



Oregon Deafblind Project



Building Effective Programs

Lyn Ayer, Project Director • Summer 2010



Hello everyone:
Summer is finally here! Hope everyone kept cool during the the HOT spell we had.

TRIBUTE TO A MENTOR AND FRIEND: Honoring CHARLIE FREEMAN



We are saddened by the news of the passing away of Charlie Freeman. For many years, Charlie provided incredible support for us from Washington D.C. in so many ways. He was the designated project officer for all our deafblind projects nationwide. But he was so much more to a large number of us – mentor and friend. Charlie had the gift of patience, the grace of humility, the perseverance to complete what he began, and above all – he was truly “one of us” – this small deafblind community of families and teams that work together. In fact, he was the “bonding agent” that kept us together, working, sharing, laughing, and meeting challenges that came up. Even though we knew that a day would come when Charlie would retire, it was difficult for many of us to face. After he retired, I always felt like Charlie was still present at the meetings and that I could turn around and talk to him – and I believe he was there in spirit..... I don’t remember ever seeing Charlie angry or annoyed – except on our behalf. He had a quirky sense of humor which we all loved. And he was incredibly encouraging. Once, when he had to deliver bad news to me, he picked up the phone, conveyed the news to me – but ended the conversation with advice to “Hang in there. It’ll be okay.” I believe that Charlie will continue to be an example to each of us – and to hold us together “in community”. Thank you, Charlie. Shirley and family – we cannot thank you enough for sharing this wonderful man with us all these years!

<http://nationaldb.org/dbp/sep2007.htm> – Article published by NCDB when Charlie Freeman retired.

Lyn



CONTENTS

Director's note	
Tribute to Charlie Freeman	1
Project Information	2-3
Project Eligibility Fact Sheet	
The Toolbox:	
Let's Make it FUNCTIONAL	4-6
Thoughts on Transitioning:	
Family Center on Technology and Disability	7
Online Opportunities from ATIA	
2010, July-November	8
Adding Art to My Text	8
ClickerPaint software	
Have You Heard?	9
Research:	
Sleep Apnea and CHARGE	9
News Snippets: A cure for Leber's	9
Stoffel's Guide to Summer	
Vacations	10-11
The Deafblind Working Group	12
Project Contact Information	12



Child Identification and Registration

Below and on the next page is a copy of our eligibility fact sheet. Because children who are deafblind are so diverse, the fact-sheet includes a chart and key to help identify children who are deafblind.



Which students may be considered Deafblind?

The term "deafblind" refers to individuals who experience BOTH vision and hearing impairments. The combined effects of both these sensory impairments, even if both are mild, may make the student eligible for services available through the Oregon Deafblind Project.

The chart (on the next page) illustrates ranges of vision impairment and hearing impairment, each from mild to severe. Students who fall in the four colored areas (A, B, C, D) *may* be considered deafblind. The student's IFSP or IEP team would determine whether the combination of hearing impairment and vision impairment creates severe communication and/or other developmental and learning needs, which could make them eligible for services. As evidenced in this illustration, most students who are deafblind are neither totally deaf nor totally blind.

For further information or to request technical assistance, please contact:

Lyn Ayer, Project Director
Oregon Deafblind Project
Western Oregon University (TRI)
345 N. Monmouth Ave
Monmouth, OR 97361
Phone: (503) 838-8328 ayerl@wou.edu



Things to note as you look at the chart & key on the next page:

- The key has an "E" (black) section that is not reflected on the chart. A large number of children who are deafblind are in this category where they have multiple impairments (sometimes severe), brain and/or central nervous system damage, and who **FUNCTION** as though they are visually impaired and hearing impaired.
- Many children have mild impairments of both vision and hearing and may be eligible because **ADDITIONAL CHALLENGES** make it critical for them to have specialized services.
- Most children who have both vision and hearing impairments have one sense that is "better" than the other. In fact, some of them may have a **MILD** impairment in one of the two senses and may not be eligible for the services of a teacher of the visually impaired or that of a teacher of the deaf/hard of hearing. They are still eligible to be classified as "deafblind" — and obtain the services of the Oregon Deafblind Project.
- A small number of children may be either visually impaired or deaf/HH but have a condition where the other **DISTANCE** sense will deteriorate over time. It is important to make these children eligible early on so that they (and their families and teams) are better prepared to meet with additional challenges — and changes that this will bring to their lives.

Even a **MILD** loss in one or both of the senses will have an impact on the child. The senses all relate to one another in the brain, and are inter-dependent. So if the distance sense of vision is affected, the brain would normally fill in gaps in information via the sense of hearing — and vice versa.

ELIGIBILITY CHART

DEGREE OF VISION IMPAIRMENT									
D E G R E E O F H E A R I N G I M P A I R M E N T		Normal vision 20/20	Visual Acuity 20/70- 20/200	Visual Acuity 20/200- 20/400	Peripheral Field less than 20%	Visual Acuity 20/400- 20/1000	Light Percep- tion	Totally Blind	
	0-25 dB								
	26-40 dB		D	C	C	C	C	C	
	41-55 dB		D	B	B	B	B	B	
	56-70 dB		B	B	B	B	B	B	
	71-90 dB		C	A	A	A	A	A	
	< 91 dB		C	A	A	A	A	A	

CHART KEY

Each of the categories below may be considered DEAFBLIND

A	Students who are deaf/severely hearing impaired AND legally blind/visually impaired
B	Students who have sensory impairments of both vision and hearing, one of which is severe and the other is moderate to severe
C	Students who have sensory impairments of both vision and hearing, one of which is severe AND have additional learning and/or language disabilities, which result in the need for specialized services.
D	Students who have auditory/visual impairments of a relatively mild to moderate degree AND additional learning and/or language disabilities which result in the need for specialized services, or who have been diagnosed as having impairments which are progressive in nature.
E	NOT ON THE CHART BUT MAY ALSO BE CONSIDERED DEAFBLIND: Students who have severe multi-impairments due to generalized central nervous system dysfunction, who also exhibit measurable auditory and visual impairments, or deficits in auditory AND visual functioning

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>

THE TOOLBOX



Let's make that **FUNCTIONAL**

When something is said to be "functional", it tells us that it is serving the purpose for which it was designed. I remember once buying a really cute tea-set — the little brown tea-pot, cups-and-saucers, milk and sugar dispensers were all square. As I said — it was artistic and charming to look at — BUT, when I tried drinking out of a cup, half the tea ended up in my lap! The cup was definitely not functional. In fact, the only item that was "somewhat" functional was the sugar bowl — despite it having awkward corners where no teaspoon could reach!

So how does that apply to our work?



Take a look at IEP goals/objectives for one thing. We are supposed to figure out whether the goal will lead to a place that the child needs to go. BUT here's what sometimes happens:

- A goal is chosen (like the tea-set) for how much we LIKE it. It sounds so wonderful. It is something that we want Joey to achieve.
- The language is so "correct" and impressive that we look at the words and not beyond them (The color and design of the tea set was awesome!)
- And then we begin to work towards the goal and find that it really does not meet the needs of this specific child (Tea spilling all over the place!) and that there is no way Joey is going to use this successfully in his daily life!
- We try to tweak it (drink out of corner of cup), but it is still awkward to handle and inappropriate for the child.

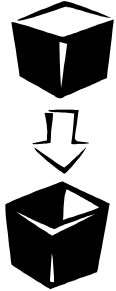


We need to **re-think the goal** so that it makes sense in the child's life.

- So what DOES make sense? An example — We want Joey to learn the concept "IN". So would we want him to learn to:

- Put his toys into a box?
- Put blocks into a can or bin?
- Help Mom or Teacher put clothes in the washing machine?

- Answer the question — **Why** do we want Joey to do this? OR How is this going to help him in the future?
- If Joey learns to put blocks into a bin, will that ensure he will put things away in the refrigerator after he has finished with them, or put his washed clothes away in the dresser drawers? In his mind, will he **transfer** the information about "put-the-blocks-**IN**-the-bin" to "put-the-toys-away-**IN**-the box"? He has to be able to, as it were, be skillful about filling in the blanks: "put the ____ **IN** the ____" to make this functional.
- How can everyone around the table relate to the goal, understand it, and clearly make the connection to what Joey needs?



By thinking in **everyday language** — not jargon, not "Therapeutese", not "Teacherese". After all, you can convert everyday language into jargon later — if you must! Remember, the added benefit of having "everyday language" is that (a) the goal can then be owned by everyone on the team and not just the person who put pen to paper! And that, in turn, (b) leads everyone to see how they can contribute to help the child meet the goal — not just the OT, PT, etc. We should be able to say and think, "This is a 'Joey' goal" instead of "This is a speech (PT, OR, Math etc.) goal". The best goals are "discipline free".

Try this!

Take an IEP goal. Trade the jargon for plain English.

- Will increase his self help skills in dressing and toileting.
- Will imitate selected CVC words retaining both consonants with 80% accuracy for 5 trials over a 2-3 month span (word samples given.....)

THE TOOLBOX



(contd.)
Now for that "soap box"!!

When we need to EVALUATE a child — either to determine the child's eligibility to be registered as "deafblind", or to chart his progress — why move away from what is FUNCTIONAL? Read the following Practice Perspective from NCDB — hot off the press! It talks about **AUTHENTIC ASSESSMENT**. This involves "obtaining information about children in their everyday environments doing normal activities".

<http://www.nationaldb.org/documents/products/AuthAssessment.pdf>

(Practice Perspectives Number 6, June 2010)

The article indicates (p.2) that the whole process is CHILD focused and that we need to look at what influences how a child learns—his/her:

- Abilities
- Interests
- Preferences
- Surroundings

On page 3, the article indicates that Specialists should be involved — especially for determination of what communication methods would be the best "fit" for a child. Do NOT jump on that band wagon and use a tool or process just because everyone else is using it, or because you were just trained to use it — no matter how wonderful it may be. It may not be what the child needs. You may just spill a whole lot of tea in your lap!

Note the colored column — also on page 3. Standardized tests are often not appropriate — and we will take the "standardized" out of them if we decide to modify either the presentation or the results!! And don't compare Joey to all those typically developing peers who have access to their environment, people, and all that vast array of incidental information we all take for granted!

And what about a **FUNCTIONAL VISION ASSESSMENT** and a

FUNCTIONAL HEARING ASSESSMENT

Below is information about some of the tools being used by state deafblind projects and research:

- **The Functional Central Auditory Processing Assessment (Delaware)** provides an observation screening tool to find out how a child may react to various aspects of sound:
 - Sound Awareness (likes/dislikes, startle, positioning, environmental issues, variety and level of sound, voice & intonation)
 - Sound Patterns (in toys/rhymes, child-created, his name, words, phrases & other sounds within familiar routines)
 - Latency (time delay in sound-response) (sounds/voices, repetition needed, influence of child's mental state, sustained attention, familiar/unfamiliar people & environments)
 - Localization (turning towards, proximity, level of sound, which side, eye-contact)
 - Complexity (toy + voice, new toy, voice with background sounds, sequence of sounds/verbal information, simple directions, sustained attention)
 - Novelty (changes, favorites/preferences, repetition, new sounds, voices of strangers)
 - Distance (sounds/voices near, at 3 ft +, 6 ft.+)
 - Reflexes (alerting, startle)
 - Vocalizations (express attention, emotion, make requests; play with voice intonation and multiple sounds, imitation)
- **The Pacific Deaf-Blind Project's Functional Hearing Assessment (DRAFT)** is a work in progress. They created (a) a region-specific "sound bank". It lists sounds at three levels: low (50 dB and below), Medium (50-80 dB), and High (80 dB+). They have already listed and classified a number of sounds identified by persons on their home islands and are in the process of listing and classifying yet others; (b) an instruction sheet that indicates positioning, location, and distance from sound — and brief instructions to use with (c) a form/matrix to document information.

THE TOOLBOX



(contd.)

- **Illinois**
 - has a **Functional Hearing Screening Tool** based on a document from the National Institute on Deafness and Other Communication Disorders' "Your Child's Hearing Development Checklist". This tool involves gathering health/medical history, and observation via parent report. The observations are all very child-specific.
 - EI uses the **IT-MAIS (The Infant-Toddler Meaningful Auditory Integration Scale)**. This is "a structured interview schedule designed to assess the child's spontaneous responses to sound in his/her everyday environment". This is also based on parent-report via an interview. The 5-point scale is easy to relate to and ranges from 0 = Never to 4 = Always.

Read more about Functional Hearing Assessments and Functional Vision Assessments in our Fall 2010 Newsletter.

Some Resources that may be useful:

Be SMART about IEP goals (Specific, Measurable, Achievable, Relevant, Time limited) :

<http://iepgoals.net/iep-facts/writing-good-goals>

Wrightslaw game plan: Writing good IEP goals

http://www.wrightslaw.com/advoc/articles/plan_iep_goals.html

Look at the simple everyday language of the goals on this page:

<http://www.kidstogether.org/IEP/IEPPlanning/annualgoals.htm>

About Functional Behavioral Assessments (from the viewpoint of Applied Behavioral science):

<http://www.wrightslaw.com/info/discipl.fab.starin.htm>

TO BE CONTINUED IN FALL 2010



Kids Together, Inc

<http://www.kidstogether.org/index.htm>

This site makes some excellent points about

Writing IEP Goals

It describes an activity (e.g., Valerie will work in the school office three times a week doing sorting, collating, and filing)

Isolated skills and behaviors may not be appropriate (e.g., Bill will learn the value of coins). **There is no context, no functionality, no meaning to knowing the value of a coin unless one knows why one needs to know the value, and how the coin can be used.**

It indicates a change in the student's level of competence (e.g., Phil will prepare three different uncooked snacks following picture recipe cards without any help in home economics twice a week.)

A goal that depends on staff competence rather than the student's is not a good goal (e.g. Dianne will have more opportunities to be integrated.)

The site states that IEP goals should answer three questions:

1. How will the student's competence change as a result of instruction?
2. When, where, or with whom will the student do the activity?
3. What kind of help or support will the student need?

This is making sure that it is functional for this specific child!

The site states three critical features:

1. The goal is an activity.
2. It states what the student will do.
3. It describes the natural conditions under which the student will do the activity.



Thoughts on "TRANSITIONING"

Family Center on Technology and Disability

<http://www.fctd.info/>

Topic of their June 2010 newsletter:

Revolutionary Evolution: Will Consumer Apps Replace Specialized AT?

FCTD has a Family Information Guide to Assistive Technology & Transition Planning. "This 50 page guide is aimed at providing families with the information they need to effectively prepare for and participate in periods of transition in their children's lives." You can order a single copy FREE, download/print the PDF version, or view it online in an accessible html version.

Looking inside the book, it is clear that they are not just talking about transition from school to post-school, and this document includes "families". Here's a quote from their section, "What is Transition?"

One definition of **transition** is a time of change or "passage from one place or time to another".... Throughout a child's life, there are key transitions when s/he moves from familiar places or activities to others that are not familiar. While often exciting, these transitions can be stressful, scary, and difficult. Planning for them is a necessary process and makes the transition far easier. Key transitions for children and families are:

- From home to daycare or preschool
- From daycare or preschool to elementary school
- From elementary school to middle or junior high school
- From middle or junior high school to high school
- From high schools to vocational education, college, university, work, and/or independent living (postsecondary activities)

And they state that Assistive Technology consists of TOOLS, or DEVICES and **SERVICES**. This is important: **Services** implies that someone knows how to use the technology and can teach others about it.

At the following link you will find FCTD's Assistive Technology glossary of terms:

<http://www.fctd.info/show/glossary>

You can download a PDF version. The alphabetized glossary is easy to look up online.

The tab "Assistive Technology 101" defines AT as "any kind of technology that can be used to enhance the functional independence of a person with a disability".

- It can be anything from a **simple** (low-tech) device such as a magnifying glass, to a **complex** (high-tech) device, such as a computerized communication system
- It can be **big** — an automated van lift for a wheelchair — or **small** — a grip attached to a pen or fork by Velcro.
- It can be a **substitute** — such as an augmentative communication device that provides vocal output for a child who cannot communicate with her voice.

Suggested Resources:

- Alliance for Technology Access—
www.ataccess.org
- Abledata — www.abledata.com
- Assistivetech.net — www.assistivetech.net
- AbilityHub — www.abilityhub.com
- AT Training Online Project —
www.atto.buffalo.edu
- Technical Assistance Alliance for Parent Centers — www.taalliance.org
- Association of State Technology Act Programs —
www.ataporg.org/stateatprojects.asp

Read the most recent issue of HKNC "CONNECT" at

<http://www.hknc.org/CONNECT/2010%20june/CONNECT3.htm>

Online learning opportunities from ATIA 2010 Summer/Fall (Jul-Nov) Webinar Series

The Assistive Technology Industry Association (ATIA) is offering live, interactive, online educational events on AT and the skills needed to support the products and process. See website for details:



<http://www.atia.org/i4a/pages/index.cfm?pageid=3628>

Research and Professional Development:

- July 29, 2010, 1:00-2:00 p.m. Pacific Time: Leaving No AT Professional Development Behind
- August 4, 2010, 12:30-1:30 p.m. Pacific Time: Activities of Daily Living and AT for the Blind/Visually Impaired

Augmentative and Alternative Communication:

- November 4, 2010, 12:30-2:00 p.m. Pacific Time: Supporting Students Using Robust AAC Devices in General Education Classrooms

Educational Learning:

- August 11, 2010, 1:00-2:30 p.m. Pacific Time: S.O.S. Successful Optimal Socializing
- August 17, 2010, 12:30-2:00 p.m. Pacific Time: Reading Gumbo
- August 26, 2010, 12:30-2:00 p.m. Pacific Time: Online and Virtual 3D Learning Environments: Addressing 21st Century Skills for Students with Disabilities
- September 16, 2010, 12:30-1:30 p.m. Pacific Time: "There's An App For That" - Apps for iPad, iTouch and iPhone for Persons with Disabilities
- September 28, 2010, 12:30-2:00 p.m. Pacific Time: Including Assistive Technology in the IEP
- November 10, 2010, 12:30-2:00 p.m. Pacific Time: From Squeaky Wheel to Systems Change: Delivering AT to More Students

NOTE: **CEU** credits are provided by the International Association for Continuing Education and Training (IACET) through the AAC Institute for this instruction.

You can register for multiple webinars.

Adding Art to My Text



<http://www.cricksoft.com/us/products/clickerpaint/>

Watch the video to understand all the different things you can do with this program. For example, you can add pictures to stories, math (e.g., pie graphs, coordinates), and all subjects in the curriculum.

IMPORTANT! The program is accessible through scanning (e.g., using switches). The size of the objects can be changed and the colors are very vivid.

<http://www.cricksoft.com/us/products/clickerpaint/Accessibility.htm>

info@cricksoft.com

Phone toll-free: 1-866-332-7425

Write, Draw, Record your voice.
System Requirements:

Windows:

Pentium II 400 or greater
Windows 98, ME, NT, 2000, XP, Vista,
Windows 7
128 MB RAM
400 MB free disk space

Mac OS X 10.3.9 or above
Power PC or Intel processor
128 MB RAM

SWITCH Access:

<http://www.cricksoft.com/us/accessibility/switchaccess.htm>

LOW VISION :

http://www.cricksoft.com/us/accessibility/Low_vision.htm

SPEECH/LANGUAGE:

<http://www.cricksoft.com/us/accessibility/Speech.htm>

LEARNING DIFFICULTIES:

<http://www.cricksoft.com/us/accessibility/LearningDifficulties.htm>

Read about a young artist at Perkins who uses ClickerPaint:

<http://www.perkins.org/news-events/lantern/fall-2009/#Campus1>



HAVE YOU HEARD?

- On the Fourth of July weekend, a team of blind/visually impaired persons won the GOLD (1st place) in Dragon Boat Racing. Congratulations to Debbie Cole and the rest of the team!
- Help for persons with age-related macular degeneration — the leading cause of vision loss in the U.S.: There is now an 'eye telescope' with 3x magnification that can be implanted inside an eye. It is being used for people with irreversible, advanced macular degeneration. The device magnifies and projects the image onto a healthy part of the retina. (The Daily Mail Online. Article by Niall Firth)
- Heard of Fuzzy Wuzzy Design? Christian Markovic runs his own business:
www.fuzzywuzzydesign.com
and learn more about Christian at:
http://www.nj.com/news/index.ssf/2010/01/deaf_legally_blind_morris_coun.html
(Mahalo Mellanie — Hawaii-Pacific Deafblind Project)

ATTENTION PARENTS! NEW RESEARCH STUDY

Understanding Sleep Apnea in Children with CHARGE Syndrome

Principle Investigator : Dr. Kim Blake

Currently, there is very little information available about the symptoms or treatment of sleep apnea in persons with CHARGE. The researchers hope to gather information on this as well as to determine the effects of tonsil and adenoid removal.

Participants for the study will be asked to complete a short series of questions about their child's sleep habits. The child must be between the ages of birth through 14 years, with a confirmed clinical or genetic diagnosis of CHARGE Syndrome.

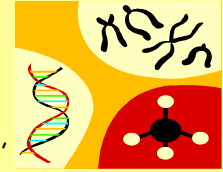
If you are interested in participating, take a look at the information at:

<http://chargesyndrome.org/documents/BlakeApneaStudyInformation.pdf>

Contact the research assistant: Carrie-Lee Trider at: cr281800@dal.ca

NEWS SNIPPETS

The Daily Mail Online reported news about an injection that can restore vision. Corey Haas, a 9-year old boy who was legally blind had been diagnosed with Leber's Congenital Amaurosis (LCA), a disease that would eventually have lead to complete blindness. LCA affects one in 80,000 infants.



But researchers had cracked the code for producing light sensitive "seeing" cells! Geneticists at the University of Pennsylvania School of Medicine, U.S.A. began the process of human trials — and Corey was given ONE injection directly into his eye, It restored his vision significantly. Read the whole article and the watch the "before" and "after" videos of Corey navigating an obstacle course:

<http://www.dailymail.co.uk/health/article-1223106/Blind-boy-9-incredible-injection-restores-seeing-cells-eyes.html>

What was the process? Using DNA, scientists created a gene that functioned as it should, to replace the gene that didn't. This new gene was injected into the eye through a thin needle connected to a syringe, with the help of a light probe. The new gene entered the nucleus of the cell where it was able to create the "healthy" enzymes required to "see". It helped replace light-sensitive pigments that had been lost through disease.

The article reports that Dr. Katherine High, from the Center for Cellular and Molecular Therapeutics at The Children's Hospital of Philadelphia, said the results were "spectacular". She is quoted to have said, "This result is an exciting one for the entire field of gene therapy. This study reports dramatic results in restoring vision to patients who previously had no options for treatment....These findings may expedite development of gene therapy for more common retinal diseases, such as age-related macular degeneration".



(Thank you, Kathy McNulty—NCDB—for sharing this news and news of the CHARGE research too!)



STOFFEL'S GUIDE TO SUMMER VACATIONS 2010 by S.M. Stoffel

It's summer time, and you know what that means: Time to pack your golf clubs, fishing gear and silk pajamas

Where to go and what to do for the optimum recreational catastrophe depends a lot on certain factors. No, don't start watching the Weather Channel — weather has nothing to do with it. If there's a hurricane pounding the shore, what better time to go to the beach? You don't have to contend with the crowds, and the surf will be awesome. The kids will get the thrill of their lives. And if there are any left when it's time to go home, there's always next year.

Only kidding! Now, let's get down to some serious analysis here.

Disclaimer: I am not responsible for any grief, misery or divorce that occurs on your summer vacation. However, if you have a blast, I take full credit.

Vacations for Families with Children



Forget about golf and fishing. You've sacrificed your happiness for the joy of having children, so you've got to plan something the kids will enjoy. Kids demand constant excitement on their vacations, but they aren't as hard to please as your secretary.

If you have YOUNG children: Take them to a resort near a theme park. Most kids love rides, so be sure the resort you select is at least a 10-hour ride from your home. Yes, I know they get impatient in the car and constantly ask, "Are we there yet?" But this is good build-up for the fun to come, and it gives them practice for waiting in line to go on the roller coasters.



Feed them nothing but junk food the whole time you're on vacation; it's cheap, they like it, and you'll get some priceless footage of them puking over the side of the roller coaster as it zooms by.



If you have TEENAGE children: Teens are a little harder to control in the backseat, so floor the gas pedal and get to your resort QALM (Quick As Lightning, Man). For long drives, you can amuse them by weaving recklessly through traffic. Remember to hit the exit ramp at 90 mph and * ___* the seatbelts. Teens like theme parks too, but you have to find one that has rides with names like "Death Coaster" and "Plane Crash". Take teenage boys to see a demolition derby to get them ready for borrowing your car. Teenage girls aren't as interested in destroyed vehicles as the boys, so take them to a mall and let them wreck your credit cards.



If you have ADULT children: Take them to a job fair — and leave them there.

Vacations for Couples

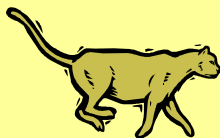
It's important to get away from work and worries once in a while and take your spouse or lover — but never both — somewhere fun and relaxing. A romantic tropical island resort, a cabin in the mountains or a Caribbean cruise are just a few escape routes you might consider. The key is to get as far away from home as possible. See, your boss would just love to spoil your vacation by calling you and telling you there's an "emergency" that requires you to return immediately. So make sure the old killjoy has to pay serious bucks on long-distance to connect with you. At the very least, get out of the country, or better yet, leave the solar system.





If you are a **YOUNG** couple: Go somewhere that offers plenty of outdoor things to do. Even if you're not particularly athletic, get out there and have some fun! Try something

you've never done before, like stop and ask for directions when you can't find the * ___* place. Young people tend to have lots of energy to burn but far less money, so the great outdoors offers affordable ways to beat the heck out of yourselves. Try waterskiing, rock-climbing, running from hungry cougars in the Andes — anything that will get your adrenaline flowing. Then when you get back to the hotel, you can vow never to try that again and develop more appreciation for watching *Friends* re-runs on TV.



If you are a **MIDDLE-AGE** couple: By now, you've probably had enough of cougars and want to keep the great outdoors confined to the golf course and tennis court. You don't even have to leave town for that, but don't forget that Big Bad Boss thing. It's better to play golf in Madagascar than to have your vacation interrupted on the third hole. Now that you're a little older and (hopefully) wealthier, you can give more thought to quality dining, too. Find some place that serves fresh cougar steaks for the ultimate revenge. Oh, Quit worrying about the pets or kids you left behind! The kennel will take good care of them.



If you are an **ELDERLY** couple: You probably don't have to worry about the boss anymore, so no need to flee the country just to play bingo.

Choose a domestic destination that offers lots to see. No, I don't mean going to Hooters.

Go somewhere that offers comfortable sightseeing tours. Don't worry if you've been there before, because you've probably forgotten it all, anyway. If you really want something more physical than looking out bus windows, you could visit a zoo and tease the cougars with your cane.



Wherever you go, I do hope you enjoy your summer vacation. Please say hi to the cougars from me.

.....
Scott Stoffel, the author, is a systems engineer and freelance writer who keeps us all amused on the Cochlear Implant Listserv and posts "guides" at the following link:

www.hubpages.com/hub/stoffelsguide

As the site does not archive materials, Scott has given us permission to publish this here. Thank you, Scott! Have a great summer.



Have a good summer everyone! See you in Fall!



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

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

(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

