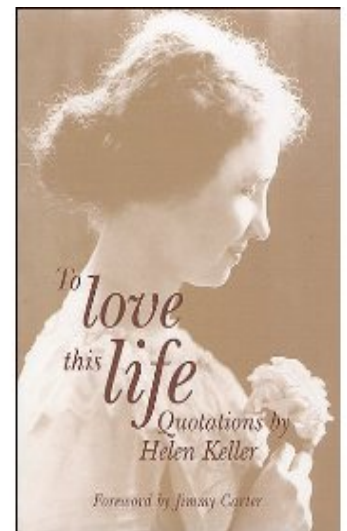
Format: Hardcover (also available in: ASCII on CD-ROM, Cassette)

Length: 118 pp.

ISBN: 978-0-89128-347-8

Publisher: AFB Press

Year of publication: 2000



To Love This Life is a beautiful and moving souvenir of one of the world's most admired women. This memorable collection of quotations from Helen Keller brings words of wisdom, courage, and inspiration from a remarkable individual who above all wanted to make a difference in the lives of her fellow men and women. The thoughts captured here--many from previously unpublished letters and speeches--offer profound statements on the meaning of being human and on life in all its complexity.

Minnesota DeafBlind

New Parent Support Research

from Sally Prouty

Greetings from Minnesota!

Several years ago a parent at our DB Family Weekend casually said, "We should write a book, we have so much wisdom to share". *The Parent Road Map; Your Guide to Raising a Child with Combined Hearing and Vision Losses* is the result. It is written entirely by parents and the 32 pages are full of photos and parent quotes. There are seven sections and only one pertains to the services offered in Minnesota, the other six sections would be appropriate for a parent living anywhere. It was designed by a professional freelance designer with thirty-three Minnesota families contributing photos and/or pearls of wisdom.

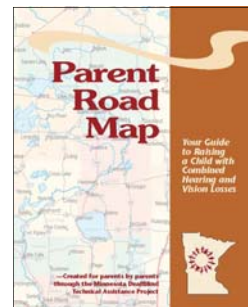
Section titles include: *We're on this road together, Welcome to Holland, Coming to Terms, Taking Care, Getting Help, Teaching Basics, Reaching Out, and Caring for Family*

We'd like to share it with you online through our website, www.dbproject.mn.org. Because the file is quite large, it can be downloaded in 7 PDF files or the entire document in a .ZIP file at the bottom of the webpage. Feel free to print and share as you would like. Please allow time for a full download as almost every page has photographs which can be time consuming. We hope you enjoy it!

Several states have contacted me about using the guidebook for their state and we are happy to share the Road Map. Our designer is currently working with another state project to customize it to their state, i.e. replace the MN map on the front and back covers, replace information in the Reaching Out section as it is Minnesota specific, and replace the contact information. The remainder of the Road Map guidebook will remain the same.

If you have any questions, please feel free to contact me.

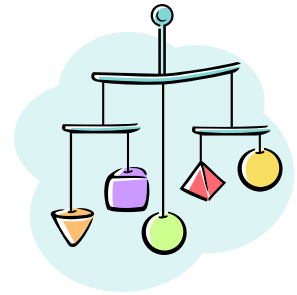
Sally Prouty (Mom to Andrew, 27 - CHARGE Syndrome)
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WHAT DOES YOUR CHILD SEE?

RISK FACTORS FOR VISION LOSS

- ❑ Family member concerned about child's vision.
- ❑ Baby was exposed to alcohol or drugs before birth.
- ❑ Baby was premature and given oxygen in the hospital.
- ❑ Baby had birth weight of less than 3.3 pounds.
- ❑ Child had meningitis or encephalitis.
- ❑ Mother had infection (toxoplasmosis, rubella, cytomegalovirus (CMV), syphilis, herpes) during pregnancy.
- ❑ Family history of vision loss (congenital cataracts, retinitis pigmentosa).
- ❑ Child has neurological problems, such as seizures.
- ❑ Child has other medical concerns (hearing loss, cerebral palsy).



TYPICAL VISION DEVELOPMENT

0-1 month	Looks at mother's or caregiver's face. Responds to lights.
2-4 months	Begins to smile at others. Follows a moving person with his/her eyes. Fascinated by lights and bright colors. Begins to look at own hands.
5-8 months	Watches things happening across the room. Reaches for nearby toys. Looks at small objects, such as raisins or small cereal.
9-12 months	Reacts to facial expressions of others (smiles, frowns, funny faces, etc.). Looks for fallen toys, even around corners. Is interested in picking up tiny objects, such as lint on carpet.
12-18 months <i>1-1½ years</i>	Marks and scribbles with a crayon. Interested in picture books. Can reach in and pull out objects easily. Builds a short tower with blocks.
18-36 months <i>1½ -3 years</i>	Sees detail in familiar pictures. Copies a circle with a pencil or crayon. Looks for familiar things in the distance. Can imitate movements of others. Matches objects to pictures.

If you suspect a child has a vision, hearing or speech/language problem, contact the Child Find Program at your local school district.

Prepared by the Colorado Services for Children with Combined Vision and Hearing Loss 2000

WHAT DOES YOUR CHILD HEAR?

RISK FACTORS FOR HEARING LOSS

- ❑ Family member concerned about child's hearing, speech, language and/or development delay.
- ❑ Baby was in nursery intensive care unit for 3 days or more, or was given oxygen for 10 days or more.
- ❑ Baby has unusual ear, head or neck formation (cleft lip or palate, Down syndrome).
- ❑ Baby had birth weight of less than 3.3 pounds.
- ❑ Baby had severe jaundice and an exchange blood transfusion was recommended.
- ❑ Mother had infection (toxoplasmosis, rubella, cytomegalovirus (CMV), syphilis, herpes) during pregnancy.
- ❑ Child has had an injury or trauma to the head.
- ❑ Child had childhood infectious disease, such as meningitis or chicken pox.
- ❑ Family history of hearing loss.



TYPICAL LISTENING, SPEECH AND LANGUAGE DEVELOPMENT

0-4 month	Startles to loud sounds. Quiets to the sound of a familiar voice.
4-6 months	Turns toward or looks for a familiar or new sound. Likes rattles and objects that make sound.
6-12 months	Turns or looks up when called by name. Imitates sounds and pitches. Understands the meaning of simple words and phrases, such as "no" and bye bye." Uses voice to get attention.
12-18 months	Uses 4-5 words by 18 months. Points to at least one body part when asked. Understands one-step instructions, such as "Get me your diaper," or "Close the door."
18-24 months <i>1½-2 years</i>	Uses 10-15 words and puts 2 words together by age 2 years. Likes music. Points to familiar objects when you name them.
24-36 months <i>2-3 years</i>	Uses 200 words by age 3 years. Listens to radio or TV at the same loudness as other people. Hears when called from another room. Uses 2-3 word sentences. Strangers can understand most of your child's speech.



Children Who Are Deaf-Blind

Practice Perspectives - Highlighting Information on Deaf-Blindness

Number 2 November 2007

The nature and extent of deaf-blindness in children is often misunderstood, but a new report, *The National Deaf-Blind Child Count: 1998–2005 in Review*, shines a light on this unique group of children. The review, which summarizes 8 years of data, not only provides a count of the number of children, from birth through age 21, who have been identified as deaf-blind in each state, but also reports other details about this population. These include the classification of vision and hearing loss, the types of additional disabilities that may be present, and the causes of deaf-blindness.

Although the term *deaf-blind* implies a complete absence of hearing and sight, in reality, it refers to children with varying degrees of vision and hearing losses. The type and severity differ from child to child. The key feature of deaf-blindness is that the combination of losses limits access to auditory and visual information.

Children with deaf-blindness require teaching methods that are different from those for children who have only hearing or vision loss. When *both* vision and hearing are affected, especially from birth or early in life, natural opportunities to learn and communicate can be severely limited.

More than 90% of children who are deaf-blind have one or more additional disabilities or health problems and some may be identified as having multiple disabilities rather than deaf-blindness. In these cases, the impact of combined hearing and vision loss may not be recognized or addressed.

Training and Support

It is critical that families and educators have access to training and support for the assessment and education of infants, children, and youth who are deaf-blind. Each state has a federally funded technical assistance project to provide this training and support. For information contact the National Consortium on Deaf-Blindness:

Phone: 800-438-9376 TTY: 800-854-7013
E-mail: info@nationaldb.org



Reported Vision and Hearing Loss in Children Identified as Deaf-Blind

Vision Loss

- 17% totally blind or light perception only
- 24% legally blind
- 21% low vision
- 17% cortical vision impairment
- 21% other

Hearing Loss

- 39% severe to profound hearing loss
- 13% moderate hearing loss
- 14% mild hearing loss
- 6% central auditory processing disorder
- 28% other

Additional Disabilities in Children Who Are Deaf-Blind

- 66% cognitive disability
- 57% physical disability
- 38% complex health care needs
- 9% behavior challenges
- 30% other

Data from Killoran, J. (2007). *The national deaf-blind child count: 1998–2005 in review*. Monmouth, OR: NTAC.

Causes of Deaf-Blindness

There are many causes of deaf-blindness. Those that are present or occur around the time a child is born include prematurity, childbirth complications, and numerous congenital syndromes, many of which are quite rare. Deaf-blindness may also occur later in childhood or during adulthood due to causes such as meningitis, brain injury, or inherited conditions.

Many experts in the United States and other countries believe that the population of children who are deaf-blind has become more severely disabled over the past several decades. This may be due, in part, to advances in medical technology that have increased the survival rates for premature infants and children with very serious conditions, who are also deaf-blind.

However, deaf-blindness is not always associated with additional disabilities. For example, Usher Syndrome, an inherited condition that causes hearing loss and progressive vision loss, is not typically associated with other significant challenges.

Educational Settings

National Deaf-Blind Child Count data shows that although children who are deaf-blind are educated in a variety of settings, most are educated separately from students who do not have disabilities.

Infants and Toddlers

Seventy percent of children with deaf-blindness from birth through age 2 receive early intervention services at home. The rest are typically served in specialized settings such as hospitals, clinics, early intervention centers, and residential facilities.

Pre-school

Seventy-two percent of children aged 3 through 5 are in special education classrooms, separate schools, or residential facilities. Only 20% are in classrooms with young children who do not have disabilities, and 5% are educated at home.

School-age

Most children and youth aged 6 through 21 are also educated apart from students who do not have disabilities:

- 39% in separate classrooms
- 16% in separate public schools
- 10% in public or private residential facilities
- 8% in separate private schools
- 7% in hospitals or at home
- 5% in other settings

Only 15% are educated in regular classrooms and resource rooms.

Most Common Causes of Deaf-Blindness in Children in the U.S.

- Heredity
- Prematurity
- Prenatal complications
- Postnatal complications
- CHARGE Syndrome
- Microcephaly
- Cytomegalovirus
- Hydrocephaly
- Meningitis
- Usher Syndrome

Race/Ethnicity of Children Who Are Deaf-Blind

- 56% White
- 14% Black
- 12% Hispanic and Latino
- 3% Asian and Pacific Islander
- 2% American Indian and Alaska Native
- 13% Other

Data from Killoran, J. (2007). *The national deaf-blind child count: 1998-2005 in review*. Monmouth, OR: NTAC.

Profiles

In reviewing the National Deaf-Blind Child Count data submitted over the years, it is clear that no single portrait can be painted to represent a typical child with deaf-blindness. Children who are deaf-blind are as varied as the number reported. The photographs and stories below illustrate this diversity.



BJ, age 2½, is from Kosrae, an island in Micronesia. He now lives in Hawaii with his parents and sister and attends a special education preschool. He has a conductive hearing loss and vision loss caused by optic nerve damage. BJ loves to explore his environment and enjoys activities that involve movement, vibration, or rhythm. He likes to swing, jump, and wrestle. He also likes music (especially drums and keyboards) and toys that light up, make sounds, or vibrate.



Divya is 21 and has Usher Syndrome. She has hearing loss, night blindness, and tunnel vision, which are all characteristic of this condition. Divya is fluent in American Sign Language (ASL) and has a cochlear implant. She lives in Florida, where she is a senior at her local high school. She is fully included and uses interpreters. When Divya graduates, she plans to attend a 2-year college and earn a degree or certificate in a field that will allow her to help people and use her ASL skills. Indian dance is one of her special interests. She won the best talent award two years in a row at the Florida School for the Deaf and the Blind (FSDB) Talent Show, and was also crowned Miss FSDB. She performed with other students at the Super Bowl in 2005.

Malik is 11 and lives in North Carolina. He has CHARGE Syndrome, a condition that can cause hearing loss, vision loss, other disabilities, and medical problems. Malik attends the Eastern North Carolina School for the Deaf, where he is in a special needs classroom. He is profoundly deaf and visually impaired. Malik uses American Sign Language to communicate, chooses his own meals, and even carries a wallet. He is known as the "Little King" to his family, teachers, and doctors, and with their love and support, he has thrived.



Brittany, age 14, lives with her grandparents in Pennsylvania. She was born prematurely, and she has cortical visual impairment and is deaf and developmentally delayed. Throughout her life, Brittany has had many health problems, including asthma, pneumonia, scoliosis, and kidney failure (she had a kidney transplant in 2003). She now attends Overbrook School for the Blind, and her goals are to live independently, find productive employment, and have an active social life. Brittany enjoys exploring things with her hands and other activities that take advantage of her sense of touch.

National Deaf-Blind Child Count

Details about the population of children with deaf-blindness provide educators and policy-makers with information to guide the development of services to meet the early intervention and educational needs of these children. The National Deaf-Blind Child Count has been conducted for the U.S. Department of Education's Office of Special Education Programs since 1986. The data are collected by state projects for children and youth who are deaf-blind and compiled by the National Consortium on Deaf-Blindness.

**For more information go to:
www.nationaldb.org/TACHildCount.php**

This publication was prepared by Peggy Malloy and John Killoran at the National Consortium on Deaf-Blindness (NCDB), with design and layout by Betsy Martin-Richardson, NCDB.



National Consortium
on Deaf-Blindness

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Key Points

- ◆ Deaf-blindness is varied and complex.
- ◆ Children with deaf-blindness are as diverse as the number of children reported.
- ◆ Early identification and intervention are critical.
- ◆ Children and youth who are deaf-blind often have other disabilities.
- ◆ Training and support are available through federally funded technical assistance projects in each state.

Resources

Killoran, J. (2007). *The national deaf-blind child count: 1998–2005 in review*. Monmouth, OR: National Technical Assistance Consortium for Children and Young Adults who are Deaf-Blind (NTAC), Teaching Research Institute, Western Oregon University. Available at <http://nationaldb.org/NCDBProducts.php?prodID=57>

Kimberling, W. J. (2004). Genetic hearing loss associated with eye disorders. In H. V. Toriello, W. Reardon, & R. J. Gorlin (Eds.), *Hereditary hearing loss and its syndromes* (pp. 126–165). New York: Oxford University Press.

Brown, D., & Bates, E. (2005, Spring). A personal view of changes in deaf-blind population, philosophy, and needs. *Deaf-Blind Perspectives*, 12(3), 1–5.

For additional resources and information about children who are deaf-blind, go to www.nationaldb.org.



The purpose of NCDB *Practice Perspectives* is to expand and broaden the use of current information resources by developing easily understandable products with accessible formats.

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Deafblind Resources

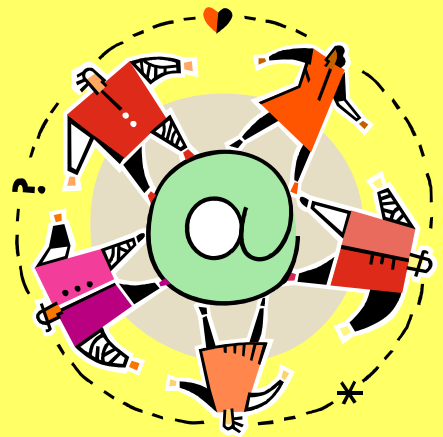
State	
<p>Colorado Services for Children and Youth with Combined Vision and Hearing Loss</p>  <p>Colorado Department of Education 1560 Broadway Avenue, Suite 1175 Denver, CO 80202</p> <p>Tanni Anthony - Project Director Gina Quintana - Project Coordinator Shannon Cannizzaro - Family Specialist Ana Trejo – 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 970-309-3459 anamt@comcast.net 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</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>

Family-2-Family Listserv

What is Family-2-Family?

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



What is a listserv?

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

Who can join?

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

Why would you want to join?

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

How do you join?

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

For more information:

Contact Gina Quintana (Quintana_g@cde.state.co.us)
or 303-866-6605

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.



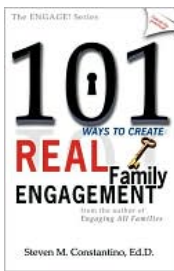
New Items in the Lending Library!

Drawing With Your Perkins Brailier by Kim Charlson



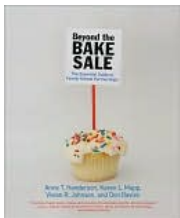
This book contains step-by-step directions for creating 36 different drawings including basic shapes, various animals, and pictures with holiday and transportation themes. The actual braille pictures are included to show what the drawings will look like when completed. This book shows both sighted and blind readers that braille can be used to create visual pictures that range from quite simple to highly intricate. Library item 1210.165.

101 Ways to Create Real Family Engagement by Steven Constantino, Ed.D.



Included are 101 powerful processes to ensure the cultural change necessary to make a difference in schools and communities. Many schools and districts have proclaimed their "strategies for family engagement" and set about "doing things" but they have not succeeded in engaging all families. At best, many have merely increased the engagement of the already engaged. Dr. Steve Constantino addresses the cultural revolution that must first occur, along with providing strategies and exercises that help schools begin making the tough cultural changes. Readers then learn how to build on that new cultural foundation and create the relationships that motivate family involvement, and ultimately create family engagement. Library item 910.023.

Beyond the Bake Sale: The Essential Guide to Family-School Partnerships by Anne Henderson, Karen Mapp, Vivian Johnson and Don Davies



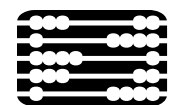
Countless studies demonstrate that students with parents actively involved in their education at home and school are more likely to earn higher grades and test scores, enroll in higher-level programs, graduate from high school, and go on to post-secondary education. *Beyond the Bake Sale* shows how to form these essential partnerships and how to make them work. Library item 910.023.

Everyday Activities to Promote Visual Efficiency: A Handbook for Working with Young Children with Visual Impairments by Rona Shaw



Most infants and toddlers who are visually impaired have some functional vision that they will be able to use for everyday activities and that can be used to support their learning and development. Early intervention services are essential for these children, not only to ensure their early development but also to help them learn to use their vision with maximum effectiveness, right from the start. This book offers guiding principles for early intervention with very young children who are visually impaired and who may also have additional disabilities. This important new resource then provides simple activities that can be incorporated easily by families and service providers into the everyday routines of a baby or child to facilitate early visual development and use of functional vision. Library item 1210.166.

Beginner's Abacus Guidebook by Karen J. Poppe



Print guidebook for reinforcing beginning mathematical concepts such as one-to-one correspondence, counting, place value, addition and subtraction using the abacus. Introduces basic abacus terms such as set and clear. Library item 1210.167.

Writing With Alternative Pencils CD-ROM developed by Gretchen Hanser Ph.D.



Now updated with over 30 alternative pencils!! Writing is typically a challenge for students with speech, sensory and motor difficulties, resulting in limited, if any opportunities to write. For professionals, it can be an overwhelming task to find a way for these students to write when they can't hold the common pencil or pen. To help address this problem, the Center for Literacy & Disability Studies has developed a range of "alternative" pencils that give students access to the full alphabet. These pencils can be used by students who are simply "scribbling" or by students who are beginning to write words. Each pencil has a brief guide with teaching strategies, sample goals, writing activities and actual student writing samples. Printable files and directions for making each of these pencils are included. Library item 310.040.

The special needs planning guide: How to prepare for every stage of your child's life by John W. Nadworny and Cynthia R. Haddad



The authors give parents a chronological guide for each stage from birth to adulthood. Included are all the tools families need to create an effective action plan for their finances: planning checklists and forms, a helpful glossary of financial terms, "planning pointers" that help readers remember key points, and extended case studies dramatizing other families' evolving challenges and solutions. Plus, the CD-ROM in the back of the book contains a helpful Financial Planning Timeline and a printable Letter of Intent that lets parents communicate key information, concerns, and desires to future caretakers. Library item 610.078.

Melanie: Bird with a Broken Wing: A Mother's Story by Beth Harry, Ph.D.



This memoir detail's the life of Beth Harry's daughter, Melanie, and the challenges she faced discovering both her daughter's strengths and her own. The account ranges from reflections and dreams that brought insight into her own feelings, to descriptions of medical and educational explorations that helped to reveal Melanie's person. It also reports the author's efforts to enhance Melanie's development by opening a small school for children with disabilities, which still thrives today. The story is old in years but timeless in meaning—a story not about disability, but about love. Library item 910.024.

The First Days of School: How to be an Effective Teacher by Harry K. and Rosemary T. Wong



This best-selling book walks a teacher, either novice or veteran, through structuring and organizing a classroom for success that can be applied at any time of the year at any grade level, pre-K through college. The book is used in thousands of school districts, in over 100 countries, and in over 2,000 college classrooms. It's practical, yet inspiring. But most important, it works! The new 4th edition includes updated research, photos, and more examples of "how-to" along with an implementation DVD, "Using THE FIRST DAYS OF SCHOOL" featuring Chelonnda Seroyer. This is the most requested book for what works in the classroom for teacher and student success. Library item 610.079.

The Happiest Baby on the Block Book and DVD by Harvey Karp, M.D.



In perhaps the most important parenting book of the decade, Dr. Harvey Karp reveals an extraordinary treasure sought by parents for centuries—an automatic "off-switch" for their baby's crying. Never again will parents have to stand by helpless and frazzled while their poor baby cries and cries. Dr. Karp has found there IS a remedy for colic. "I share with parents techniques known only to the most gifted baby soothers throughout history ...and I explain exactly how they work." Library items 510.061 (book) and 510.060.

Computerized Nemeth Code Tutor Software on disk from the Research and Development Institute



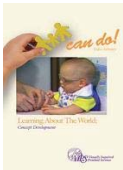
This software by Gaylen Kapperman, Jim Henry, Mario Cortesi, Toni Heinze and Jodi Sticken was developed as part of the project, Computer-assisted Instruction for Learning the Code of Braille Mathematics. Library item 1210.151.

CAN DO! DVD SERIES FROM VISUALLY IMPAIRED PRESCHOOL SERVICES



Seeing Things in a New Way: What Happens When You Have a Blind Baby

Parents can be devastated when they learn that their child is blind. This video is designed to help parents with their sense of loss and develop a positive outlook for their child's capabilities and potentials. Library item 1210.154.



Learning About the World: Concept Development

Lack of vision can cause children who are visually impaired to miss much of what is going on around them, inhibiting their understanding of the world. This video helps parents appreciate the importance of early concept development and what they can do to help their child. Library item 1210.155.



Becoming a "Can Do" Kid: Self-Help Skills

It is tempting for parents to do too much for their child who is blind. This video encourages parents to build independence in their child by teaching the child to do things for him- or herself, including feeding, dressing and personal care. Library item 1210.156.



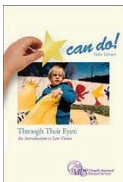
Making Friends: Social Skills and Play

Blindness can significantly impact a child's understanding of how to behave with others. This video explores several areas of potential social difficulty and shows parents how to help their child build the social skills that are keys to successful living in a sighted world. Library item 1210.157.



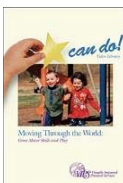
Going Places: Orientation and Mobility

Two very important skills for a child who is visually impaired to function independently are orientation and mobility - knowing where he or she wants to go and how to get there. This video teaches parents about these skills and what they can do from the time their child is very young to encourage independent and safe movement. Families and their children model a progression of skills from infancy through preschool age. Library item 1210.158.



Through Their Eyes: An Introduction to Low Vision

It can be difficult to understand low vision conditions and to determine how they affect a young child's visual functioning. However, with some special adaptations in the home and preschool environment, children with low vision will be able to use their sight to their best advantage. This video discusses several common causes of low vision, how they affect visual function, and adaptations that can be simply incorporated into home and classroom to meet these special needs. Library item 1210.159.



Moving Through the World: Gross Motor Skills and Play Visual impairment can significantly impact the development of the gross motor skills needed for young children to move beyond their environment and learn about the world. Parents and teachers can play a major role in fostering the development of gross motor skills. This video discusses key gross motor skills and demonstrates simple and fun play activities that parents and teachers can use to encourage a progression of skills from infancy through preschool age. Library item 1210.160.



Hands-On Experience: Tactual Learning and Skills

The sense of touch is one of the major senses that can make up for their loss of sight. However, babies, toddlers and preschoolers who are visually impaired need encouragement and opportunities to build their tactual skills. This video discusses the importance of tactual learning, the progression of tactual skills from infancy through preschool needed for preparing children for Braille reading, and how parents and teachers can help. Library item 1210.161.



Successfully Adapting the Preschool Environment

Children who are visually impaired can be successful in the typical preschool classroom. This video demonstrates a variety of adaptations that easily and effectively can be introduced to accommodate the special needs of students who are visually impaired. Library item 1210.162.



Power at Your Fingertips: An Introduction to Learning Braille - Handbook + Video

Anyone can learn Braille! This video features instruction in the Braille alphabet and numbers, introduction to the use of contractions in Braille, and training in the use of the slate and stylus and Braille writer. It is a great tutorial for parents and teachers to get started in using Braille with their children who are blind and to pursue self-instruction at their own pace. Package includes a slate and stylus along with print materials, including "The Alphabetical Index of Braille Signs" and a print copy of each graphic used in the video. Library item 1210.063.

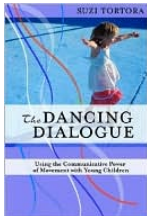


Full of Hope

Shares the experiences of diverse children and young adults with visual impairments. It offers hope and encouragement to families and professionals who work with them. It is especially helpful to families of newly diagnosed infants and preschoolers with visual and multiple impairments. Library item 1210.163.

The Dancing Dialogue: Using the Communicative Power of Movement with Young Children

by Suzi Tortora



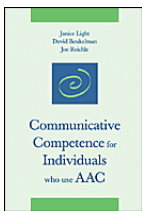
To be used with children from birth to seven years old, this book for professionals working with children instructs how to use dance and movement-based therapy to assess nonverbal behavior, in intervention with children with special needs, and stimulate development. Tortora discusses early childhood development, movement as communication, observation and assessment, important questions to consider, self-reflection, intervention techniques, working with parents, educational programming, and activities in the classroom. Library item 610.076.

Activities for a Diverse Classroom: Connecting Students from Peak Parent Center, Inc. by Leah Katz, Caren Sax, and Douglas Fisher



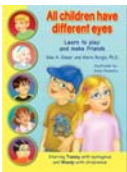
A terrific resource for elementary teachers, this book helps begin the sometimes difficult conversation about diversity in the classroom. Through various activities outlined in this text, teachers can help create a sense of community in the classroom as they introduce students to new ways of thinking about the need for friendships and acceptance of others. Library item 610.077.

Communicative Competence for Individuals who use Augmentative & Alternative Communication by Janice C. Light, David R. Beukelman, and Joe Reichle



Relevant for children and adults at all stages of communication development, this book is a required resource for current and future SLPs, educators, and rehabilitation professionals who work with individuals who use AAC. The book presents in-depth research and theory and covers four skill areas important to the development of communicative competence: Linguistic competence, Operational competence, Social competence and Strategic competence. With the research, theory, and practice in this text, readers will be fully prepared to enhance communicative competence for individuals who use AAC. Library item 1110.009.

All Children Have Different Eyes by Edie A. Glaser and Maria Burgio, Ph.D.



A beautifully illustrated storybook that models for children with vision impairment how to confidently and competently play and make friends, even while facing difficult social challenges. This long-overdue picture book includes over 20 examples and 18 activities that transform the engaging stories into an interactive workbook. With these exercises, parents and caregivers now have the tools to help kids with low vision. Library item 1210.153.

Opening Doors: Connecting Students to Curriculum, Classmates, and Learning by Barbara E. Buswell, C. Beth Shaffner, and Alison B. Seyler



This innovative text contains practical how-to's for including and supporting all students in general education classes, both elementary and secondary. It explores the processes, thinking, and approaches that successful implementers of inclusion have used. An essential title for anyone looking for effective ways to make inclusion work. Library item 610.013.



About PEAK Parent Center

PEAK Parent Center helps families and educators see new possibilities for their children with disabilities. The mission of PEAK Parent Center is to provide training, information and technical assistance to equip families of children birth through twenty-six in-

cluding all disability conditions with strategies to advocate successfully for their children. As a result of PEAK's services to families and professionals, children and adults with disabilities will live rich, active lives participating as full members of their schools and communities. PEAK helps families make informed decisions about early childhood, education, transition, employment, recreation, and other services for their children.

What does PEAK Provide?

- A toll-free hotline with trained parent advisors who provide information, support, and referrals.
- An online calendar of events hosted by parent support groups across Colorado.
- Workshops statewide on successfully educating children with disabilities.
- An annual Conference on Inclusive Education attended by hundreds of parents and educators.
- SPEAKout newsletter which contains the latest information and updates for families.
- Books and videos on how to successfully educate children with disabilities in general education classrooms.
- A family library to help parents increase their knowledge and skills in advocating for their children's education.
- A leadership-training program for parents of young children.

How much do these services cost?

PEAK is a non-profit organization and most of its services are free to Colorado families of children with disabilities. PEAK's books and videos are available at low cost.

Where is the PEAK Parent Center?

PEAK operates offices in Colorado Springs and Denver. PEAK also has Parent Mentors located in eight regions across the state. Visit www.peakparent.org for locations and contact information.

How do I contact PEAK?

You can call, email or fax PEAK at any time. Office hours are 8 a.m. to 4:30 p.m. weekdays. Voicemail is available when PEAK offices are closed.

Phone: 719-531-9400 or 800-284-0251

Fax: 719-531-9452

Email: info@peakparent.org

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

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 **73** 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>



Resources & Materials



NATIONAL CONSORTIUM ON DEAF-BLINDNESS

Publications in Spanish: The following four National Consortium on Deaf-Blindness (NCDB) publications are now available in Spanish from the NCDB website. The titles of those publications are: **Harmonious Interactions, Children Who Are Deaf-Blind, Path to Symbolism,** and **Transition.** The link <http://nationaldb.org/NCDBProducts.php?prodID=62>

Teaching Prelinguistic Communication describes the findings of a study on the use of adapted prelinguistic milieu teaching (PMT) for children who are deaf-blind. In adapted PMT, an instructor, working one-on-one with a child, uses a variety of strategies to teach and encourage children to use gestures and vocalizations to communicate intentionally. To download a copy, please go to <http://www.nationaldb.org/NCDBProducts.php?prodID=118>

The Practice Perspectives Series is designed to increase the use of current information resources through the development of easily understandable products in accessible formats. Find the complete series on the NCDB website, located at <http://www.nationaldb.org/NCDBProducts.php?prodID=111>

"I Wish I Had...Wisdom From Parents of Children Who Are Deaf-Blind" - an NCDB product published this summer, is now available from the NCDB website in Spanish. Please go to <http://www.nationaldb.org/NCDBProducts.php?prodID=115>



Resources & Materials



The National Task Force on Deaf-Blind Interpreting (NTFDBI) in conjunction with DB-LINK at the National Consortium on Deaf-Blindness is pleased to announce the completion of a new resource - an **Annotated Bibliography on Deaf-Blind Interpreting**. This document is intended for interpreters, interpreter educators and deaf-blind people who are looking for books, articles and videos about deaf-blind interpreting, communication, advocacy and rights, culture and community, Support Service Providers (SSPs) and more. The bibliography is available on the web at <http://www.nationaldb.org/ISSelectedTopics.php?topicCatID=767>. This site also has a downloadable PDF version of the document in both regular and large print and a plain text document. If you have any resources that are not included in this listing, please send the article or information to NTFDBI@gmail.com.

The National Consortium on Deaf-Blindness has a new 4-page publication called ***The Path to Symbolism***. It describes the importance of early communication experiences for the development of symbolic communication in children who are deaf-blind. The publication is based on research and review articles by Susan Bruce (Boston College) and colleagues. Two recent studies by these researchers are highlighted. The first is on the use of gestures in children who are deaf-blind and the second is on the rate of intentional communication acts in children with severe disabilities, including deaf-blindness. This is the third in series of publications called *Practice Perspectives*, designed to expand and broaden the use of current information resources by developing easily understandable products with accessible formats. Standard and large print versions are available on the NCDB website: <http://nationaldb.org/NCDBProducts.php?prodID=62>

check it Out



Perkins Training & Educational Resources Program presents:

CHARGE SYNDROME WEBCAST: AN OVERVIEW

In this webcast, Pamela Ryan, Perkins School Psychologist, offers an overview of the characteristic features of CHARGE Syndrome and discusses the very diverse ways these features may manifest themselves in children. She talks about some of the early medical complications that many children face and how these issues affect development and learning. Check it out at: www.perkins.org/webcasts

THE COMMUNICATIONS PORTFOLIO WEBCAST

Susan DeCaluwe presents our newest webcast on the development of the Communications Portfolio for learners with deafblindness and multiple disabilities. This tool that is jointly developed by family members and professionals creates a common and very personalized view of the learner's communication skills, abilities and challenges across all environments. Watch the webcast: <http://www.perkins.org/webcasts>

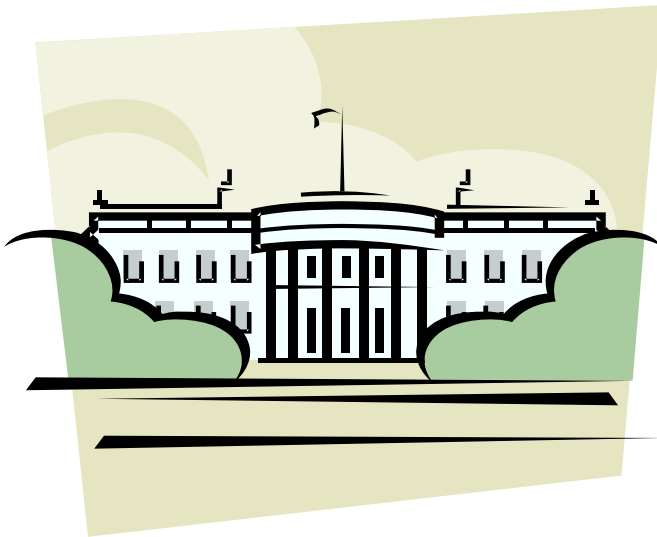
NEW WEBCAST—"PARENTS AS AMBASSADORS"

The latest on-demand educational webcast presented by Perkins Training & Educational Resources Program. Author/Expert Robbie Blaha shares her wisdom, insights and humor with parents and educators in a keynote delivered at the Discover Conference, held at the Perkins School for the Blind. View at https://secure2.convio.net/psb/site/SPageServer?pagename=Webcasts_Parents_As_Ambassadors&JServSessionIdr002=ljmsid1vx3.app46a

Check it Out



The White House Agenda on Disabilities



“We must build a world free of unnecessary barriers, stereotypes and discrimination ... policies must be developed, attitudes must be shaped, and buildings and organizations must be designed to ensure that everyone has a chance to get the education they need and live independently as full citizens in their community.” *Barrack Obama, April 11, 2008.*

Visit www.whitehouse.gov/agenda/disabilities. Key points of the agenda include:

- 1) supporting IDEA, early intervention, and improving college opportunities for high school graduates
- 2) ending discrimination and providing equal opportunities by restoring the Americans with Disabilities Act
- 3) increasing employment rate of workers with disabilities
- 4) supporting community-based living.

Still Thriving and Excelling Long After Helen Keller

President Obama recently met with a group from the Helen Keller National Center in the Oval Office. For the full historic story, visit:

<http://www.whitehouse.gov/blog/Still-Thriving-and-Excelling-Long-After-Helen-Keller/>

check it Out



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

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)

PEAK's Newsletter is Going Online!

Future issues of **SPEAKout** from PEAK Parent Center will be published online. Be sure you don't miss an issue! To receive email notices announcing new issues of **SPEAKout**, make sure to submit your email address to info@peakparent.org and ask to be added to our list!

Please note if you submit your email address for **SPEAKout**, we will not share your email address with anyone else. You can cancel your online subscription at any time.

Save the Date!!! 2010 Conference on Inclusive Education
February 11 - 13, 2010 in Denver, Colorado
Visit PEAK's website at www.PEAKparent.org and click "PEAK
Conferences" for details.



Special Announcements

Congrats to Barb Palmer!!

CDE is so very proud of Barb 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.



Thank You

Tack

Mahalo

Kiitos

Toda

Thanks

Grazie

Obrigado

Takk

Gracias

Merci

Many thanks to all of the individuals who made the *Family Learning Retreat 2009* such a huge success. We were very fortunate to have Luke and Margie Adams for the Amazing Race as Keynote Speakers.

The planning committee consisted of: Shannon Cannizzaro, Diane Covington, Laura Douglas, Donna Keale, Ruth Mathers, Stefanie Morgan, and Gina Quintana.

We could never pull off such a wonderful retreat without the help of the many volunteers who gave of their time throughout the weekend.

A special thank you goes out to Tanni Anthony, Andy Cannizzaro, Mike Morgan, Ana Trejo, and Lorena Trejo.





Thoughts of a Deaf-Blind Woman

by Tonilyn W.

Silence is for the hearing,
Not the deaf;
A deaf world is full
Of many, many sounds.
Darkness is for the sighted,
Not the blind;
For the blind see
Many wonderful things.
The world of the deaf-blind
Is a wondrous place.
We are not limited
By our eyes and ears.
Everything we touch
We see.

Everything that moves within our touch

We hear.
To smell a flower
Is to see it,
To hear it,
To know the mystery of it.
We feel the breeze
And see the leaves
As they sway
To Nature's music.
The sun on our faces
Shows us the sunshine
And the brightness
Of the day.
Our lives are fulfilled,
And filled with a multitude
Of sights, sounds,
Feelings, and living.
Don't mourn the deaf-blind
For we have some of the
Most fulfilled lives
Of anyone that ever lived.
Share in our joys,
Experience life to the fullest.

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



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anthony_t@cde.state.co.us



Project Coordinator:

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



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Family Specialist

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



Calendar of Events



2009 2009 2009 2009 2009 2009 2009 2009 2009 2009

November 18-21 **TASH Conference 2009**, Pittsburgh, PA
Contact: <http://www.tash.org/2009tash/>

2010 2010 2010 2010 2010 2010 2010 2010 2010 2010

January 15-16 **Courage to Risk Conference**, Colorado Springs, Colorado
Contact: www.couragetorisk.org

February 1 - 12 **Early Assessment Window for CSAP Grade 3 Reading and Lectura**
Contact: Your District Assessment Coordinator (DAC)

Feb 3 - March 26 **Assessment Window for CSAPA (All grades)**
Contact: Your District Assessment Coordinator (DAC)

February 11-13 **23rd Annual Conference on Inclusive Education**, Colorado Springs, CO
Contact: www.peakparent.org

February 16 - 26 **Assessment Window for CSAP Grade 3 Reading and Lectura**
Contact: Your District Assessment Coordinator (DAC)

February 26-28 **Parents Encouraging Parents (PEP) Conference**, Colorado Springs, CO
Contact: www.cde.state.co.us/cdesped/PEP.asp

March 8 - April 9 **Assessment Window for CSAP Grade 3 Writing and Grades 4-10**
Contact: Your District Assessment Coordinator (DAC)

April 21-24 **Council for Exceptional Children (CEC) National Conference**, Nashville, TN
Contact: www.cec.sped.org

April 22 - 24 **Council for Exceptional Children's Convention and Expo** - Nashville, TN
Visit: CEC at www.cec.sped.org

June 14 - 15 **Colorado Assistive Technology Symposium**
Contact: www.uchsc.edu/atp/index.html

July 20 - 25 **AER International Conference** - Little Rock, AR
Visit: www.aer.bvi.org

Deafblind Advisory



The Deafblind Advisory Council is a mandated component of the Colorado Services for Children and Youth with Combined Vision and Hearing Loss (Deafblind) Grant. The Advisory Council is comprised of parents, teachers of the visually impaired, teachers of the deaf / hard of hearing, administrators, a representative from the Colorado Commission for the Blind, Colorado Commission for the Deaf, Helen Keller National Center, Part C, the Colorado School for the Deaf and the Blind, Institutions of Higher Education, the National Consortium on Deaf-Blindness, CDE Consultants on Sensory Disabilities and Project Staff. We continue to search for additional membership to include a consumer (adult) who is deafblind and a student.

The Advisory met on October 27th at the Anchor Center for Blind Children. The agenda included discussions about the current census such as the number of students who are registered. We also discussed some of the challenges of identifying students with combined vision and hearing loss and transition to post school. The Advisory will work on some of the issues, ways to address them, and ways to get information out to the field about the project. We also discussed possibilities for presenters for the Summer Institute on Deafblindness 2010 and suggestions for parent training. The council will meet again on February 18, 2010. If you have questions about the Advisory Council or would like to have an agenda item added, please contact Gina Quintana at quintana_g@cde.state.co.us or (303) 866-6605.

Please note our new address!

Location: Colorado Department of Education
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