

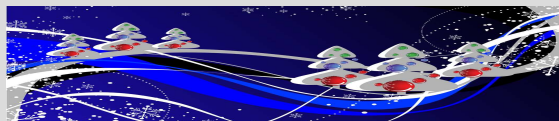


Oregon Deafblind Project



Building Effective Programs

Lyn Ayer, Project Director • Winter 2009



December 2009

Hello everyone!

It's hard to believe that we are almost at the end of another calendar year, celebrating holidays, and enjoying the change in season again.

Hope everyone had a wonderful Thanksgiving — and had long lists of things for which to be thankful. And here's wishing everyone a great December holiday season!

December is here — and for our project it means it is once more time to ensure children within Oregon who are deafblind are **identified** and **registered** with the project (see page 2).

In this issue of the newsletter, there are ideas for things you might consider buying — either for home, or for the classroom. I think some of these items are really simple, but have creative uses. Those of you who are inventors could possibly make some of these items.

We also have the third article on the PAUSE — with some really valuable sidebars from the Arkansas newsletter.

And, of course — greetings to everyone!

Lyn



CONTENTS

Director's note	1
Project Information	2
GIFT ideas anyone?	2-3
The TOOLBOX:	
The Ever-Important Pause (3)	4
Pause in massage	4
Sidebar from Arkansas newsletter	4
Pauses in routines	5
Sidebar from Arkansas newsletter	5
Did You Know?	
Technology that Enables	6
Poems that Inspire	6
Season's Greetings	7
The Deafblind Working Group	8
Project Contact Information	8





Child Registration — for project services:

December 1 is here — and for our project it means it is time to ensure children within Oregon who are deafblind are **identified** and **registered** with the project. This will ensure that that families and teams can access our training and services. SO, if you know of a child who is deafblind, please let us know. Please also note that:

- You can register a child at ANY TIME during the year. But as of December 1 each year we count how many children there are. This is done in each state. The numbers are then submitted to the National Consortium on Deafblindness (NCDB), who in turn submit the numbers to the Federal Government. Since this project is funded by the federal government, we need to do this to ensure continued funding — and continued services in Oregon.
- Many of our children who are deafblind (estimated 90%) have additional challenging conditions, including orthopedic or cognitive impairments, autism, traumatic brain injury etc. So we are looking at a population of children with complex and multiple needs!
- Sometimes the term “deafblind” can be misleading. Most children who are considered “deafblind” have some vision and/or hearing — and very few are totally blind and profoundly deaf.
- Within this group, there are children who may have cochlear implants. Having cochlear implants changes what educational teams do and how they need to approach these children. Having a cochlear implant creates a set of needs very different than wearing hearing aids.

The Oregon Department of Education continues to be a major partner in our grant efforts, and continues to assist us with family events and family-related project plans. Updated information, including all our newsletters, is at

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

GIFT ideas anyone?



Take a look at the following site:

The Institute for Disabilities Research and Training, Inc. has some really interesting materials — for gifts or for a classroom:

<http://www.idrt.com/>

Call (301) 942-4326 (V/TTY)

You can “Clip and Create” ASL materials using 5,555 clip art images. “Each sign picture includes the sign itself, the English word equivalent and a conceptual graphic.” — and since you are creating the materials, you could add Braille too or determine how large the print or pictures should be.

They have Holidays: An ASL Word Book with English equivalents (in print and audio) as well as concept graphics. Or you could look at their really cool ASL Premium Games Package, or order ASL songs for kids — and hearing children can join in the fun of signing the songs too.



Stocking Stuffers? Unusual toys that teach or that are therapeutic too?

Try:

http://www.fatbraintoy.com/specials/stocking_stuffers.cfm

Also take a look at the site's other unusual toys. For example, **Dado Cubes** — a variation on the theme of blocks; and then there's the **Bilibo?** A what??? It looks like a tortoise shell, but can be put to many uses — just as many as imagination allows.... Or you can get a **Wheely Bug** — choose a bee, a ladybug, or even a cow (bug). This can be pushed or used to take a ride, or spin. You can also buy sensory balls, a 12 inch square foam scooter board, a peanut ball, a set of sensory stepping stones, or a **Bobles Tumbling Elephant** (or other animals) — and your child can rock, climb, balance or just stack these. The **Wobble Deck** can be used indoors or outdoors; used to match colors, numbers, sounds; and children will love “movin and grooving to the beat”. Enough said. Check out the site if you are interested. You can tell I love shopping for toys..... (contd on page 3)

As I said, I love shopping, even if it is only "window shopping" or, in this case, "screen shopping", to look at all the unusual and potentially useful and enjoyable toys out there.... Here's another place I found: <http://www.specialkidszone.com/> — Look here to find a variety of interesting, and variously priced toys such as the following:

- Porcupine Pens
- Oral Motor Play and Learn Kit
- ElastaBlast (handbook and DVD on ideas of how to use this item is also available)
- Magnetic Mosaic Board
- O-Ball Rattle — with large holes to help grasp; a large size O-Ball also available.
- Easy Grip Cups, Easy Grip Brushes
- Finger Crayons,
- Flingy Thing — "squishy ring with rubbery tentacles is easy to throw and sensory, tactile, tickly fun to catch".
- Foam Dough — made from tiny colorful foam beads and a non-toxic adhesive to create textures not found in regular dough
- Glitter wand
- Body Rocker (U-shaped)
- Bubble Blitzer — "blow up to 3000 bubbles a minute without re-dipping".
- Buddy (red, white and black dog friend with visual elements that attract the eye; pull string at the back for vibrations)
- Stretchy Rings — rubber, super-stretchy rings with wiggly rubber strands for sensory stimulation
- Toobaloo (provides auditory feedback)
- Voice Doodler — creates a light show that responds to your voice and music
- Weighted Sleepy Teddy (can be warmed in a microwave or cooled in the freezer; the cover is removable and machine washable),
- Yackle Ball Jr. — an easy-to-catch soft toy

And of course, there's also Oriental Trading Company: <http://www.orientaltrading.com/> or BRIK-A-BLOK toys: <http://www.brikablok.com/en/home.php>; and <http://www.leapfrog.com/> where you can find items such as the Learn and Groove Musical Table. It has "songs, sparkling lights, lots to spin, slide, push, pull, open and close". Or you could look at the

other Learn and Groove toys — Counting Maracas, Alphabet Drum, or Piano. These are bi-lingual (English and Spanish) too! This site also has a series of interactive toys which are magnetic and meant to be put on the fridge. LeapFrog also has a lot of other language-based and literacy toys.

<http://www.ourcreativemindsinc.com/>

This site has a variety of interesting musical instruments, sensory fidget toys.

And then of course there are stores like Goodwill, Dollar Tree, and others — where you never know what you will find — but you do know they will not be expensive. At these stores I always find at least one thing that is simple, inexpensive and fun.



Some children who are deafblind love paper. I remember a family who would all open gifts on Christmas morning, pile up their paper wrapping and then put their sister (who is deafblind) in the middle of the pile. She was a really happy camper all day!

Another family opened their kitchen closets (NOT the ones with knives!!) and let their child "explore" to find "toys" among the pots and pans. You could also make some "sniff and shake" boxes — using spices or other foods such as beans; or make imitation "rain sticks" using cardboard tubes, rice/beans/dried peas to get various sounds and effects.



For children who like to use their vision, there are a variety of kaleidoscopes that could provide hours of fun. This is one of my personal favorites — and I could spend hours twirling those things!



Happy Shopping!

THE TOOLBOX



THE EVER-IMPORTANT PAUSE (3):

It's a matter of TIME

Pauses in massage

Anyone who has been trained in giving infant and child massage, or instructing parents on how to do this, will know how important pauses are in this routine. Before the routine begins, there is a sequence of events - and pauses:

- The child learns that s/he is transitioning from what they were doing - to the massage routine. The person tells the child this through voice, sign, gesture, or other cue.
- This cuing may need a **pause** after - or even a repetition of the same information, while the child is being moved to the location for massage.
- Then, from the child's viewpoint, there is a **longer pause** - while the massager makes sure that everything is in place - clean sheet or blanket for the floor, massage oil, towels, aromatherapy materials (for some), music (for some). This is "mental" prep time for the child as well!
- Then the massager "asks permission" of the infant or child. For some children, the massager may just put oil on her hands, rub them together, and be sure the child is aware of her doing this.
- Another **short pause** --- for the infant/child to process this information and to respond. If the experience has been enjoyable in the past, there will be a response after the pause! Usually it is a "happy" response.



Now for the massage process itself:

- The first massage stroke **incorporates a pause** too. The massager places his/her hands on the child's body and just "rests" there for a second or two.
- The massage usually begins with one leg - and several different strokes for the one leg. There is a **brief pause** between each stroke. After all the strokes for the one leg are done, there is another **pause** while the massager just holds the child's leg without doing anything. This pause will indicate to the child that that leg is "done" - and the massager will be transitioning to the other leg.
- The massage continues to the other leg, each arm, abdomen, chest, back, face - and each segment has the same or similar sequence for pausing.
- When the massage ends, it ends like it began, with the last stroke **incorporating a pause** - while the massager "rests" his/her hands on the child's body.

Massage would not be the same - or have the same benefits - if the pauses and rests were not a part of the sequence. It cannot be rushed through. The pauses are really important because of their communicative value as well.

The Concepts of "Wait-Time" and "Think-Time..."

The concept of "wait time" as an instructional variable was invented by Mary Budd Rowe (1972). The "wait-time" periods she found were periods of silence that followed teacher questions and students' completed responses that rarely lasted more than 1.5 seconds in typical classrooms. She discovered, however, that when these periods of silence lasted at least 3 seconds, many positive things happened to students' and teachers' behaviors and attitudes.

Courtesy of Joni Courtney from the Arkansas Deafblind Project

Complete article at:

<http://www.atozteacherstuff.com/pages/1884.shtml>

More on next page.....

THE TOOLBOX



THE EVER-IMPORTANT PAUSE (3) (contd.)

Pauses in routines

Build pauses into routines that are "scripted" for the children you work with! This works like a road-map, when you take into consideration the signs along the way that say "stop" or "yield" or something similar. The pauses that are scripted should:

- Be part of a natural routine—where a pause can become a natural prompt
- Include an embedded communication routine
- Involve peers and others
- Begin with the pause time needed - and be faded to shorter pause times
- Be motivating to a child - and make him/her feel included and successful.

Arrival time routine:

Gina gets off bus.

*Stacie greets her and **pauses**.*

Gina responds with a lift of her right hand.

*Stacie cues her, "Let's go!". **Pauses**.*

*"Are you ready?" **Pause**.*

Gina rubs wheel of wheelchair to say "OK".

Stacie pushes wheelchair.

They meet the "greeter" (a classmate) at the door.

*Greeter offers a Hi-five. **Pauses** with hand in position where Gina can reach.*

Gina, "Hi-fives" back.

Greeter opens door and Stacie wheels Gina inside.

*Stacie turns Gina around to face greeter again and says, "Thank you, Beth". **Pauses**.*

Gina says "thank you" by hitting her switch.

*Stacie takes Gina to the classroom. **Pause** at the door.*

Gina reaches for "greeting switch" and says "Hello, I'm here" as she goes in.

*Gina **pauses** — and someone in the classroom responds, "Hello Gina!"*

Educators Corner

I wanted to share some information from an article I read on the *A to Z Teacher Stuff* website. The following is an excerpt from an article titled: *Using "Wait Time" and "Think Time" Skillfully in the Classroom* by Robert J.

Stahl. Even though the article is referring to general education it is very pertinent to those of us working with children who are deafblind.

To attain these benefits, teachers were urged to "wait" in silence for 3 or more seconds after their questions and after students completed their responses. (Casteel and Stahl, 1973; Rowe 1972; Stahl 1990; Tobin 1987).

For example, when students are given 3 or more seconds of undisturbed "wait-time", there are certain positive outcomes:

- The length and correctness of their responses increase.
- The number of their "I don't know" and no answer responses decreases.
- The number of volunteered, appropriate answers by larger numbers of students greatly increases.
- The scores of students on academic achievement tests tend to increase.

The article discusses the effects of allowing time for student responses and how information processing involves multiple cognitive tasks that take time. It discusses how children need uninterrupted periods of time to process information. It breaks down periods of silence into eight categories.

The whole concept of "Wait Time" is sometimes very hard for people to remember when working with children that are deafblind. Although these children usually require more than 3 seconds, and sometimes up to 20 seconds or more to respond, I found that the information in this article was interesting and insightful.

Joni Courtney, Educational Consultant,
Arkansas Deafblind Project

Complete article at:

<http://www.atozteacherstuff.com/pages/1884.shtml>



DID YOU KNOW?



TECHNOLOGY THAT ENABLES

- The following site states that "the natural interface is touch", and has worked on creating a system that will work well in a special education classroom. They feature a touch screen where the screen and the entire system is encased so that there are no dangling wires.

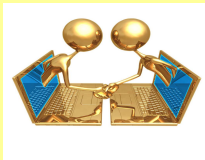
<http://www.ezscreen.com/learning.html>



- Microsoft has information on accessibility and its products that provide access:
- The site "Speaking to Write" focuses on "Realizing the Potential of Speech Recognition For Secondary Students with Disabilities":

<http://www.microsoft.com/enable/>

<http://www3.edc.org/spk2wrt/>



- And of course, there's **ABLE-NET** which has a lot of very useful technology — or information about this.

<http://www.able-net.net/>



POEMS that Inspire

Embracing the Sky: Poems Beyond Disability

By Craig Romkema

The author shares his life with us, a life "beyond disability". At the start of one poem is this statement of courage:

"Giving up is a non-option
Personal backtracking into
The womb of silence and strangulation."

The Landscape of My Disability in Original Poems and Paintings

By Robert Mauro

Mauro declares himself an optimist in his poem of that name, trying to see the best in everything:

"The rain is such a lovely thing.
Some think it gloomy. Yet birds sing."

In his poem "A Map of the Human Heart", he reflects:

"There are no deserts
To me it seems,
But open space
Filled with dreams."

His paintings are as bright and vivid as his words.

Explore the latest issue of "**Word gathering**", a Journal of Disability Poetry:

<http://www.wordgathering.com/issue11/poetry/poetry11.html>

This journal also has essays, book reviews, interviews and art. And take a look at past issues — since March 2007.

And if you are any good at writing poetry and are looking for a place to submit, here's one suggestion:

<http://www.raggededgemagazine.com/departments/poetry/002154.html>



2010
Is almost
here!



TO:

- ALL OUR CHILDREN WHO ARE DEAFBLIND — AND THEIR FAMILIES
- ALL OUR PARTNERS
- THE DEAFBLIND WORKING GROUP
- TEACHERS, THERAPISTS, INSTRUCTIONAL ASSISTANTS, AND ALL OTHERS ON CLASSROOM TEAMS
- DOCTORS, NURSES & OTHERS on medical teams
- EVERYONE AT THE TEACHING RESEARCH INSTITUTE, & COLLEAGUES AT WOU
- FRIENDS AND COLLEAGUES AT OTHER DEAFBLIND PROJECTS AROUND THE COUNTRY
- OUR PROJECT OFFICERS AND OTHERS AT OSEP
- AND EVERYONE WHO HAS HELPED THE PROJECT IN ONE WAY OR ANOTHER

THANK YOU FOR A GOOD PROJECT
YEAR IN 2009

HERE'S TO 2010!



**HAPPY HOLIDAYS
EVERYONE!**



**AND A HAPPY NEW
YEAR!**

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
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 — 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>

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





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

