

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

# Newsletter

Vol. 10, No. 3

March 2000

## Announcing our 8th Annual Parent Conference!

**MaryAnn Demchak, Ph.D.**  
*Project Director*

**Marty Elquist**  
*Project Coordinator*  
*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**

The Nevada Dual Sensory Impairment Project is pleased to announce that it will sponsor it's Eighth Annual Parent Conference on April 13 and 14 at the Reno Flamingo Hilton. Potential sessions at this conference include sessions on communication strategies, coping/stress management, how to simplify you life, developing play in children, and other topics as requested by parents. A

able for professionals on a first come, first served basis only. Contact MaryAnn Demchak or Marty Elquist if you have any questions or are in need of additional information at (775) 784-6471 in the Reno area or toll-free in Nevada at 1-877-621-



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survey was recently sent to all parents involved with the project to determine their wishes for the conference sessions. If you are a parent who has not returned your survey, it is not too late! Please fill out your survey and send it to us today.

This conference is open only to parents of children with impairments in both vision and hearing. If parents wish, they may ask one of their child's teachers, early interventionists, or therapists to attend this conference with them. For professionals to attend they **must** be invited by parents and attending with the parents. Funds are available (hotel, meals, transportation costs, airfare) for parents: funds are avail-

5042.

This conference is sponsored, in part by the Hilton/Perkins Program of Perkins school for the Blind, Watertown, Massachusetts. The Hilton/Perkins Program is funded by a grant from the Conrad N. Hilton Foundation of Reno, Nevada. The conference is also supported, in part, by the U.S. Department of Education, Office of Special Education Programs. Information presented at this conference should not be viewed as representing the position of the U.S. Department of Education, Office of Special Education Programs and no official endorsement should be inferred. ☺

# Strategies for Enhancing Relationships Among Siblings

By: Judy S. Itzkowitz

Reprinted with permission from *Sibling Information Network Newsletter*, Vol. 9, No. 2, 1994

1. Listen to your children.
2. Encourage open and honest communication among all family members.
3. Provide children with accurate information at a level comparable to their understanding about the disability and other issues that you want to talk with them about.
4. Your children are children first. Allow them to enjoy their childhood. Give them permission to be children.
5. Remember that each sibling is an individual first with unique needs, experiences, and contributions to make. Each young person brings a unique gift to your family, something that enriches and brings joy to the lives of the individual family members of your family and the family as a whole.
6. Acknowledge all family members for their accomplishments, whatever they may be, and you will probably see more of them. Express your appreciation at the successes of each individual as well as your entire family.
7. Provide each child with the opportunity to see his/her strengths and gifts—their contribution to your family.
8. The quality of time you spend with each child is essential. You might consider arranging a special time and special activities to do with each of your children.
9. Give yourself and your children permission to dream about the future. If you are not used to dreaming about the future, it may be scary at first. Allow yourself to create a vision of the future, a positive future, for each individual member of your family and your entire family. Consider the elements that create quality of life—close relationships, good health, financial security, a home, a career, making a difference... Take action so that you and your children get closer to making these dreams real.
10. Encourage children to be as independent and competent as possible.
11. Encourage your children to make choices in life, in particular about the nature of their relationship within the family and with their sibling.
12. Explore community activities that your children might enjoy. Perhaps they could include recreation, music, a support group for siblings, etc.
13. When appropriate, request the support of other family members, parents, and professionals. It's okay to ask for what you want.
14. Remember that each individual within your family is changing as well as the family as a whole. Across the family life cycle, different issues may arise. Based on individual needs, explore a variety of resources.
15. Look to create situations where everyone can win.
16. Remember that your children look to you. You are a model for them.
17. Laughter—it's a wonderful way to live life.
18. Use everything that happens as a vehicle to learn, to your advancement.
19. Make sure that you take good care of yourself; that way, you can take good care of others.

## Resources for Sibling Issues

### Support and a Whole Lot More!



#### The Sibling Support Project

Children's Hospital and Medical Center  
PO Box 5371, CL-09  
Seattle, WA 98105-0371

Tel: 206-368-4911 Fax: 206-368-4816

Website: [www.chmc.org/departmt/sibsupp/](http://www.chmc.org/departmt/sibsupp/)

Comprehensive information on sibling issues including SibShops and chatrooms.

#### Family Village

Website: [www.familyvillage.wisc.edu/](http://www.familyvillage.wisc.edu/)

A global community that integrates information, resources, and communication opportunities on the Internet for persons with disabilities, for their families, and for those that provide them services and support.

# Siblings of Children with Special Health & Developmental Needs

## Programs, Services & Considerations

Don Meyer ARCH Factsheet #23, May 1993 Reprinted from the ARCH National Resource Center

### Background

Since 1986, when Congress passed the Temporary Child Care for Children with Disabilities and Crisis Nurseries Act (as amended), respite care programs for children with special health and developmental needs have expanded to almost every state. Increasingly, agencies that administer these programs are broadening their attention to include all family members, and to offer many family support services in addition to respite care.

While the parents of the child with special health and developmental needs have been the first to benefit from this heightened awareness, agencies are now beginning to understand that brothers and sisters of children with special needs have concerns that in many ways parallel their parents' experience. But compared with their parents, these brothers and sisters enjoy far fewer programs, services and considerations—even though the sibling relationship is frequently the longest lasting relationship in the family.

In the last several years, however, this has been changing. Research has documented the concerns of siblings of children with special health and developmental needs as programs designed specifically for these siblings have been developed. The following information provides an overview of some of the special concerns of brothers and sisters, one model approach to address these concerns, and a number of considerations for respite care agencies.

### Understanding the Concerns of Siblings

Through research and clinical literature, the concerns of brothers and sisters have been well-documented. The concerns include feelings of loss and isolation when a parent's time and attention is consumed by a sibling's disability or illness. Siblings may feel "left out of the loop" when parents and service providers, wanting to protect them from possible stress, do not share information about a sibling's condition. They may feel isolated with their concerns if they do not have opportunities to talk with peers who are experiencing similar concerns.

Although they frequently have a lifelong need for information about the disability or illness and its implications, siblings have far fewer opportunities for obtaining information than their parents do. Written information about disabilities or chronic illnesses is not often developed for young

readers. Should brothers or sisters accompany their parents to a clinic visit or an IEP (Individualized Education Program) or an IFSP (Individualized Family Services Plan) meeting, their questions, thoughts or opinions are rarely solicited.

Although both brothers and sisters help care for children with developmental disabilities, studies show that older sisters especially have increased caregiving demands. Research suggests that these sisters participate less in their own activities outside the home and have more conflict with the child who has the disability.

Other concerns siblings may have include over identification (fearing that they also have the siblings' condition); a perceived pressure to achieve in academics, or sports; feelings of guilt about having caused the illness or disability or of being spared the condition; feelings of resentment when the child with special needs becomes the focus of the family's attention or is permitted to engage in behavior unacceptable for other family members; and concerns about their and their sibling's future.

Increasingly, the opportunities many siblings experience by growing up with a brother or sister with special needs are also being acknowledged. These include insight on the human condition; maturity from successfully coping with a siblings' special needs; pride in their siblings' abilities; loyalty toward their siblings and families; and appreciation for their own good health and families.

### Creating Programs Specifically for Brothers and Sisters

Like their parents, brothers and sisters appreciate opportunities to meet others who have had similar experiences, discussing their common joys and concerns and learning more about issues and services that affect their families. Understanding this, agencies are more frequently creating programs designed specifically for siblings by providing some of the following opportunities:

**To meet other siblings in a relaxed, recreational setting.** The chance to meet peers in a casual atmosphere has several benefits. First, it can help reduce a sibling's sense of isolation. Participants quickly learn that there are others who share the special joys and challenges that they ex-

perience. Second, the casual atmosphere and recreational activities promote informal sharing and friendships among participants.

Third, the recreational setting helps make the experience rewarding to attend. If a brother or sister regards any service aimed at siblings as yet another time demand associated with the child with special needs, he or she may find it hard to be receptive to the information presented. Sibling events should offer activities that are personally satisfying for the participant, so that he or she is likely to attend in the future.

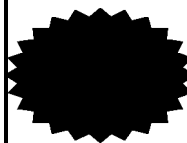
**To discuss the joys and concerns common to brothers and sisters of children with special needs.** Siblings need opportunities, such as sibling support groups, to network. Through these discussions, siblings may realize they have many common concerns and experiences. These support systems can help decrease feelings of isolation and provide an opportunity for ongoing support. Serve refreshments and incorporate fun activities along with more serious discussions.

**To learn how others handle situations commonly experienced by siblings of children with special needs.** Brothers and sisters of children with special health and developmental needs routinely face problems that are not experienced by other children. Defending a brother or sister from name-calling, responding to questions from friends and strangers, and coping with a lack of attention

Continued on Page 4

Whoops! We goofed!

### Correction from Dad's Domain



The last edition featured a wonderful story written by Fred Woodard titled "Dad's Domain".

Unfortunately we misprinted Fred's e-mail address.

If anyone would like to contact Fred regarding a father's perspective of having a child who is deafblind, you can reach him at: FEWoodard@aol.com



FEWoodard@aol.com

## Siblings from Page 4

or exceedingly high expectations from parents are only a few of the problems siblings may experience. Special events for siblings can offer a sibling a broad array of solutions from which to choose.

**To learn more about the implications of their brothers' and sisters' special needs.** Brothers and sisters need information to answer their own questions as well as the questions of friends, classmates and strangers. Siblings want to know how the disability or illness may affect their brother or sister's life, schooling and future.

**To give parents and service providers opportunities to learn more about the common concerns of the siblings.** Because parents and service providers often are unaware of the range of sibling issues, activities can be conducted to try to help them better understand "life as a sib." For example, a panel of young adult and adult siblings might relate what they appreciated in their parents' treatment of the children in their families and also what they wish their parents had done differently.

**A National Model Format.** One model that has been used successfully throughout the U.S. offers brothers and sisters of children with special health and developmental needs peer support and education through workshops as brief as two hours and as long as a weekend. Typical workshops in this model are approximately four hours long, usually from 10 A.M. until 2 P.M. on Saturdays. Generally they are held monthly or bimonthly. During these workshops, information and discussion activities are mixed with lively recreational activities. These might include "New Games" designed to be unique, slightly off-

beat, and appealing to a wide range of abilities; cooking; and special guests, who may teach participants mime or juggling. A workshop schedule might look something like this:

**Trickle-in activity:** Group Juggling

**Warm up activity:** Human Bingo

**Discussion #1:** Strengths and Weaknesses

**Game:** Stand Up!

**Game:** Sightless Sculpture

**Lunch:** Supernachos

**Game:** Push-pin Soccer

**Discussion #2:** Dear Aunt Blabby

**Game:** Triangle Tag

**Guest:** Physical Therapist

**Closing activity:** Sound Off

Sibling support programs in this model were designed originally for children eight to thirteen years old, but they can be adapted easily for younger or older children. Originally begun for siblings of children with developmental disabilities, these workshops have expanded to include brothers and sisters of children with other special needs, such as cancer, hearing impairments, epilepsy, emotional disturbances and HIV+ status, and for children who have lost a family member.

### Including Brothers and Sisters: a Checklist for Agencies

Here are a few considerations to facilitate the inclusion of siblings in planning and implementing family support services.

**Are siblings included in the definition of "family?"** Many educational and health care agencies have begun to embrace an expansive definition of families (e.g., IFSPs, family-centered care). However, providers may still need to be reminded that there is more to a family than the child with special needs and his or her parents. Organizations that use the word "parent" when "family" or "family member" is more appropriate send a message to brothers and sisters, grandparents and other family members that the organization is not for them. With siblings and primary-caregiver grandparents assuming increasingly active roles in the lives of people with disabilities and health impairments, we cannot afford to exclude anyone.

### Does the agency reach out to brothers and sisters?

Parents and agency personnel should consider inviting (but not requiring) brothers and sisters to attend informa-

tional, IEP, IFSP, and transition planning meetings and clinic visits. Siblings frequently have legitimate questions that can be answered by service providers. Brothers and sister also have informed opinions and perspectives and can make significant contributions to the child's team.

**Does the agency educate staff about issues facing young and adult brothers and sisters?** A sibling panel is a valuable way for staff members to learn more about life as a brother or sister of a person with a disability or chronic illness. Guidelines for panel discussions can be prepared in advance to help facilitate a meaningful discussion. Other methods to help educate agency staff include videotapes, books, and newsletters.

**Does the agency have a program specifically for brothers and sisters?** Programs for siblings--preschoolers, school-age children, teens, and adults--are growing in number across the United States. Determine the needs of families served in your local community and develop sibling support programs to meet identified needs.

**Does the agency have brothers and sisters on the advisory board and policies reflecting the importance of including siblings?** Reserving board seats for siblings will give the board a unique and important perspective and indicate the agency's concern for siblings. Developing policy based on the important roles played by brothers and sisters will help assure that their concerns and contributions are a part of the agency's commitment to families.

### Summary

Acknowledging the contributions of the siblings of children with disabilities or chronic illnesses is an important step toward recognizing the valuable role they play in families. In addition to recognition, siblings need information, support, and the opportunity to be children and to form relationships with other children who have similar experiences. Many crisis nurseries and respite care programs serve all family members and may benefit from understanding sibling issues.


### Resources

#### Curricula for starting sibling programs:

Meyer, D. J., Vadasy, P. F., and Fewell, R. R. (1986). *Sibshops: A Handbook for Implementing Workshops for Brothers and Sisters of Children with Special Needs*. Seattle: University of Washington Press.

Lobato, D. J. (1990). *Brothers, Sisters, and Special Needs: Information and Activities for Helping Young Siblings of*

*Continued on Page 5*



**Stop by Today!**


Major redesign of the website to take place Spring 2000

Upcoming on-line features include:

- Fact sheets
- Newsletters
- Referral form
- Lending library request form

<http://www.unr.edu/unr/colleges/educ/ndsip>

NDSIP has a new website!  
We have made technological advances at NDSIP! We are in the process of adding more information to our website, and will continue to do so on a regular basis!



*Siblings from Page 4*

Children with Chronic Illnesses and Developmental Disabilities. Baltimore: Paul H. Brookes Publishing Co.

Fish, T. The Next Step (videotape on sibling issues). Publications Office, Nisonger Center UAP, 434 McCampbell Hall, Ohio State University, 1581 Dodd Drive, Columbus, OH 43210.

**Books on sibling issues:**

*For parents and service providers:*

Powell, T.H., and Gallagher, P.A. (1993). Brothers & Sisters: A Special Part of Exceptional Families. Baltimore: Paul H. Brookes Publishing Co.

*For school age brothers and sisters:*

Meyer, D.J., Vadasy, P.F., and Fewell, R.R. (1985). Living with a Brother or Sister with Special Needs: A Book for Sibs. Seattle: University of Washington Press.

**Newsletters:**

NASP (National Association of Sibling Programs) Newsletter. Published by the Sibling Support Project, Children's Hospital and Medical Center, P.O. Box 5371, CL-09, Seattle, WA 98105-0371.

The Sibling Information Network Newsletter. Published by the A.J. Papanikou Center, University of Connecticut, 1776 Ellington Road, South Windsor, CT 06074.

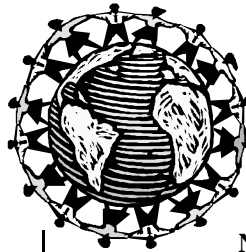
**Organizations:**

The Sibling Support Project. The goal of the Sibling Support Project is to increase peer support and education programs for brothers and sisters of children with special health and developmental needs, providing training, demonstration Sibshops and technical assistance to agencies and organizations wishing to add a program for siblings to their existing services. For more information, contact: The Sibling Support Project, Children's Hospital and Medical Center, P.O. Box 5371, CL-09, Seattle, WA 98105-0371. (206)368-4911.

**About the Author:**

Donald Meyer is the Director of the Sibling Support Project, and, for the past fifteen years, has been involved with programs for traditionally underserved family members of children with special needs.

ARCH Factsheet Number 23, May, 1993. **Readers are encouraged to copy and share this article, but please credit the ARCH National Resource Center.**



# Upcoming Conferences

**New Directions: Planning for the Future**

19<sup>th</sup> National Conference on the Training and Employment of Paraprofessionals in Education and Rehabilitative Services

**April 27<sup>th</sup>-29<sup>th</sup>, 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 21<sup>st</sup> Century Communities Families, Schools and Beyond**

The 18<sup>th</sup> Annual Cal-TASH Conference

**April 27<sup>th</sup>-29<sup>th</sup>, 2000**

Burbank Airport Hilton  
Burbank, California

**For More Information:**

Cal-TASH @ (805) 967-2042

**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

Telephone: (775) 784-4921 ext. 2352

Fax: (775) 784-4997

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**

**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

## Sibling Support Project Newsletter

**FREE**

**TO SUBSCRIBE, WRITE:**

Andrew Lanier, Sib to Sib! Editor

c/o Rhoda Berlin

Little Red School House

PO Box 992

Lynnwood, WA 98046



# Fact Sheet Order Form



The Nevada Dual Sensory Impairment Project has developed Fact Sheets Concerning issues related to deafblindness. Please indicate the number of each fact sheet you are requesting.

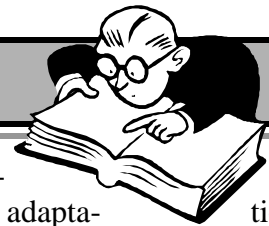
# English	# Spanish	Fact Sheet Title	# English	# Spanish	Fact Sheet Title
	<del>X</del>	1999 Directory of Services			Innovative Living Options
		Communication: What is He Trying To Tell Me?			Deaf-Blindness
	<del>X</del>	Best Educational Practices For Students With Severe and Multiple Disabilities		<del>X</del>	Making Changes in Routines
	<del>X</del>	Systematic Planning For Inclusion		<del>X</del>	Inclusive Education
		Tolerating Touch			How to Interact with Individuals with Dual Sensory Impairments
	<del>X</del>	Benefits of Community-Based Instruction			Teaching Body Language
		Encouraging Exploration		<del>X</del>	Questions for Parent of School Age Children in Planning Transitions to New Teachers
		Object Communication		<del>X</del>	Questions for Your Eye Doctor
		Alphabet Soup: Acronyms Commonly Used in Special Education		<del>X</del>	Object Calendar
		Creating a Need to Communicate			Strategies for Successful Medical Appointments for Individuals with Blindness
		Light Sensitivity			Supported Education
	<del>X</del>	Facilitating Friendships and Interactions			Awareness of Medical Issues in Relation to Changes in Behavior
		Tadoma		<del>X</del>	Otitis Media
	<del>X</del>	Circle of Friends		<del>X</del>	Neurological Visual Impairment
		Touch Cues		<del>X</del>	Visual Adaptations
		Relaxation Strategies		<del>X</del>	Considerations in IEP Development for Children Who are Deafblind
		Appropriate Touch		<del>X</del>	Tips for Students with Usher Syndrome
	<del>X</del>	Developing Independence		<del>X</del>	
	<del>X</del>	Ideas for Recreation and Leisure Activities			Complete Set of Fact Sheets
	<del>X</del>	Behavior Management Guidelines			

Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Send order form to:  
**Nevada Dual Sensory Impairment Project**  
**Department of Curriculum & Instruction/282**  
**University of Nevada, Reno**  
**Reno, NV 89557**  
**or call: 775-784-6471**  
**or fax to: Marty Elquist (775) 327-5220**





## Videos

### **The Mind Traveller: Oliver Sacks. Island of the Colorblind: Monochromatism (1999) (50:00)**

This video is the story of Knut Nordby and his two siblings, who were born without the ability to see color. Declared legally blind as a child and sent to a school to learn Braille, Knut rebelled. By developing mental compensations, he taught himself to lead a normal life and today is a researcher specializing in color vision at the University of Oslo.

## Books

Charkins, H. (1996). Children with Facial Difference: A Parents' Guide. Bethesda, MD: Woodbine.

Families can turn to this book for the information and support they need to understand and cope with the many challenges—medical, emotional, social, educational, le-

gal, and financial—presented by facial difference.

Janney, R., & Snell, M. E. (2000). Teachers' Guides to Inclusive Practices: Behavioral Support. Baltimore: Brooks.

Education teachers, counselors, related service staff, and family members will gain insight into students' behaviors and discover fresh, proactive ideas on how to help them develop appropriate behavioral skills through forming more positive relationships, communicating more effectively with peers, and taking a more active role in school and community.

Janney, R., & Snell, M. E. (2000). Teachers' Guides to Inclusive Practices: Modifying Schoolwork. Baltimore: Brooks.

This book takes into consideration the individual student and the disability. Key topics include: curricular adaptations (the lessons

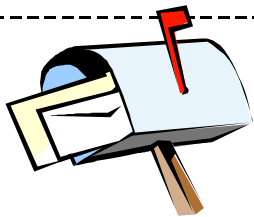
taught), instructional adaptations (how the lessons are taught), and ecological adaptations (where, when, and with whom the lessons are taught).

Snell, M. E., & Janney, R. (2000). Teachers' Guides to Inclusive Practices: Social Relationships and Peer Support. Baltimore: Brooks.

This book guides educators on assimilating students with disabilities into class activities and enhancing social relationships. Topics covered include creating a positive atmosphere, implementing support programs, peer problem solving, and establishing friendship groups.

Snell, M. E., & Janney, R. (2000). Teachers' Guides to Inclusive Practices: Collaborative Teaming. Baltimore: Brooks.

*Resources continued on page 8*



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

*Resources continued from Page 7*

Rich with contributions and proven strategies from teachers who work in inclusive school settings, this unparalleled resource demonstrates how to create a successful collaborative team through building teamwork skills, developing problem-solving methods, implementing actions plans, using collaborative teaching, and improving communication skills among team members.

Van Dyke D. C., Mattheis, P., Schoon Eberly, S., & Williams, J. (Eds.). (1995). Topics in Down Syndrome: Medical & Surgical Care for Children with Down Syndrome: A Guide for Parents. Bethesda, MD: Woodbine.

This book give parents a complete and easy-to-read overview of specific medical conditions that are more common among children with Down syndrome, including: heart disease, endocrine conditions, skin conditions, gastrointestinal problems, leukemia, reproductive issues, and many others.

**Guides**

Guide to Toys for Children who are Blind or Visually Impaired 1999-2000. (1999). New York: American Toy Institute & American Foundation for the Blind.

This guide has been developed to assist parents and caregivers in choosing appropriate toys that enhance the quality of play for children who are blind or visually impaired.

**Materials in Spanish**

Kumin, L. (1997). Cómo Favorecer Las Habilidades Comunicativas De Los Niños Con Síndrome De Down: Una Guía Para Padres. Barcelona: Paidós

Este libro, dedicado sobre todo a los padres, proporciona una rica información sobre el desarrollo del habla y del lenguaje en los niños con síndrome de Down: qué cabe esperar de la evolución de sus facultades comunicativas desde la infancia hasta la adolescencia temprana, cómo afecta el síndrome de Down a esas aptitudes, and qué pueden hacer los padres para maximizar el poten-

cial de sus hijos en esta etapa crucial del desarrollo.

Stray-Gundersen, K. (1997). Bebés Con Síndrome De Down: Guía Para Padres (Segunda Edición). Bethesda, MD: Woodbine.

Revisado y actualizado, *Bebés con syndrome de Down* es el libro que miles de padres de recién nacidos, así comom profesionales, han convertido en su primera fuente de información sobre el syndrome de Down. Este libro abarca todo lo que los padres necesitan saber sobre la crianza de su niño en un ambiente lleno de amore, orgullo y realización personal.

Anderson, W., Chitwood, S., & Hayden, D. (1999). Guiándose Por La Intrincada Senda De La Educación Especial: Una Guía Para Padres y Maestros. Bethesda, MD: Woodbine.

Será una gran ayuda para los pardres de familia Latinos con hijos que tienen necesidades especiales que están buscando información y orientación en el sistema de educación especial.

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