

## For All the "Dollys"

By Delma Boyce

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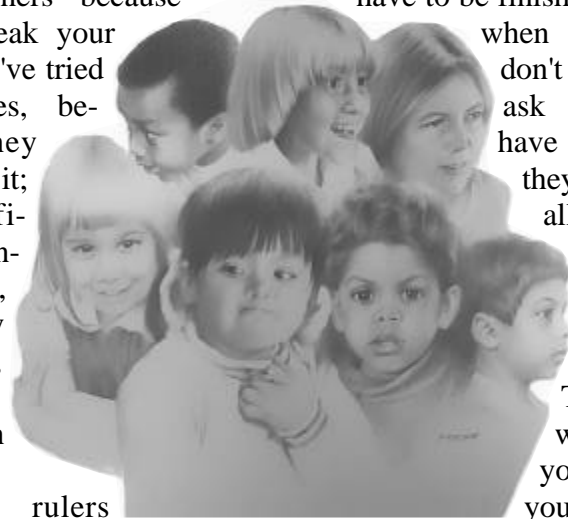
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*Delma Boyce is the proud parent of Dolly Boyce, who is a deafblind adult. Delma is also a teacher at Perkins School for Deafblind in Watertown Massachusetts.*

Take a journey now with me-----

Think of a world mysterious, strange, confusing- a world ruled by foreigners. You can tell they're foreigners because they don't speak your language. You've tried signs, gestures, behaviors- they didn't get it; they're definitely foreigners. And, they're very powerful; they're definitely in charge.



These rulers from a foreign land make you get out of bed- and they don't tell you why you need to get up; they help you shower and get dressed without talking to you at all (although they talk to the other foreigners while they help you.) They make you brush your teeth and brush your hair, and then they set food in front of you without telling you what it is (It's not foreign food, though, because you've seen it before. Maybe it just doesn't have a name?)

each other for a while in that foreign language only they can understand, then suddenly one of them signs to you to "clean up." Wow! You get really excited. Maybe they do know your language. So you sign "more" because you'd really like some more to eat, but one of the foreign rulers signs "finished," and because they're the rulers you have to be finished. How come when you sign you don't get what you ask for, but you have to do what they say? This is all very confusing. And, who are they anyway? They've worked with you before, but you don't know

their names. Do they have names? Or maybe they just didn't tell you because someone said you were "low functioning" and you wouldn't understand anyway. I wonder how they could know that when they don't even know your language? They seem to know a few words, but not enough to understand you at all. And, you wonder, do they know you have a name? You've never seen any of them use your name-

They continue to talk to

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sign. You don't know how to tell them your name, but you understand that your name-sign is you, and you sure wish someone would tell them your name, because without a name you're just kind of "anonymous", a generic deafblind person that they've been hired to work with.

Why, that foreigner over there didn't even say "hello" to you when she came to work; she just chatted with the other foreigners and then turned the television on. And, you really wish if they were going to live and work in "deafblind world" they'd learn your language. How did they get the job anyway? Maybe it should be a rule that if they're going to work with you they have to learn your language? Everyone's lives would be easier. Your needs and wants could be better understood; you'd be calmer, happier.

You'd feel better about yourself. You'd like the foreigners better, too. Your behavior would improve. Your job performance would improve. It's a fact. Past data on you and others prove it.

You'd love to be able to communicate with these foreigners. You see them all the time. If they could only speak your language, they could get to know you better. Because they don't know you really. They don't know that you can be so much fun- that you have a great smile, an infectious giggle, the irresistible charm of a three-year old woman-child. They don't know yet how much they can teach you, how much fun it can be, how loving you can be when you're understood and accepted, how much you need them, and how much they can learn from you.

They don't know how rewarding their jobs can be, how im-

portant and terrific they'll feel when they see you grow and learn--when they can talk to you, and you to them. They don't yet know that anyone can learn, anyone can grow. They don't know that they can look back with a sense of accomplishment and joy and satisfaction, because they've learned to communicate to you and with you, and together you've built trust and ability and an atmosphere where growth and learning can take place for everyone.

They don't seem to know (well, some of them surely do, but perhaps we all need to be reminded from time-to-time) that in the midst of all the frustration and problems, and bad days, and rotten pay, and lack of appreciation, communication can make all the difference in the world. Science tells us that all creatures communicate, and that without communication, human spirits shrink and wither.

Dolly Boyce, all of the "Dollies" are worth every effort, all the work, the unspeakable pain, the indescribable joy-- worth all we've faced on the journey of her life to here and beyond. Our deafblind children need us to care enough to strive to learn their language, their communication, in all of its complexities and twists and turns. It is a big task, an ongoing, ever-changing task, and it requires care and commitment. We need caring, competent communicators on our journey.

If Dolly could talk, she would say these things to you. Because she and her fellow travelers do not have the "voice" to tell you these things, today I lend them mine. I know that if they could, they would tell me to tell you how much they need communication, how important it is, how it's a life-altering basic human need.

—Consider yourselves told.

## New Manual for CHARGE Syndrome

Please do not disseminate *CHARGE Syndrome: A Booklet for Families* any longer. The information in the booklet is outdated. The CHARGE Syndrome Foundation has developed a new, comprehensive resource for families!

The New Booklet Includes:

- History of CHARGE Foundation
- Stories from families
- Section on development
- Differential and prenatal diagnosis
- Medical problems of CHARGE
- 17 page glossary
- Information for doctors caring for your child

\$20.00—This price includes the first update of the manual for no extra charge, as long as you remember to send in your registration form.

The manual comes in a 3-ring binder making it easy to insert the updates, and to individualize your manual.

To Order:

Marion Norbury  
CHARGE Syndrome Foundation, Inc.  
2004 Parkade Blvd  
Columbia MO 65202

800-442-7604  
marion@chargesyndrome.org  
<http://chargesyndrome.org>  
VISA/MC/Purchase Order/Check

# Computers in our Classrooms: Part 2

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This is a two part series on Computers in the Classroom. The first part premiered in our September edition. You can find that article on our web site at [www.unr.edu/unr/colleges/educ/ndsip](http://www.unr.edu/unr/colleges/educ/ndsip). This part of the series will focus on Output Methods.

## Output Methods

Visual output is a major component of most computer activities for children. Many programs contain colorful graphics, animation, and Quick-Time movies. Recent software programs also integrate sounds, digitized speech, and music. A child who is deafblind may have difficulty

accessing these programs due to visual limitations and may not have sufficient hearing to benefit from the sound component.

### Visual Output

**Monitor positioning.** The monitor should be positioned at eye level for the child. For some children this may mean placing the monitor on a table instead of on the CPU, or using an adjustable chair or table. Monitor arms, available at most office and computer supply centers, allow the monitor to be easily adjusted.

**Monitor size.** Typical monitors have a 13- or 14-inch screen, but monitors are available with screens up to 21 inches. Larger monitors increase the size of the viewing area. This can be beneficial when using a screen-enlargement program.

**Font size.** The font size of labels for applications and documents can be increased using the Views control panel on Macintosh computers or Accessibility Options in Windows 95 or 98. Large fonts make it easier for children with low vision to locate their documents and programs on the desktop.

**Screen-enlargement software.** Screen-enlargement software performs adjustments such as

screen magnification, cursor tracking, inversion of screen colors, split screen viewing, and screen review. Screen navigation is possible through the use of keyboard commands or the mouse. Examples include ZoomText Xtra (Ai Squared) and MAGic (Henter-Joyce) for Windows and inLarge (Alva Access) for the Macintosh.

**Braille displays and screen readers.** Braille readers can use a refreshable braille display such as PowerBraille (Blazie) on Windows computers to access the screen. A screen reader translates the information on the screen for output to a speech synthesizer for children who can understand speech. Some screen readers include support for braille displays. Window-Eyes (GW-Micro) and Jaws for Windows (Henter-Joyce) are two popular screen readers.

### Sound Output

**Built-in speakers.** Most computers have built-in speakers for sound output. Children who wear hearing aids may be able to hear sounds produced by the built-in speakers if the quality of the speakers is good.

**Amplified speakers.** Volume and vibration can be increased significantly with the use of amplified speakers. Amplified speakers are sometimes included in computer packages. They are also available from computer stores, computer mail order companies, and some electronics stores. The Interactor Cushion (AURA) is a seat cushion with a built-in amplified speaker that pro-

*Computers continued on page 4*



Check out this valuable resource for teachers, related services providers, administrators, families, advocates, and all others interested in improving educational results for students with disabilities!

The IDEA Practices Web site and its accompanying monthly e-mail newsletter, IDEAnews, are designed to provide useful and timely information and resources to help professionals and families understand and implement the Individuals with Disabilities Education Act (IDEA '97).

<http://www.ideapractices.org>

vides outstanding vibrational feedback of music software programs that have a heavy bass component.

**FM systems.** Children who use an FM Auditory Trainer can use the headphone jack in the computer and FM unit to directly receive sounds in the FM unit.

## Educational Software Programs

There are hundreds of educational software programs available that address learning activities such as understanding cause and effect, choice making, language development, reading and writing, math, science, creative thinking, and communication. The selection of software programs for children who are deaf-blind depends upon each child's cognitive level, educational objectives, and sensory abilities.

Individual software programs can be adapted using some of the input and output methods described above to meet the learning needs of children of a variety of ages and cognitive abilities. Listed below are four different types of software programs along with examples of how each can be modified to meet different needs. Many of these ideas can be applied to other software programs to customize activities for children who are deafblind.

### Art/Creativity Software

*Kid Pix Studio Deluxe (Broderbund) is a multimedia drawing program. It has a wide array of tools for drawing, making lines, boxes, and circles; stamping graphics; and entering text. This program is appropriate for children as young as preschool age, yet can be fun for teenagers too. The following examples show some of the ways this program can be used.*

**An initial computer activity for young children.** Use with a touch screen as a means of introducing very young children to the computer. The teacher makes color and other drawing selections using the mouse as the child scribbles on the screen with his or her finger to create a picture. As the child becomes familiar with the program, wonderful opportunities arise for encouraging the use of language for activities such as requesting color changes and labeling objects and pictures.

**Teaching about cause and effect.** One of the drawing tools available is a mixer tool that shakes up the picture on the screen. It can be used with a touch screen or switch to teach cause-and-effect activities to children of any age. Create a random drawing on the screen, select the mixer tool and place the pointer somewhere on the drawing. Each time the child touches the screen or presses the switch, the screen will change according to the mixer setting. Some settings produce a dramatic change, creating a rewarding cause-and-effect activity. There is also an eraser tool with several choices that produce dramatic screen actions.

**Mouse or Joystick training.** Use a trackball or adapted joystick with the button locked down. Select a colorful paintbrush and place the pointer in the drawing area. As the child moves the trackball or joystick, large colorful graphics appear on the screen. Children who can use the mouse learn to "drag" or hold the mouse button down as they move it.

**Teaching choice making.** Drawing activities can be used as a way to help learn other skills such as with the use of a picture communication system. Give the child picture symbols associated with particular drawing tool functions (e.g., color, shape) or place them on an overlay for an expanded keyboard. The

teacher then draws the picture according to the choices made by the child. Some children actually enjoy watching a picture being created more than drawing it themselves.

### Interactive Story Books

A number of popular children's books have been transformed into interactive, animated stories on CD-ROM. Examples include The Cat in the Hat, Arthur's Reading Race, Little Monster at School, and Sheila Rae the Brave (Living Books/Broderbund). Although the programs are labeled appropriate for children from Kindergarten through Grade Four, meaningful activities can be created for children of other ages as well, when used with appropriate modifications.

**Cause-and-effect activities.** Each "page" of the book contains objects and/or characters that animate when the user mouse-clicks on them. Create hot spots for each active area on the screen. Use the scanning option with highlighting turned off to have the hot spots scanned invisibly. Each time the child presses the switch, a different hot spot is activated resulting in a random cause-and-effect activity.

### Language activities.

- Using a touch screen, have the child identify and point to specific objects and characters. The child is rewarded with animation and sound each time he or she touches a requested object.
- Use a program to create hot spots and an alternative keyboard as described under Input Methods above. Make an overlay for an expanded keyboard with pictures of objects on the screen. The child can point to pictures on the keyboard to activate specific hot spots. This is an ideal activity to encourage the use of pictures and

reinforce pointing to pictures. Overlays can also be created that contain line drawings, words and phrases or sentences related to objects, characters, and actions on the screen.

- Children can create their own version of a story by printing screens and using their own language to retell the story in Sign Language or in writing.
- Children who have some hearing can enjoy having a story read to them at a slower pace by using the mouse to click on each word to hear it spoken. Either the teacher or student can control the mouse for this activity.

### Word Processing Programs

Word processing programs that have large print options and speech output include IntelliTalk (Intell~Tools) and Write:OutLoud (Don Johnston). Each has options that allow the user to change text, background colors, font size, and voice.

- Use an expanded keyboard to create writing activities that address curriculum topics, daily schedules, lunch menu choices, spelling vocabulary, and special activities. Words, picture symbols, and photographs can be used in the overlays.
- Expanded keyboards can also be used to create keys that take the place of multistep functions. For example, some children may be able to use a word processor for basic writing activities but have difficulty with functions such as printing. An expanded keyboard with an overlay can be set up to perform these functions with a single keypress.
- Use an on-screen keyboard with a word processing program for children with low vision and

poor typing skills. Overlays, as described above, also work well with an on-screen keyboard such as Discover:Screen.

### Cause-and-Effect Software Programs

In addition to the option of creating cause-and-effect activities using "off-the-shelf" software as described in some of the previous examples, a number of programs are available that were created specifically to encourage cause-and-effect learning using switch access.

**RadSounds (R.J. Cooper).** Intended for teenage users, this program has 20 choices of music, ranging from heavy rock and roll to popular songs. Colorful dancers appear on the screen accompanied by music. Amplified speakers or the Interactor Cushion (AURA), which provides feedback through vibration, allow children with limited hearing to enjoy the program.

**UKanDu Switches, Too! (Don Johnston)** is a series of cause-and-effect programs with large colorful graphics for young children. The Programs provide the opportunity for simple sequencing to be addressed in a story format. When the switch is pressed, the story progresses one step until completion. For example, in *Mary Wore Her Red Dress (Eensy & Friends)*, the child helps Mary dress by pressing the switch to add dress, socks, shoes, and hat, one at a time.

**Switch Basics (SoftTouch)** is another single-switch program with large clear graphics. The program contains nine different activities that use sounds, music, photographs, and colorful graphics to address simple switch use, turn-taking and scanning skills.

**Press to Play (Don Johnston)** is a series of switch-activated programs that progress from simple cause-and-effect activities to begin-

ning scanning skills training. The programs present a single picture cue on a black background with a large colorful graphic reward for each switch activation.

## Information Resources

### Closing the Gap

P.O. Box 68  
Henderson, MN 56044  
(507) 248-3294  
<http://www.closingthegap.com>  
[info@closingthegap.com](mailto:info@closingthegap.com)

**RESNA (Rehabilitation Engineering and Assistive Technology Society of North America)**

1700 North Moore St., Ste. 1540  
Arlington, VA 22209-1903  
(703) 524-6686  
(703) 524-6639 tty  
<http://www.resna.org>  
[info@resna.org](mailto:info@resna.org)

### ABLEDATA

8401 Colesville Road, Ste. 200  
Silver Spring, MD 20910  
(800) 227-0216  
(301) 608-8912 tty  
<http://www.abledata.com>  
[kabelknap@aol.com](mailto:kabelknap@aol.com)

### Alliance for Technology Access

2175 E. Francisco Blvd., Ste. L  
San Rafael, CA 94901  
(415) 455-0491 tty  
<http://www.ATAccess.org>  
[ATAinfo@ATAccess.org](mailto:ATAinfo@ATAccess.org)

## Company Information

### Ablenet, Inc.

1081 10th Ave. S.E.  
Minneapolis, MN 55414  
(800) 322-0956  
<http://www.ablenetinc.com>  
[customerservice@ablenetinc.com](mailto:customerservice@ablenetinc.com)

### Ai Squared

P.O. Box 669

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Manchester Center, VT 05255  
(802) 362-3612  
<http://www.aisquared.com>  
[zoomtext@aisquared.com](mailto:zoomtext@aisquared.com)

**Alva Access Group, Inc.**  
<http://www.aagi.com>  
[info@aagi.com](mailto:info@aagi.com)

**Aura**  
Interactor Cushion Distributor  
Sign-Along Communications, Inc.  
3111 Route 3 #11, Ste. 304  
Mt. Laurel, New Jersey 08054  
(888)-917-SIGN  
<http://www.advanix.net/~ameslan/FeelSound.html>  
[kp@sign-along.com](mailto:kp@sign-along.com)

**Blazie Engineering**  
105 E. Jarrettsville Rd.  
Forest Hill, MD 21050  
(410) 893-9333  
<http://www.blazie.com>  
[info@blazie.com](mailto:info@blazie.com)

**Broderbund Software, Inc.**  
500 Redwood Blvd., P.O. Box 6121  
Novato, CA 94948  
(800) 521-6263  
<http://www.broderbund.com/education/programs>  
[cust\\_serv@learningco.com](mailto:cust_serv@learningco.com)

**Don Johnston Incorporated**  
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725 Airport North Office Park

Fort Wayne IN 46825  
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<http://www.gwmicro.com>  
[support@gwmicro.com](mailto:support@gwmicro.com)

**Henter-Joyce, Inc.**  
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St. Petersburg, FL 33716-1805  
(800) 336-5658  
<http://www.hj.com>  
[info@hj.com](mailto:info@hj.com)

**IntelliTools**  
55 Leveroni Ct., Ste. 9  
Navato, CA 94949  
(800) 899-6687  
<http://www.intellitools.com>  
[info@intellitools.com](mailto:info@intellitools.com)

**KnowledgeAdventure**  
4100 West 190th Street  
Torrance, CA 90504  
(800) 545-7677  
<http://www.KnowledgeAdventure.com>  
[schoolsales@knowledgeadventure.com](mailto:schoolsales@knowledgeadventure.com)

**R.J. Cooper & Associates**  
24843 Del Prado, Ste. 283  
Dana Point, CA 92629  
(800) RJCOOPER  
<http://www.rjcooper.com>  
[info@rjcooper.com](mailto:info@rjcooper.com)

**SoftTouch**  
4300 Stine Road, Ste. 401  
Bakersfield, CA 93313  
(877) 763-8868  
<http://www.funsoftware.com>  
[softtouch@funsoftware.com](mailto:softtouch@funsoftware.com)

**TASH**  
3512 Maryland Ct.  
Richmond, VA 23233  
(800) 463-5685  
<http://www.tashint.com>  
[tashinc@aol.com](mailto:tashinc@aol.com)

**Troll Touch**  
25510 Ave. Stanford, Ste. 106  
Valencia, CA 91355

(800) 201-1160  
<http://www.trolltouch.com>  
[info@touchproducts.com](mailto:info@touchproducts.com)

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### 19th Annual CAL-TASH Conference

2001: An Inclusive Odyssey  
February 9-10, 2001  
Oakland Marriott City Center

#### Questions about the conference?

**Ann Halvorsen: 510-885-3087**  
-Or-

**Barbara Marbach: 310-258-4024**  
**Email: [cal-tash@ceo.sbceo.k12.ca.us](mailto:cal-tash@ceo.sbceo.k12.ca.us)**  
**Web Site: [www.caltash.gen.ca.us](http://www.caltash.gen.ca.us)**

#### Stands and Sessions on the following Topics:

- Supported Life
- Paraeducators
- Integrated Work
- Aligning Standards
- Curriculum with Inclusion
- Multiple Intelligences
- Assistive Technology
- Social Skills
- Self Advocacy
- Positive Behavioral Support
- Person Centered Planning and Sex Education
- IDEA
- Inclusive School Communities

# New Lending Library Resources

## Videos

### **Assessing Children who are Deaf-blind (1999) (3 part series)**

Developed for practitioners who are responsible for conducting psychoeducational assessments, but who may not be familiar with the unique skills and needs of students who are deafblind.

**Conducting a Contextual Evaluation (51:30)** Overview of a psychoeducational assessment. Objectives, process, methods, tools, and domains of a contextual approach are outlined.

**The Parent Point of View (13:45)** Four parents of children who are deafblind talk about what matters to them in an evaluation, how they perceive their roles in the assessment process, and their feelings when they hear the results & recommendations.

**The Role of the Psychologist (18:17)** The key points of the contextual model are exemplified as several students are engaged in tasks at school, home,

and in the community. Designed for professionals who may be responsible for evaluating students who are deafblind.

### **If Transition Is Such A Great Idea, Why Is It So Difficult To Implement? (10/03/00) (2:00)**

This video is a National satellite teleconference that explores 4 research-based practices that enhance transition from school to work and adult life. Based on the work of Susan Brody Hasazi, Ed.D from the University of Vermont. Focuses on parent and student participation in planning, shared values between teachers and administrators, research and evaluation of post-school outcomes, and uniting leaders and advocacy, top-down and bottom up.

### **Dimensions of Communication: Assessing the Communication Skills of Individuals with Disabilities (2000) (13:30)**

This assessment instrument is designed to help teachers, educational specialists, speech-language therapists, psychologists, and other ser-

vice providers evaluate the communication skills of children, adolescents, and young adults who have multiple disabilities, including severe or profound mental retardation and deafblindness.

## Manuals

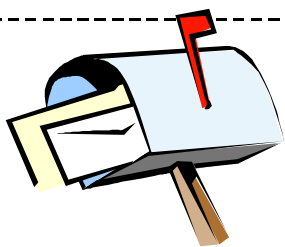
Olsen, M. M. & Harris, K. R. (1988). Color vision deficiency and color blindness: An introduction to the problem. Eugene, OR: Harris Educational Consultants.

This manual examines issues concerned with the education and employment of individuals, primarily males, with color vision deficiency. Problems in adulthood and childhood are discussed including the heavy use of color in childhood education.

## Articles

Advocacy tips and techniques: Ideas by and from parents and those supporting parents and children. See/

*Resources continued on page 8*



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Hear, 5,(1). Retrieved October 4, 2000, from the World Wide Web: [http://www.tbsvi.edu/Outreach/seehear/winter00/advocacy\\_tips.htm](http://www.tbsvi.edu/Outreach/seehear/winter00/advocacy_tips.htm). (Available in Spanish!)

Balance disorders. (2000, January). Bethesda, MD: National Institute on Deafness and Other Communication Disorders. Retrieved October 4, 2000, from the World Wide Web: [http://www.nih.gov/nidcd/health/pubs\\_hb/balance\\_disorders.htm](http://www.nih.gov/nidcd/health/pubs_hb/balance_disorders.htm)

Chen, D. (1999). Learning to communicate: Strategies for developing communication with infants whose multiple disabilities include visual impairment and hearing loss. *reSources*, 10,(5), 1-8. (Available in Spanish!)

Hester, G. (1999). Communicating with Bruno. *reSources*, 10(5). Retrieved October 4, 2000 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/fall99/bruno.htm>.

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Lewis, B. A., Reitzammer, A. F., & Amos, J. F. (1990). Color vision defects: What teachers should know. *Reading Improvement*, 27,(1), 31-33.

Sewell, J. H. (1983). Color counts, too! *Academic Therapy*, 18,(3), 329-337.

Simmons, S. (1995, June). O&M for preschool children: A developmental approach. *See/Hear*, 4,(3). Retrieved October 4, 2000 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/summer99/ompreschool.htm>. (Available in Spanish!)

Tolla, J. (2000). Follow that bear! Encouraging mobility in a young child with visual impairment and multiple disabilities. *Teaching Exceptional Children*, 32,(5), pp. 72-77.

## Materials in Spanish

### Articles

Abogacía y técnicas: Ideas de y para los padres y de y para los que dan apoyo a los padres y niños. *See/Hear*, 5,(1). Retrieved October 4, 2000, from the World Wide Web: [http://www.tbsvi.edu/Outreach/seehear/winter00/advocacy\\_tips-span.htm](http://www.tbsvi.edu/Outreach/seehear/winter00/advocacy_tips-span.htm)

Chen, D. (1999). *Aprendiendo a comunicarse: Estrategias para desarrollar comunicación con infantes cuyas incapacidades múltiples incluyen incapacidad de la vista y la pérdida del oído*. *reSources* 10,(5), 1-8.

Simmons, S. (1995, Juno). O&M para los niños en edad preescolar: Atendiendo al desarrollo. *See/Hear*, 4,(3). Retrieved October 4, 2000 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/summer99/ompreschool-span.htm>.

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and visual impairments  
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