

Nevada
Assistance
Dual
for those with
Sensory
both hearing
Impairment
and visual impairments
Project

Newsletter

Vol. 10, No. 2

December 1999

NDSIP begins its 10th year!

We are pleased to announce that the Nevada Dual Sensory Impairment Project (NDSIP) has been approved for another four year funding cycle from the US Department of Education, Office of Special Education. For those of you not familiar with the project, we are a federally funded, statewide technical assistance project for families and service providers of children, birth through twenty-one, who are deafblind. The project is housed in the College of Education, Department of Curriculum & Instruction at the University of Nevada, Reno. NDSIP has been under the direction of Dr. MaryAnn Demchak since its inception in October 1989.

The purpose of the NDSIP is to enhance educational services provided to children who have impairments in both vision and hearing. The services provided by the project include:

- Assistance in identification of individuals, ages birth through 21 year, who have dual sensory impairments.
- Provision of on-site technical assistance (e.g., consultant, inservice workshops, program review) to families, educational and agency providers, and care providers of infants, toddlers, children, and youth with dual sensory impairments. Topics may include communication skills, behavior management, instructional strategies, transition, and other topics as requested.
- Maintenance of a lending library of books, pamphlets, manuals, and video tapes related to individuals with dual sensory impairments. Topics include inclusion, assessment, communication skills, understanding vision and hearing difficulties, and numerous other topics.
- Quarterly newsletter to keep abreast of the latest developments in the field of dual sensory impairments. Includes reviews of books and videos, upcoming

events, and so forth.

- Parent access to a parent-to-parent network.
- Teacher access to a teacher-to-teacher network.
- Yearly parent conference for parents of children with dual sensory impairments.

Throughout the ten years of service to families and services providers in Nevada the project has experienced its share of growth. In December 1990, 20 infants, toddlers, children, and youth were identified as having dual sensory impairments in the state of Nevada. In September 1995, that number grew to 59 children and currently the project has identified 69 children with both vision and hearing impairments. We started in one small, cramped office located in Cain Hall (old College of Education building) and are now in two larger offices (again cramped) in the new College of Education building.

In December 1990 our six-page newsletter contained an introduction to the project, upcoming conferences, a **complete** listing of our lending library materials and still had enough room for an order form. Today our lending library resource list is almost 50 pages long (using 8 font!), and our newsletter is currently sent to over 700 people.

Our staff has also grown. The project started with Dr. Demchak and a part-time graduate assistant. With our new four-year funding cycle we were able to add a part-time project coordinator. Marty Elquist, the previous graduate assistant for the project over the last 2½ years, filled this position. Our new graduate assistant is Janet Bell.

The project expects to expand in other ways over the next four years. Some of the improvements include:



MaryAnn Demchak, Ph.D.

Director

Marty Elquist

Project Coordinator

Janet Bell

Newsletter Editor

Mailing Address:

Dept. of Curriculum &

Instruction

Mail Stop 282

College of Education

University of Nevada, Reno

Reno, NV 89557

☎ (775) 784-6471

(In Reno/Sparks Area)

☎ (877)-621-5042

(Toll-Free in Nevada)

Fax: (775) 327-5220

Inside this issue:

NDSIP Begins Its 10th Year!	1
Dad's Domain	2
Services provided through the IDEA do not carry over into adulthood	3
How to prepare your child for adulthood	3
Upcoming Conferences	4
New Lending Library	5

NDSIP Continued on Page 2

Dad's Domain by Fred Woodard

FATHERHOOD, what a wonderful thing to look forward to. You go through the nine + months with your wife with expectancy of what this new life will hold for you and your wife.

The blessed day arrives with much excitement and anticipation. You stay by your wife's side all through the labor and even though you aren't having the labor, you are drained and tired.

Then comes the realization that something is just not as it should be. The baby does not respond like you think it should. This realization can come at birth, or days or weeks later when milestones are not reached.

As you sit and ponder what might have been, you have to deal with the reality that all of the hopes and dreams that you had for your child are changed. Depending on the nature of your child's "special" needs, the level of loss and despair can vary.

As you, the father of a child with a disability, think about what happened, you wonder what you did wrong. You see that this "special" child may never toss a football with you. They may never walk through the park holding your hand. They may never see your face. They may never hear your voice.

Such stress you have never known in your life. You and your wife have a difficult time discussing just how you feel. Because you have been raised in a generation where the right thing to do is not show your emotions, you do not know what to say.

You hide your feelings and pour yourself into your job, your friends, or your special interests. You don't know what to say, but you know that you need to talk to someone. You are afraid that your wife won't understand and your friends will view you as weak.

You are not alone. These feelings and thoughts are shared by many men who have had children with disabilities. The important thing is for you to be able to express your thoughts and feelings and become a vital part of your child's life.

I hope that this can be a forum for fathers to express how they feel and maybe have some of their questions answered. We must stay involved with our kids and not allow the change in their future to distance us from our involvement with them.

If you have any questions or suggestions, you can FAX me at (775) 649-4285. You can reach me by e-mail at FEWoodard@aol.com. I hope that we dads can see our children as special and unique and love them with our whole hearts. ☺



NDSIP continued from page 1

- A toll-free line for the state of Nevada outside the Reno area: 1-877-621-5042
- A web site: <http://www.unr.edu/unr/college/educ/ndsip>
- Increased training, support and technical assistance opportunities for families and service providers including paraprofessionals.
- Increased in-state expertise to reduce reliance on out-of-state consultants. Those who participate in training will commit to assist in training others in Nevada.
- The development of technical assistance documents (e.g., transition manual)
- Increased translation of project materials into Spanish.

As in the past, referrals of those children who have both hearing and vision impairments can be made by parents, as well as educational, medical, and social

service agencies. It is important to note that children with mild hearing and vision impairments can also qualify for the project. For example, a child who has a mild hearing loss (26-40dB loss) with low vision (20/70 to 20/200 in the better eye with correction) could be eligible to receive services and should be referred to NDSIP. Children are also eligible if they are suspected of having both impairments, or are diagnosed with a progressive loss in vision and/or hearing while having an existing impairment in the other sense. Thus, all of these children require adaptations to teaching methods to meet both sensory needs. These individuals often have other handicapping conditions such as mental retardation, physical disabilities, and health-related disabilities.

Referrals are made by completing a referral packet from NDSIP. If the child is eligible for services, the parents and/or service providers can request technical assistance by completing the request form sent with an introductory packet. The project director will follow-up with a telephone

call and then will arrange for provision of the technical assistance. Technical assistance services are provided at no cost to families, school districts, early intervention agencies, and others who provide services to individuals with dual sensory impairments. The technical assistance can be provided throughout the state of Nevada in the child's home, early intervention agency, or school. The location is based on the request sent by the parent or service provider.

The Nevada Dual Sensory Impairment Project looks forward to working with families and service providers for another four years! We are continuously trying to evolve to ensure that the educational needs of children who are deafblind are being met. If you would like more information, or have questions regarding NDSIP, please call 775-784-6471. You may also E-mail MaryAnn Demchak at mad@unr.edu or Marty Elquist at marty@scs.unr.edu. ☺

Services provided through IDEA do not carry over to adulthood

From *Pacesetter*, by Patricia Bill, Ó 1999.

Used with permission from PACER Center Inc., Minneapolis, MN, (612) 827-2966. www.pacer.org. All rights reserved.

When Jamie, a young man with multiple disabilities, turned 22, his family experienced an unpleasant surprise. The special education rules upon which they had relied for nearly two decades no longer applied. Jamie and his parents were suddenly scrambling to find services to support work, continued learning, and community inclusion. Each service came from a separate agency that did not always collaborate—or cooperate—with others.

ates,” warned Urbain. “The individual with disabilities and her or his family should visit and interview available service agencies, then select those that best meet the person’s needs.”

Even young adults who are excellent self-advocates may need their parents “to keep all those systems afloat,” said Urbain. “The sad reality is that by the time your child with a disability leaves high school, you, as a parent, may be becoming

graduation is not planned until age 21 or 22. Adult service representatives should be included in IEP transition meetings. IEPs must address planning and services beginning at Grade 9 or at age 14.

“Begin planning early so you won’t be overwhelmed or unprepared when your student leaves school,” advised Leuchovius. ☞

How to prepare your child for adulthood

From *Pacesetter*, Ó 1999. Used with permission from PACER Center Inc., Minneapolis, MN, (612) 827-2966. www.pacer.org. All rights reserved.

Establishing connections with adult service funders and providers is only part of the transition process. The other part begins much earlier. Parents can do many things, even when children are young, to help them develop good decision-making and self-advocacy skills.

1. Help your child develop good decision-making skills

Children can begin learning decision-making skills when they are very young. Many toddlers can indicate if they want a drink of juice or water or can choose to wear red or blue socks. As children grow older, the opportunities for making choices increase. For example, a child can select a topic for a school report or which videotape to watch. Eventually, a young adult may decide whether to attend vocational school or college or seek employment. Children learn from consequences as they make decisions. Learning to make good choices gives them self-confidence, a major factor in independence.

2. Teach your child about her or his disability

Understanding how the disability affects him or her helps a child or young adult determine available options. Focusing on what the person can do, as well as how different techniques can achieve a desired result, teaches an individual how to ask for accommodations at school or in a job later on. Success increases self-confidence.

Adulthood continued on Page 4

A Sample of Adult Services in Nevada

Southern Nevada:

Nevada Association for the Handicapped	(702) 870-7050
Bureau of Services to the Blind and Visually Impaired	(702) 486-5333
Southern Nevada Sightless	(702) 642-6000
Southern Nevada Center for Independent Living (SNCIL)	(702) 889-4216
SNCIL (N. Las Vegas and Rural Areas)	(702) 649-5022

Northern Nevada:

Vocational Rehabilitation	(775) 684-4070
Bureau of Services to the Blind and Visually Impaired	(775) 688-1450
United Cerebral Palsy of Northern Nevada	(775) 883-4050
Northern Nevada Center for Independent Living (NNCIL)	(775) 353-3599
NNCIL-Elko	(775) 753-4300

“Parents of young adults with significant needs are often astonished to find that the adult service system does not operate the way the school system does under IDEA (the Individuals with Disabilities Education Act),” said Cathy Urbain, PACER coordinator in transition, supported employment, and Social Security.

“Under IDEA, local school districts are *both* the funder and the provider of services. There is one written plan—the IEP (Individualized Education Program)—and one appeals process that is the same across all special education services,” Urbain continued. “The adult system is much more complex. Therefore, families will want to be sure an appropriate transition plan is in the student’s IEP.

“The complexity of the adult system and the lack of legislation like IDEA that requires needed services to be provided mean that families should be sure that the student’s IEP includes an appropriate transition plan. In addition, the family may wish to begin making arrangements and interviewing funders and providers several years before the young adult gradu-

tired. Yet, you can’t coast as an advocate. You *must* stay involved,” said Deborah Leuchovius, coordinator of PACER’s Technical Assistance on Transition and the Rehabilitation Act (TATRA) project and parent of a teenager with spina bifida.

“I really appreciate it when Freddy’s school therapists call to remind me to follow-up on something we discussed,” said Leuchovius. “With his many needs, it is difficult to stay on top of everything. When he leaves the school system in just a few years, however, we will have to assume even greater responsibilities as ‘case managers’ of a multitude of services.” Freddy and his parents must coordinate speech services, physical therapy, further education and training, medical care, and social and recreation activities. Eventually he will need transportation, employment, and housing services.

The Individuals with Disabilities Education Act (IDEA) requires that transition planning begin when a student turns 14 and services that help a young adult prepare for life after high school are to be in place when a student is 16, even if

Upcoming Conferences

Western Regional Early Intervention Conference Services for Young Children with Sensory Disabilities

Designed for families and professionals providing services to young children with sensory disabilities.

January 14-15, 2000

Ramada Valley Ho Resort & Conference Center

Scottsdale, Arizona

For More Information:

6850 Main Street

Scottsdale, AZ 85251

(800) 321-4952 (reservations)

Ask For: Western States Sensory Impaired Childhood Conference

Pac Rim 2000

Creating Futures: Kaleidoscopes of Opportunity for people with Disabilities

Center on Disability Studies, University of Hawaii, Manoa presents the 16th Annual Pacific Rim Conference.

March 6 & 7, 2000

Hilton Hawaiian Village
Waikiki Beach, Honolulu, Hawaii

For More Information:

Jessica Taule (808) 956-5715

jessica@cds.hawaii.edu

Dotty Kelly (808) 945-1432

dotty@hawaii.edu

PAC RIM 2000

Center on Disability Studies

Hawai'i University Affiliated Program

University of Hawai'i at Manoa

1776 University Avenue. UA4-6

Honolulu, HI 96822

New Directions: Planning for the Future

19th National Conference on the Training and Employment of Paraprofessionals in Education and Rehabilitative Services

April 27th-29th, 2000

Double Tree Hotel, Lloyd Center

Portland, Oregon

For More Information:



Telephone: (801) 273-1843

Fax: (801) 273-7026

E-mail: mlikins@utah.uswest.net

Creating 21st Century Communities Families, Schools and Beyond

The 18th Annual Cal-TASH Conference

April 27th-29th, 2000

Burbank Airport Hilton

Burbank, California

For More Information:

Cal-TASH @ (805) 967-2042

Conferences continued on page 5

Adulthood continued from Page 3

3. Recognize your child's personal strengths

A child's self-assurance grows upon realizing that she or he possesses admirable traits. Thank your son for his patience or remark on your daughter's persevering at a task. Praise helps children acknowledge their positive qualities and encourages them to demonstrate them, resulting in good behavior that leads to confidence, social acceptance, and good work skills.

4. Help your child cultivate community support early in life

The more your child is involved in the community, the wider his or her support network. To build post-high school supports for young adults with disabilities, community inclusion should be a common focus among parents and schools, as well as adult services. Parents may need to teach extended family or community members about their child. Invite a sister-in-law, neighbor, or family friend to your child's individualized education program (IEP) team meeting. Arrange for a "play date" with other children. Register your child for group art or swimming lessons. Take him or her to workshop and events at your synagogue,

church, or other spiritual center. Allow people in the community to meet and appreciate your child. They are the ones who may offer tips or resources or future employment.

5. Learn about laws that provide for and protect adults with disabilities

Transition programs should instruct students about federal and state laws affecting adults with disabilities. Laws affect employment, medical care, housing, and other areas of concern to adults with disabilities. Understanding the law helps persons with disabilities exercise their rights.

6. Encourage your child to participate in developing her or his individualized education program (IEP), including transition goals

Children and young adults attending, and perhaps eventually facilitating, their IEP meeting learn how to advocate for themselves. They learn about their disabilities and accommodation needs, gain skills in negotiating, and help to chart their futures.

7. Learn about transition programs

PACER and other organizations have programs to help families of young adults. PACER staff can help parents prepare their children to become self-determining adults

with a good quality of life. PACER projects range from assisting individual families to working in the community to expanding employment opportunities for people with disabilities.

8. Develop a vision for the future

Young adults with disabilities and their families can benefit from going through a "person-centered planning" process that helps a young adult identify interests and set goals. It also helps family members and professionals define their roles in helping a young person attain goals. The person-centered planning process can be written into a student's IEP.

9. Prepare yourself to let go

Pushing young ones out of the family nest is one of the most difficult things parents can do for their children. It is especially hard for families whose child with a disability may need more support than siblings without disabilities. Sending a daughter with learning disabilities off to college or moving a son with mental retardation to a group home is scary. However, knowing that you have done your best to prepare your child for the adult world can be of comfort to any parent. ☞

International Parent to Parent Conference 2000

“Pioneer Spirit - Blazing New Trails”

Nevada will be the host for the 10th biennial International Parent-to-Parent Conference, one of the largest conferences of parents and families in the world.

May 5 - 7, 2000

Reno Hilton Casino and Resort
Reno, Nevada

For more information:

Cheryl Dinnell

Nevada Parent Network

University of Nevada, Reno

COE, REPC/285

Reno, NV 89557

(775) 784-4921 ext. 2352

(775) 784-4997 fax

E-mail: cdinnell@scs.unr.edu

Web site: <http://www.unr.edu/repc/npn>

Early Connections

Developing Partnerships in Services to Young Children with Visual Impairments (Birth to age 8)

June 4-8, 2000

University of British Columbia Conference Center

Vancouver, BC Canada

For More Information:

The Hilton/Perkins Program

Perkins School for the Blind

175 North Beacon Street

Watertown, Massachusetts 02472

Telephone: (617) 972-7447

Fax: (617) 923-8076

E-mail: hiltonperkins@perkins.pvt.k12.ma.us

10th Annual Integration Institute Strategies for the Full Inclusion of Persons with Significant Disabilities in School, Work and Community

March 9-10, 2000

Irvine Airport Hilton

Irvine, California

For More Information:

Integrated Resources

4199 Campus Dr., Ste. 550

Irvine, California 92612

Telephone: (949) 509-6506

Fax: (949) 509-6507

E-mail: szivolich@aol.com

NEW LENDING LIBRARY RESOURCES



Books

Bambara, L. M., & Knoster T. (1998). Innovations: Designing Positive Behavior Support Plans. Washington, DC: American Association on Mental Retardation.

Provides a conceptual framework for understanding, designing and evaluating positive behavior support plans.

Geralis, E. (Ed.) (1998). Children with cerebral palsy: A parents' guide (2nd Ed.). Rockville, MD: Woodbine House. Written by doctors, therapists, educators, and parents. Content includes: Diagnosis Assessment, Treatment, Therapies, Early Intervention, Family Life, Development, Advocacy, and other important issues.

Kennedy, E. (1997). Lessons & activities for the inclusive primary classroom. West Nyack, NY: Prentice Hall.

This practical resource is packed with tested lessons and illustrated activity sheets in all content areas to help the K-3 classroom teacher or special educator successfully integrate children with special needs into the regular classroom.

Lowman, D. K., & Murphy, S. M. (1999). The educator's guide to feeding children with disabilities. Baltimore, MD: Brooks Publishing.

Comprehensive and team-focused, this book provides you with the information you need to design and implement effective feeding plans for students with disabilities. Each chapter identifies and explores a separate component of feeding encountered in school-based situations.

Nielsen, L. (1992). Space and self. Copenhagen, Denmark: Sikon.

The author discusses the uses of the “little room” to enhance development of sensory integration, object conceptualization, self-identification and early spatial relations in children with visual impairments.

O'Brien, J., & O'Brien C. L. (Eds.) (1998).

A little book about person centered planning. Toronto, ON: Inclusion Press.

This book investigates person centered planning, its practices and its effects on people's futures. It includes a guide to person centered planning. It expands the power that people have to choose life conditions and experiences that make sense for them.

Guides



California Department of Education, (1998). Ear-resistible hearing test procedures for infants, toddlers, and preschoolers, birth through five years of age. Sacramento, CA: Author.

Hearing test procedures for infants, toddlers and preschoolers. Includes high risk criteria for a hearing impairment, informal developmental observation checklists for speech and language and hearing.

California Department of Education (1998). First look: Vision evaluation and assessment for infants, toddlers, and preschoolers, birth through five years of age. Sacramento, CA: Author.

Visual impairment in infants, toddlers and preschoolers must be identified early so that appropriate treatment referrals can be facilitated, outcomes designed and early intervention services provided. Includes visual development assessments and checklists.

Chen, D., & McCann, M. E. (1993). Selecting a program. Los Angeles: Blind Children's Center.

This is a guide for parents of infants & preschoolers with visual impairments. The aim of this booklet is to help you select the program you think is best for your child.

Deschenes, C., Ebeling, D. G., & Sprague, J. (1994). Adapting curriculum & instruction in inclusive classrooms: A teacher's desk reference. Blooming-

Resources continued on Page 6

We are pleased to announce that the Nevada Dual Sensory Impairment Project has received a grant supporting parent groups from the Hilton/Perkins Program! The grant makes the annual parent conference a reality. With out this additional funding, the conference would not be able to be held year after year. Our next newsletter will contain more in-depth information about the April 2000 conference so stay tuned!

ton, IN: Institute for the Study of Developmental Disabilities.

The purpose of this guide is to provide a conceptual model and a range of sample adaptations so that teachers can create adaptations that are appropriate for their individual students and classrooms.



LaPrelle, L. L. (1996). Standing on my own two feet. Los

Angeles: Blind Children's Center.

This is a step-by-step guide to designing & constructing simple, individually tailored adaptive mobility devices for preschool-age children who are visually impaired.

Meyers, L. & Lansky, P. (1991). Dancing cheek to cheek: nurturing beginning social, play and language interactions. Los Angeles: Blind Children's Center.

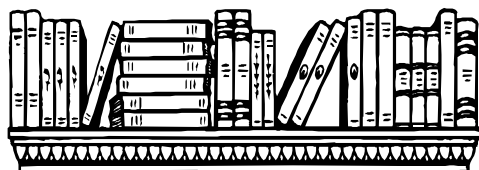
The goal of this guide is help parents find techniques with their children that they can use to successfully bypass some of the obstacles to the development of social, play and language skills that are the result of lack of vision.

Schmitt, P. & Armenta-Schmitt, F. (1999). Fathers: A common ground. Los Angeles: Blind Children's Center.

This booklet reaches out to fathers of young children who are blind or visually impaired and increases awareness of the impact that fathers have on the growth and adaptation of the family.

Tilly, D. W., Knoster, T. P., Kovaleski, J. D., Bambara, L., Dunlap, G., & Kincaid, D. (1998). Functional behavioral assessment: Policy development in light of emerging research and practice. Alexandria, VA: National Association of State Directors of Special Education.

This guide will 1.) define FBA and identify critical components that can be used as "touchstones" for policy development; 2.) contextualize FBA within the familiar special education decision-making framework to illustrate what FBA can translate into



practice; 3.) examine FBA from a policy standpoint and make recommendations for consideration by policymakers; 4.) address staff development and related implementation issues.

NICHCY Guides

Transition Planning: A Team Effort

Helping Students with Cognitive Disabilities Find and Keep a Job. Includes an audio tape

Helping Students Develop Their IEPs. Includes student guide and audio tape.

Accessing the ERIC Resource Collection

NICHCY Publications Through ERIC

Planning a Move: Mapping Your Strategy

Reading and Learning Disabilities

Individualized Education Programs



Manuals

Volume V-K: Movement analysis and curriculum for visually impaired preschoolers. (1987). Tallahassee, FL: Bureau of Education

for Exceptional Students, State of Florida Department of Education.

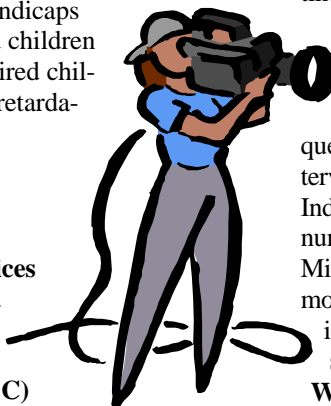
This manual focuses on the movement of preschool visually impaired children from age 2 (or when the child is beginning to walk) to age 5. The movement curricula strategies contained in this manual are appropriate for many visually impaired children with multihandicaps such as deaf/blind children and visually impaired children with mental retardation.

Videos

A Model of Services for Children and Youth who are Deafblind

(1999) (10:00) (CC)

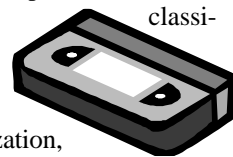
This video discusses a model of services that is appropriate for children and youth who are deafblind, birth-21, and



their families. The four components include: Deafblind Consultant Services, Intervener Services, Family Education and Support Services, and Assistive Technology Services

Introduction to American Sign Language (1999) (23:00) (CC)

This is an introduction to the basic feature of ASL. Includes time aspects, facial expression, active voice, classifiers, loan signs, questions, pronouns, plurals, incorporation, directionality, topicalization, sightline, and sign repetition.



Deafblindness and the Intervener (1998) (15:00)

This video discusses the effective use of interveners with children and youth who are deafblind. Intervenors are shown working with individuals who are deafblind in home, school, and community settings. Interviews are presented that give perspectives from parents, teachers, educational administrators, and intervenors themselves.

Adapting Curriculum & Instruction in Inclusive Classrooms (1999) (48:00)

This video challenges teachers to examine how students learn, and the repertoire of options from which to choose. There are seven areas depicted in this video: participation, difficulty, output, input, level of support, size of task and time.

Being a Kid (1997) (6:00)

This video illustrates supporting the special needs child in every day routines, activities, and places. A family physical therapist and parent take you through a neighborhood playground to integrate functional therapy goals into everyday routines and places.

"Louder Than Words: How to Intervene with Nonverbal Individuals" (25:00).. This video addresses a question that is often asked. "How do I intervene with people who are nonverbal?"

Individuals with limited verbal skills pose a number of challenges for staff members. Misunderstanding and frustration are common and sometimes lead to crisis incidents

in which the lack of communication results in a potentially explosive situation.

Workbooks and Leader's Guide Included.

Universal Newborn Hearing Screening (1997) (20:00)

This two-segment video includes information about the importance of early hearing loss identification including testimonials from parents, and information about early otoacoustic emissions screening (OAE). The second segment was designed to be shown to new parents in hospitals about their infant being screen for hearing loss but can also be used by doctors, audiologists, parent advisors, and other medical and education personnel.

I See, You See (26:00)

A video for school-aged children about visual impairment to be shown in the classroom. The Video illustrates the interest and talents common to all children.

Is It Clear To you: Eyesight, Insights (30:00)

By use of simulation, this video aims to help parents, teachers and professionals gain a better understanding of visual impairments.

The Ragin' Cajun: Usher Syndrome (1998) (50:00)

This program takes a sensitive look at this degenerative condition, as Oliver Sacks and Danny explore the nature of deaf culture and the marvelous richness of American Sign Language, which includes a sophisticated touch-based variation called tactile signing.

A New IDEA for Special Education: Understanding the System and the New Law

This video will help parents and educators better understand the recent changes to the Individuals with Disabilities in Education Act (I.D.E.A.), the law governing Special Education. The changes affect everyone, both regular and special educators parents and most importantly, the student.

Materials in Spanish

Guides

Chen, D., & McCann, M. E. (1993). Eligiendo un Programa. Los Angeles: Blind Children's Center.

This is a guide for parents of infants & preschoolers with visual impairments. The aim of this booklet is to help you select the program you think is best for your child.

Videos

Helping Your Child Learn Video Series. Spanish (1992). Videos specifically designed to help parents raising children with hearing, vision and other impairments. The following areas are addressed:

- Dressing Skills (9:40 min),**
- Playtime Skills (8:15 min),**
- Mealtime Skills (7:45 min),**
- Choices (9:30 min),**
- Self Control (11:00 min),**
- Adaptations (14:00 min).**

Each topic is a separate video. Updated versions are also available in the following volumes:

Volume 1: Spanish (29:15) When and Where to Teach (9:45); Teaching Self-

Control (11:00); and Teaching Playtime Skills (8:15).

Volume 2: Spanish (28:45) What to Teach (9:35); Teaching Choices (9:30); Teaching Dressing Skills (9:30).

Volume 3: Spanish (31:55) How to Teach (10:50); Teaching with Adaptations (13:00); Teaching Mealtime Skills (7:40).

NICHCY Fact Sheets

La Educación de los Niños y Jóvenes con Discapacidades: ¿ Que Dicen las Leyes?

Cómo Criar un Niño con Necesidades Especiales

Catálogo de Publicaciones en Español, 1999

Agencias Públicas

Lista de Discapacidades Bajo las Cuales los Niños y Jóvenes Califican Para Recibir Servicios de Educación Especial

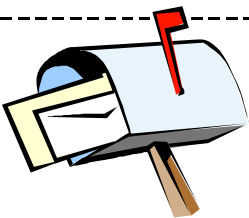
Desorden Deficitario de la Atención

Preguntas Sobre Los Servicios de Educación Especial

El Desorden Deficitario de la Atención: Una Bibliografía de Materiales en Inglés y Español

La Sordera y la Pérdida de la Capacidad Auditiva

Trastornos del Habla y Lenguaje



I enjoy your newsletter, and I know someone who would benefit from receiving future issues. I have entered the address below.

I've moved! Please send future issues of your newsletter to my new address below.

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

**Return to: MaryAnn Demchak, Ph.D. Department of Curriculum & Instruction/282
University of Nevada, Reno Reno, NV 89557**



Announcing the 8th Annual
Nevada Dual Sensory
Impairment Project
Parent Conference

April 13-14, 2000

Flamingo Hilton
Reno, NV

Watch your mail and/or our
next newsletter for more
information!



Nevada
Assistance
Dual
for those with
Sensory
both hearing
Impairment
and visual impairments
Project

University of Nevada, Reno
College of Education
Mail Stop 282
Reno, Nevada 89557-0214

Nonprofit Org.
U.S. Postage
PAID
Reno, Nevada
Permit No. 26