



# Oregon Deafblind Project



## Building Effective Programs

Lyn Ayer, Project Director • Fall 2010

Hello everyone!

Welcome back to a new school year. Hope it will be a year filled with new and exciting experiences.

Do you have a "bucket list"? If not, you might consider making one for yourself, your family, or at least your child who is deafblind. It could be a lot of fun — and you could do it for one month, one year, or the rest-of-your-life. Here's a website that may give you some ideas that you can adapt or modify for you and your child/family

<http://www.squidoo.com/100things>



The website suggests:

- Decide what you want — and why
- Create specific goals and set a timeline
- Pair a strong "belief" with the goal
- Make sure to set aside time
- GO for it!
- If needed, readjust your approach, timelines etc

If you create an annual list and only complete a couple — it's still okay!! It's not an IEP, folks. In fact, think "non-IEP". At the end of the year, you should be able to proudly show off that scrap-book! Things on this list will give you things to look forward to. Anticipation is a wonderful feeling.

**In the words of Helen Keller: "Life is either a daring adventure or nothing at all."**

You take care. Enjoy the year!

Lyn

### CONTENTS

|  |     |
|--|-----|
| Director's note                        | 1   |
| Why register a child with the Project? | 2   |
| Facts from the 2009 Child Registry     | 2   |
| Rules—the Keystone of what we do       | 3-4 |
| Eligibility                            |     |
| OAR 581-015-2140 Deafblindness         |     |
| Side-by-side chart                     |     |
| The Toolbox: Let's Make that           | 5-6 |
| Functional                             |     |
| Functional Hearing Assesment (contd)   |     |
| Tips from Perkins                      | 7   |
| New DB Intervener Training Program     | 7   |
| Attention Parents                      | 8   |
| Announcements from OrPTI               | 8   |
| News from COAT                         | 9   |
| Travel with a purpose                  |     |
| Hearing & C.I. News                    |     |
| Fun info for families                  | 10  |
| The Deafblind Working Group            | 11  |
| Project Contact Information            |     |

Any family members out there who have really great ideas for people to put on their "bucket list" — please send them in — and I'll put them in our next newsletter.

Also — if you have another title instead of "bucket list" — that would be great too. If you look up the dictionary meaning, it is associated with "kicking the bucket" — and our "bucket lists" are not just meant we are looking at the end of life — but that we are living and doing things for the here and now! SO — contributions, please??!!

## Oregon Deafblind Project

### WHY Identify and Register Children Who are Deafblind with the Project?

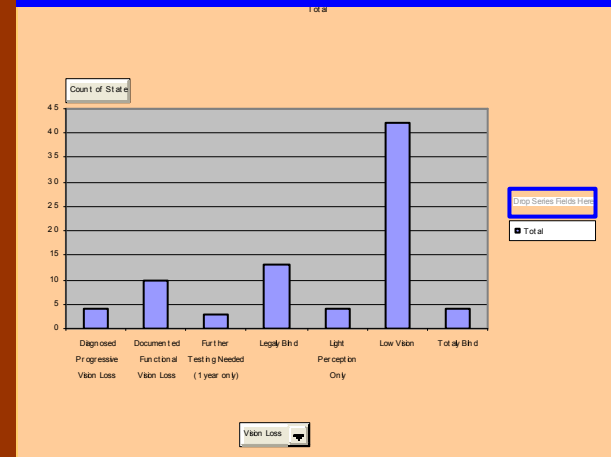
From the point of view of a child who is deafblind, here are the main reasons:

- **Why not?** My family, teachers, therapists, and one-on-one aide (and others) will all have access to **information and training** to help each one of them understand me better.
  - They will make the connection between my goals and my life — **how I function** at home and school (and elsewhere!), and what I need to **ACCESS** the world around me.
  - They will then be able to re-do or tweak the goals and objectives on my IEP because they will better understand **what I really NEED**.
- My team will be more aware of how to fill in those "gaps" in **incidental information** — information that all the other kids around me get by just looking or listening. I don't, because I don't see or hear very well. Perhaps my brain also does not put 2 + 2 together to make 4!
- VERY IMPORTANT! I will be given every opportunity to **learn to communicate**, even if I cannot use my voice to express myself. This is SO important to me because otherwise I will not be in tune with the people around me — and it would be so unfair not to give me this chance at something all human beings really need.
- My team will know what to do to help me reach my potential in terms of **literacy**. They will learn how to adapt or modify what exists, and also to create tools for literacy that will help me learn.
- My family and team at school will know that just "doing" for me is not going to get me anywhere. They will learn that I need to **advocate for myself**. After all, some day in the future I will need to do this anyway if I am to survive and have a reasonable quality of life!
- People in my life come and go. So I will have to learn how to deal with this, and know how to **interact** with my family, and with others as well. The Project will help my team with this too.

## FACTS FROM THE 2009 Oregon Deafblind Child Registry:

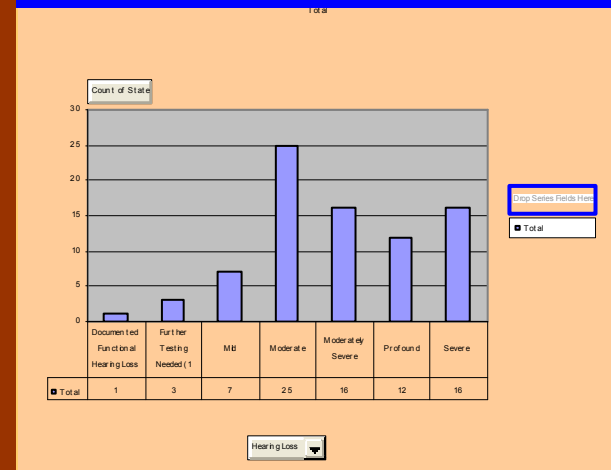
There are currently 80 children on the Project's Child Registry, 35 girls, and 45 boys.

### Levels of Visual Impairment



CVI: 51 No, 23 Yes, 6 Unknown  
 Corrective lenses: 33 No, 42 Yes, 5 Unknown

### Levels of Hearing Impairment



CAPD: 59 No, 2 Yes, 19 Unknown  
 Auditory Neuropathy: 59 No, 21 Unknown  
 Cochlear Implant: 65 No, 6 Yes, 9 Unknown  
 Assistive Listening Device: 16 No, 57 Yes, 7 Unknown  
**Other Impairments: 46 No, 26 Yes, 8 Unknown**



## "RULES" — the KEYSTONE OF WHAT WE DO

### WHAT DO ELIGIBILITY RULES DO FOR US? WHAT IS THE INTENT?



- Brings a team to the table to have a discussion
- Provides a "key" to a team to be able to render the best possible help to a child
- Gives us a common "base" for how we approach children with special needs/deafblind
- Provides pointers that determine WHAT evaluation may be needed, with discussion indicating possibly HOW and WHERE to do this
- Indicates WHO may be involved in evaluation, and then in programming for the child
- Looks beyond mere etiologies/causes of deafblindness to how a child may FUNCTION in various environments
- Helps the team to look beyond eligibility itself to person-centered planning
- Makes the team think of children as being "sensory" persons, and the critical importance of the two distance senses that may not be working at 100% or adequately compensating for one another
- Helps to target what in-service training a team may need in order to provide adequate and appropriate services to a child who is deafblind
- Ultimately, provides a child with the right to be served according to his/her NEEDS — and not because of the existence or lack of \$\$, or the whims of individuals.

Remember that it is NOT a matter of time, \$\$, and individual opinions that should be important — it is the life of a child and this child's future that depends on this. Isn't that why we are in Special Ed?

#### OAR 581-015-2140 Deafblindness [Oregon]



- (1) If a child is suspected of having deafblindness, the following evaluation must be conducted:
  - (a) The minimum evaluation procedures for hearing impairment and vision impairment
  - (b) If the child demonstrates inconsistent or inconclusive responses in an assessment of one sensory area, a functional assessment must be administered by a state licensed educator of the visually impaired, a state licensed educator of the hearing impaired or an audiologist licensed by the State Board of Examiners for Speech-Language Pathology and Audiology.
- (2) To be eligible as a child with deafblindness, the child must meet one or more of the following minimum criteria:
  - (a) The child meets the minimum criteria for both vision impairment and hearing impairment...or
  - (b) The child meets the minimum criteria for either vision impairment or hearing impairment and demonstrates inconsistent or inconclusive responses in an assessment of the other sensory area; or
  - (c) The child meets the minimum criteria for either vision impairment or hearing impairment and has a degenerative disease or pathology that affects the acuity of the other sensory area.
- (3) For a child to be eligible for special education services as a child having deafblindness, the eligibility team must also determine that:
  - (a) The child's disability has an adverse impact on the child's educational performance; and
  - (b) The child needs special education services as a result of the disability.

The Oregon Department of Education is a major partner in our grant efforts, especially relating to family goals. Project information is at: <http://www.ode.state.or.us/search/results/?id=185>

Side-by-side of information from the Project's Child Registry Form and the State's 43 -DB eligibility information



Project Registry Form

PART II: Individual's Medical Background/  
Handicapping Conditions

Primary Classification of Visual Impairment

- Low Vision, Legally Blind, Light Perception Only, Totally Blind
- Diagnosed Progressive Loss
- Further Testing Needed (one year)
- Documented Functional Vision Loss

Cortical Visual Impairment

Primary Classification of Hearing Impairment

- Mild, Moderate, Moderately Severe, Severe, Profound
- Diagnosed Progressive Loss
- Further Testing Needed (one year)
- Documented Functional Hearing Loss

Central Auditory Processing Disorder  
Auditory Neuropathy

Primary classification of Visual Impairment:

- Low vision to totally blind
- Diagnosed Progressive Loss
- Documented Functional Vision loss

Cortical Visual Impairment

Primary classification of Hearing Impairment:

- Mild to Profound
- Diagnosed Progressive Loss
- Documented Functional Hearing Loss

Central Auditory Processing Disorder  
Auditory Neuropathy

Deafblindness 43

[OAR—(1) (a) The minimum evaluation procedures for hearing impairment and vision impairment under OAR 581-015-2150 and 581-015-2180, respectively]

Eligibility for Deafblindness — 43 (5)

- The student meets eligibility criteria for both hearing and vision impairment; OR
- The student meets eligibility criteria for either hearing or vision impairment, but demonstrates inconclusive or inconsistent responses in the other sensory area. A functional assessment in the other sensory area substantiates the presence of an impairment in that area; OR
- The student meets the minimum criteria for either hearing or vision impairment and has a degenerative disease or pathology that affects the acuity of the other sensory area

Eligibility for Visual Impairment — 40:

- 20/70 or less, OR
- 20 degrees or less, OR
- Eye pathology or progressive eye disease, OR
- Inconclusive clinical results; student demonstrates inadequate use of residual vision

Eligibility for Hearing Impairment — 20:

- 25 dbHL or greater in the better ear (freq of 500 Hz, 1000 Hz, 2000 Hz), OR
- 35 dbHL or greater in the better ear (freq of 3000 Hz, 4000 Hz, 6000 Hz), OR
- Unilateral — 50 dbHL or greater (freq 500-4000 Hz)
- Non treatable (sensori-neural or conductive)

## THE TOOLBOX



### Let's make that **FUNCTIONAL**

We make sure that everything we do in life is **FUNCTIONAL** for each of us. In other words, we make every effort to **MAKE IT WORK!**

**?? WHAT IF ??** a child we knew.....

- Learned to sort and separate coins, but could not count them out to buy something?
- Learned to press a switch, but could not operate a blender?
- Learned to scan a set of switches and to press one, but never learned to press the buttons on an elevator?
- Learned to string beads for finger and hand dexterity — but did not know that she could make jewelry as a hobby — or a job?
- Learned to pack the lego pieces neatly back in the box each time, but could not pack his own suitcase, or his lunch, to go on a trip?
- Learned to “bear weight” and take steps, but never saw the inside of a gym or his brother “working out”?

In “Developing Concepts with Children Who are Deaf-Blind”, Barbara Miles & Barbara McLetchie give some really excellent examples of what could happen if a child who is deafblind is not deliberately taught functional concepts:

<http://www.nationaldb.org/NCDBProducts.php?prodID=29>

- a boy thought “going home” meant the feel of a bumpy road and a series of turns in the car
- a boy experiencing snow for the first time thought it was ice cream and asked for chocolate
- a girl touched a wet leaf and signed “cry” (it felt like tears)
- a girl thought food came from a mysterious place up high (it was always set down on the table from above)
- a young man didn't know, even after many years, that his family's pet cat ate (he had never seen it or touched it as it ate, and no one had ever told him)



Take a look at this wikibook: (It also has a section on software)

[http://en.wikibooks.org/wiki/Assistive\\_Technology\\_in\\_Education/Life\\_Skills#Functional\\_Skills\\_Topics](http://en.wikibooks.org/wiki/Assistive_Technology_in_Education/Life_Skills#Functional_Skills_Topics)

**A skill or activity is defined to be functional after considering the following questions:**

- How frequently is the activity performed?
- Will the activity increase the independence of the student?
- Is the activity performed in a variety of natural settings?
- Is the vocational task one which someone would pay the student to do?
- Will the performance of the activity reflect the student as competent?
- Is the skill likely to be naturally reinforced?
- If the child can't do it will someone have to do it for him/her?

Brown, I., Falvey, M., Vincent, L., Kaye, N., Johnson, F., Ferrara-Parish, P., & Gruenewald, L. (1980). Strategies for generating comprehensive, longitudinal, and chronological-age-appropriate individualized education programs for adolescent and young-adult severely handicapped students. *Journal of Special Education*, 14, 14 (2), 199-215.

#### **Take a skill and MAKE it FUNCTIONAL:**

- (a) Look at the task**
- (b) Change it**
- (c) Give it a context**
- (d) Make it rewarding/motivating TO THE CHILD**

- Putting pegs in a pegboard
- Pouring sand or water
- Coloring a picture — for a child who cannot see color
- Folding towels
- Putting a group of cards in a sequence
- Rote count to 100
- Gluing 2D items on to a card for “Mother's Day”
- Using the new walker
- Reading a book





## FUNCTIONAL HEARING ASSESSMENT (contd. from Summer 2010)

### Courtesy of TSBVI!

Thank you, Jim Durkel, Texas School for the Blind and Visually Impaired—TSBVI — for sharing these excellent resources!

- [www.tsbvi.edu/Outreach/seehear/summer05/functional.htm](http://www.tsbvi.edu/Outreach/seehear/summer05/functional.htm) The article in *See/Hear* ["Formal Vs Informal Tests: What is Functional Hearing?"] defines the difference between "formal audiological hearing tests and functional, or informal, hearing tests" and describes how information from these assessments can be shared to meet the needs of a child. This article is the basis for the handout "An Informal (Functional) Hearing Assessment Process".
- [www.tsbvi.edu/Outreach/deafblind/process.htm](http://www.tsbvi.edu/Outreach/deafblind/process.htm) "A Process for Identifying Students Who May Be at Risk for Deafblindness" was developed by Outreach Staff at TSBVI together with Deafblind Specialists at the Regional Education Service Centers. There are a variety of forms here that can be used to gather and document auditory skills in an informal manner.
- [www.aph.org/](http://www.aph.org/) — The American Printing House for the Blind publishes the "Sensory Learning Kit" (SLK) — which can be used to document responses to auditory information for children that have the most profound multiple impairments.
- [www.dblink.org/pdf/utah-hear.pdf](http://www.dblink.org/pdf/utah-hear.pdf) — "Routines Based Functional Hearing Screening" is a great approach for looking at hearing issues in kids with multiple impairments.

- [www.oticonusa.com/eprise/main/SiteGen/Uploads/Public/Downloads\\_Oticon/Pediatrics/Inc\\_Functional\\_Measures\\_Guide.pdf](http://www.oticonusa.com/eprise/main/SiteGen/Uploads/Public/Downloads_Oticon/Pediatrics/Inc_Functional_Measures_Guide.pdf) — "Incorporating Functional Auditory Measures into Pediatric Practice" is a downloadable handout that describes a variety of functional measures.

The goal of functional assessments is to tell us not only *what* a child hears but, more importantly, how the child *uses* what is heard in everyday situations. In addition, information can be obtained about how listening behavior might change in different settings, under different conditions, or with different speakers. [Oticon]

- <http://www.phonak.com/professional/pediatrics/diagnostic.htm> — This is the site to download the "Early Listening Function" (ELF)

ELF encourages parents to participate in the hearing loss discovery process. The ELF defines twelve contrived listening activities that can easily be performed at home — the child's typical environment. [Phonak]

- [www.hear2learn.com/](http://www.hear2learn.com/) — Download site for the "SIFTER" as well as some other instruments. The SIFTER may be most useful for documenting problems that more academic students might be having and may be a stepping off point for getting a full (central) auditory processing evaluation.
- [www.csdb.org/Early%20Education/resources/docs/fapi6\\_23.pdf](http://www.csdb.org/Early%20Education/resources/docs/fapi6_23.pdf) — "Functional Auditory Performance Indicators" [FAPI]. This instrument has a scoring system so you can track change.

The FAPI reports on functional skills and can be scored. It can be used by parents, therapists, early interventionists, and teachers. Auditory skills are listed in hierarchical order to develop a child profile: Sound awareness, sound is meaningful, auditory feedback, localizing sound source, auditory discrimination, short term auditory memory, linguistic auditory processing.

More on "Functional" next time!!

## Tips from Perkins

In case you do not get newsletters or information from Perkins, here are a few things you might want to look at:

- Gayle Yarnall is the Director of Adaptive Technology, a division of Perkins Products. Take a look at her blog. She calls it the "lighter side of adaptive technology" and a lot of fun. You can find out why:

<http://www.perkins.org/vision-loss/gayleunplugged/>

For example, to add to the list of "What not to say when you meet a blind person, Gayle says:

"Here is my current complaint. Imagine you are totally blind and standing in an aisle of a store like Home Depot and there could be stacks of anything all around you. Your husband left to look at something and figured you would be fine and you could, after all, keep an eye on the cart. Someone comes up behind you and says excuse me. Now, not only do you have to move but maybe you have to move the cart. Should you move left, right, forward? Do they want to pass you or just get something on the shelf exactly where you are standing? Excuse me means absolutely nothing. Maybe they just burped. How about saying something like excuse me, I want to pass on your left and if you move your cart a couple inches to the right, we will be all set. Are they in such a hurry that they can't use that many words?

I guess I could ask where they want me to move but no matter how much I try that ends up coming out with a mean voice."

- And here's the connection to the Perkins Store:  
[http://support.perkins.org/site/PageServer?pagename=store\\_homepage](http://support.perkins.org/site/PageServer?pagename=store_homepage)
- Sharon Stelzer once more shares, via a 6-chapter webcast, "CHARGE Syndrome—Teaching Strategies for Children":

[http://support.perkins.org/site/MessageViewer?em\\_id=9321.0&printer\\_friendly=1](http://support.perkins.org/site/MessageViewer?em_id=9321.0&printer_friendly=1)

Remember that you can download their webcasts at no cost to you, and sign up for e-mail alerts for future webcasts.

## NEWS SNIPPETS

### DEAFBLIND INTERVENER CERTIFICATE PROGRAM

This is new online coursework being offered by East Carolina University Special Education Program, beginning in September 2010. It is designed to prepare high school graduates to become certified Deafblind Interveners.

There are four "unique, intensive courses":

- Introduction to Deafblindness and Communication (Sep. 2010-Jan. 2011)
- Basic Instruction and Support (Feb-Jun 2011)
- Advanced Instruction and Support
- Advanced Communication

The courses are delivered via Blackboard courseware and are entirely online, but these are paired with practicum experiences to "support, guide, and apply knowledge and skills learned in these courses".

The first two courses are worth 10 CEUs — and will cost \$400.00 each (\$40 per CEU).

Two 15-member cohorts will be selected from qualified applicants.

Participants must have:

- An interest in working with children, youth, or adults with deafblindness
- A high school diploma
- Computer with access to high speed internet
- An inexpensive web-cam
- Access to a video camera or flip camera

If you need further information, please contact Dr. Mary W. Schmidt who is the Coordinator for the program:

[schmidtma@ecu.edu](mailto:schmidtma@ecu.edu)

## Attention — Parents (and School or other Teams!)

Have you heard about the Technical Assistance Alliance for Parent Centers? If you haven't, check out their "Newslines" at:

<http://www.taalliance.org/publications/newsline/current.htm>

There is a lot of information in each of their newsletters. I will point out just a few in this edition:

- Under "RESOURCES" you will be able to link to a series of CONNECT modules where inclusive settings and embedded instruction are the keys to helping young children with disabilities learn. This consists of learner modules, a resource library, FAQs and is also available in Spanish. Each module contains videos and materials.  
<http://community.fpg.unc.edu/connect-modules>
- The "TECHNOLOGY" section has an article on "TRADUCELOAHORA!" This is Spanish translation software which helps with translation of e-mails, websites and web searches. The opportunity to use this software has been provided through a grant from IBM, and Parent Center staff can register and share this resource with families. If you are interested, you can register with Gretchen Godfrey and receive a passcode: [Gretchen.godfrey@pacer.org](mailto:Gretchen.godfrey@pacer.org) The training PowerPoint also includes registration information.
- The Department of Education has released a **Question & Answer** 29-page document related to Individuals with Disabilities Education Act (IDEA), requirements for IEPs, evaluations and reevaluations. Go to the TA Alliance website (top of page) if you want to download a copy for yourself.
- From time to time, check the website for The Advocacy Institute [www.advocacyinstitute.org](http://www.advocacyinstitute.org) They often have webinars that may be offered free— like they did this summer.
- Learn about the new **iPod Touch Workbook** for individuals with cognitive challenges. It helps persons organize themselves and make connections.

## ANNOUNCEMENTS from OrPTI

- **SAVE THE DATE!**  
**BUILDING FUTURES** is a state-wide conference designed for students, families and professionals focusing on Secondary Transition to College and Employment. Who should attend: students and young adults with disabilities, parents and professionals.  
**WHEN?** **October 25 & 26, 2010**  
**WHERE?** Salem Conference Center  
200 Commercial Street SE  
Salem, OR 97301  
If you are interested in being a presenter, contact Danielle Bethell at 1.503.581.8156, Ext. 105 or [dbethell@orpti.org](mailto:dbethell@orpti.org)
- **October 3, 2010** — OrPTI is hosting a 5k run/walk and 1 mile walk in Salem at Riverfront Park. October is **National Bullying Prevention and Awareness Month** — and this is OrPTI's campaign. To sign up or for more information:  
<https://www.123signup.com/event?id=mnbkh> or  
contact Danielle Bethell at 1.888.505.2673. Ext. 105 or write to [dbethell@orpti.org](mailto:dbethell@orpti.org)



- **EMPLOYMENT OPPORTUNITY**  
OrPTI is looking to employ someone. Their Mid-Willamette Valley Trainer Position is open!



## DID YOU KNOW?

### News from COAT

(the Coalition of Organizations for Accessible Technology):

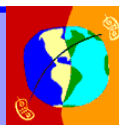
<http://www.coataccess.org/node/9777>

The U.S. Senate passed S.3304 unanimously on August 5, 2010. This is the "Twenty-first Century Communications and Video Accessibility Act of 2010". COAT says this is a "monumental step forward in accessible technology". You can look at a section-by-section summary on the website. S.3304 will now go to the House of Representatives.

Highlights indicate that S.3304 will

- Require captioned TV programs to be captioned when delivered over the internet
- Authorize the FCC to require 7 hrs/week of TV video description on the top 4 network channels and top 5 cable channels nationwide
- Allocate up to \$10 million/year for communications equipment used by individuals who are deaf-blind
- Require televised emergency information to be accessible to individuals who are blind or have low vision
- Require accessibility of advanced communications equipment and services, such as text messaging and e-mail
- Require access to internet services that are built-in to mobile telephone devices, like smart phones, if achievable
- Require devices of any size to be capable of displaying closed captioning, delivering available video description, and making emergency information accessible
- Require accessible user controls for televisions and set-top boxes, and easy access to closed captioning and video description

**(Thank you, Emily Taylor-Snell, FL project, for alerting us to this information)**



## TRAVEL WITH A PURPOSE



A student from the Florida DB project went to Costa Rica last year to do a "water project" with a group called GLOBAL EXPLORERS. Interested? Below is some more information about it. If anyone would like to talk directly with the student from Florida, please contact Emily Taylor-Snell at the project there: 813-817-1873 or [etsnell@ufl.edu](mailto:etsnell@ufl.edu)

**GLOBAL EXPLORERS** is a mission-directed, non-profit organization governed by a Board of Directors who are teachers, principals, travel experts and scientists. This is travel not just for students, but also for educators!

<http://www.globalexplorers.org>

Their key principle is education. They provide "quality" travel experiences, including finding a way to "give back" to each community they visit. They are assisted by volunteers who contribute thousands of hours of work to support their mission. They state: "*We are committed to helping students of all abilities and backgrounds experience the natural wonders and cultural diversity of our world.*"

They have extensive educational preparation prior to travel, as well as follow-up service leadership after. They prepare students for travel with "an eye towards responsible global citizenship". This helps students and other travelers realize the impact that each person can have on the world.

## HEARING & COCHLEAR IMPLANT NEWS

Take a look at this YouTube video on noise levels. Watch that "noise thermometer" rise!!!

<http://www.youtube.com/user/HouseEar#p/a>

At the same site, you can watch Tracy's excited reaction to getting a cochlear implant and being able to hear sounds.

## FUN INFO FOR FAMILIES!



I learned from Homeschool Rewards Zone newsletter that there is a magazine called (Disney) FAMILY FUN — and I took a look at it. Thank you Whyns Family! The magazine really has some creative ideas that you can use. AND it is not expensive — \$10 for 10 print issues; OR you can go online and look for it <http://www.familyfun.com/> Their toll free number: 1-800-289-4849.

The August issue has topics like "3 things to do with Watermelon" — one of these being carving a Melon Manor! Or you could make a Dancing Balloon — and all you need is a balloon and a marble.

Other cool ideas I found in the magazine:



### FABRIC DANCING

1. Bring out a few pieces of colorful fabric or scarves -- anything shiny, silky, or draping -- and let her twirl them around as she moves.
2. You can use the fabric for a dancing game of peekaboo, hold some up for a makeshift curtain, or tie it on for a swinging skirt. Try holding two corners each and wave the fabric like a parachute, in time to the music.
3. If your child's pretty steady on her feet, hold one corner each and let your child spin toward you into the fabric, then pull it to send her twirling away again.

### TERRIFIC TAP SHOES

Materials: 1/2-inch-wide elastic;  
Metal washer (ours measures 1 1/4 inch across). Instructions:



1. For each shoe, thread an 8-inch length of 1/2-inch-wide elastic through a large metal washer (ours measures 1 1/4 inches across) and knot the ends together.
2. Stretch the bands around your child's shoe, arranging the washer so that it lies flat against the sole. (For safety, put away the elastic when it's not in use.)

The magazine has information on crafts, recipes, printables and paper crafts, coloring, playtime ideas, ideas for parties, getaways, holidays, how-to videos, and a section on "back to school"!! Wow!

The list of good stuff in these magazines seems endless. Under the back-to-school section there is information on fashions and accessories — many of which you can make; back-to-school ideas for breakfasts, lunches and snacks; back-to-school parties and games, and school tips for parents. They even have a "Show and Tell" section where readers share their ideas.

Among the recipes I enjoyed looking at "The Very Tasty Caterpillar" — a series of micro mini pizzas; and "Sailboat Sandwiches" — tuna filled boats with cheddar cheese sails.

I also loved the LUNCHBOX TIPS at the end of the back-to-school lunches and snacks page. Their "Battle Plan" includes:

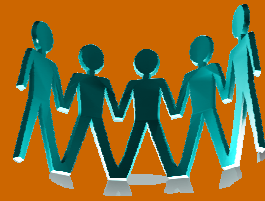
1. Learn what your children like to eat. Common sense, huh? But maybe try out new things too and not just stick to what you think your child already likes. Don't you like changes and trying out new foods?
2. Remember: Lunchtime is Social Time. And this applies to all our kids — and should apply to all adults too. It certainly makes meals more fun.
3. More is more. The author suggests packing small amounts of a variety of things... Also, a few extra of some items are good to share with friends! Sharing — good social skill!
4. Let your child "help" put it together — so he/she knows what is in their lunch box — and can anticipate the foods when lunchtime comes around.

There is another section on having your child be involved in planning lunches, and in changing the "menu" from time to time. SO — involve them!

In the party planning section, you can find wonderful ideas for parties by age, theme, and parties for holidays and birthdays.

Under the "playtime" tab, there are games of all kinds, including "rainy day activities". In short — I thoroughly enjoyed looking at what these magazine have — and you will too!!

## THE DEAFBLIND WORKING GROUP



**Marria Knight**— Region one, Eastern Oregon  
**Colleen McLaughlin**—Region two, Central Oregon  
**John Pierce**— Region three, Southern Oregon  
**Terry Cadigan** — Region four, Cascade Regional  
**Jan Hearing** — Region four, South Coast Regional  
**Anne Olson-Murphy** — Region five, Willamette Regional  
**Kim Puckett & Stephanie Karpouzes**—Region six, Columbia Regional  
**Kit Staples**—Region seven, Lane Regional  
**Brenda Satter**—Region eight, Northwest Regional  
**Donna Schuyler & Anne Harrington** - Oregon School for  
the Deaf  
**Dennis Crepeaux**— Oregon Commission for the Blind  
**Paddi Davies**— NCDB representative, WOU  
**Tom Udell** — NCDB representative, WOU  
**Sue Mathisen** — Regional Services, Management Team  
**Wendy White**—Parent  
**Sam Ko & Colleen Stover** — Oregon Department of Education  
**John Killoran** — Director, The Teaching Research Institute, WOU  
**Lyn Ayer** — Oregon Deafblind Project, WOU

We have our newsletters and other information on our web-page with the Oregon Department of Education:

<http://www.ode.state.or.us/search/results/?id=185>

Also take a look at our project website at [www.oregondb.org](http://www.oregondb.org)

---

## Contact the Oregon Deafblind Project!



Lyn Ayer, Project Director  
Oregon Deafblind Project  
Western Oregon University (TRI)  
345 N. Monmouth Ave  
Monmouth, OR 97361

[ayerl@wou.edu](mailto:ayerl@wou.edu)

(503) 838-8328





The Oregon Deafblind Project is funded through grant award # H326C080036-09, OSEP CFDA 84.326C  
U.S. Department of Education  
Office of Special Education  
OSEP Project Officer: Glinda Hill

The opinions and policies expressed by this publication do not necessarily reflect those of The Teaching Research Institute, or the U.S. Department of Education.

Lyn Ayer, Oregon Deafblind Project  
Western Oregon University  
The Teaching Research Institute  
345 N. Monmouth Ave  
Monmouth, OR 97361  
TRD 360

