

Newsletter

Vol. 12, No. 1

September 2001

The Nevada Dual Sensory Impairment Project aims to enhance the educational services provided to all children and youth, birth through 21 years, who have dual sensory impairments by providing technical assistance to families and involved agencies.

A Snap Shot of the Children Involved with the Nevada Dual Sensory Impairment Project

Each Spring the Nevada Dual Sensory Impairment Project is required to submit a report to the U.S. Department of Education, Office of Special Education concerning the children involved in the project. This report is a snap shot of the children involved with the project on December 1, 2000. The information reported to the U.S. Department of Education is that which the project is mandated to collect and includes information regarding age, major cause of deaf-blindness, degree of vision loss and hearing loss, other disabilities that the child might have, how the child is reported by the district or agency under the Individuals with Disability Education Act, where the educational services are provided, and where the child lives. This article provides you with an overview of Nevada's population of children who

have impairments in both vision and hearing.

In the most recent report, the project identified a total of 90 children, birth through 21 years of age. This number was up from 85 children identified in 1999. Although those involved with the project range in age from less than one year to 21 years of age, Figure 1 shows that the majority of children were under 12 years of age. As would be expected,

receive their educational or early intervention services in the "population centers" of the state (i.e., Reno and

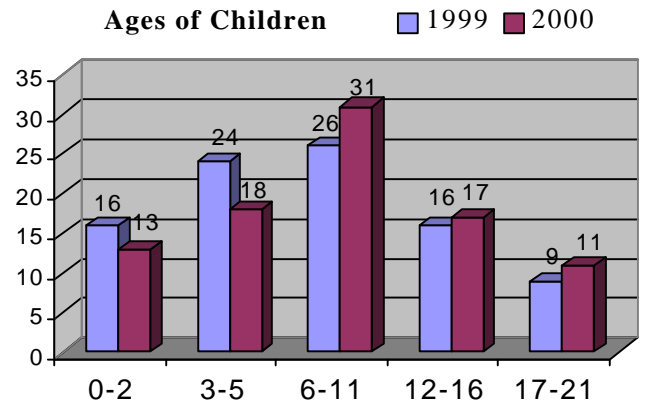


Figure 1

most of the children

District or Agency

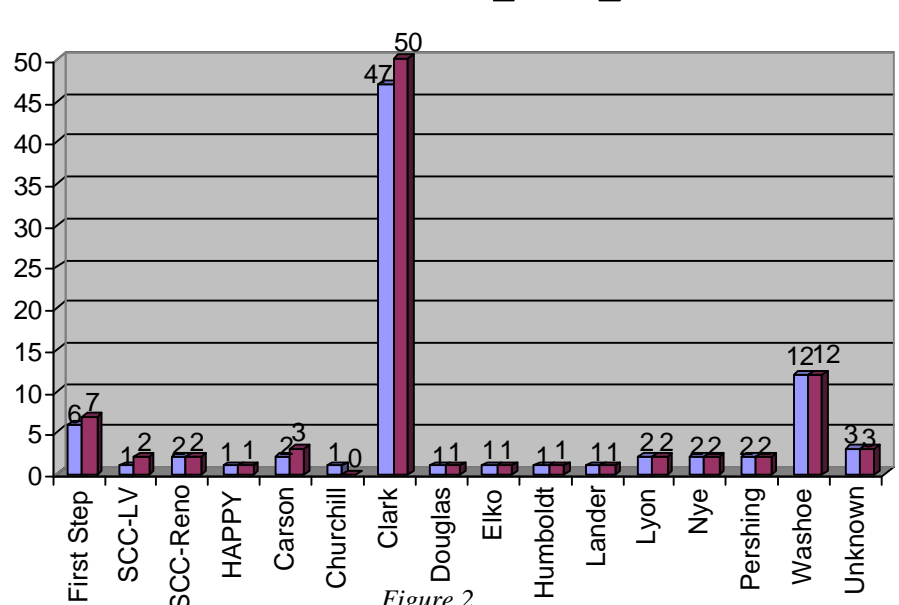


Figure 2

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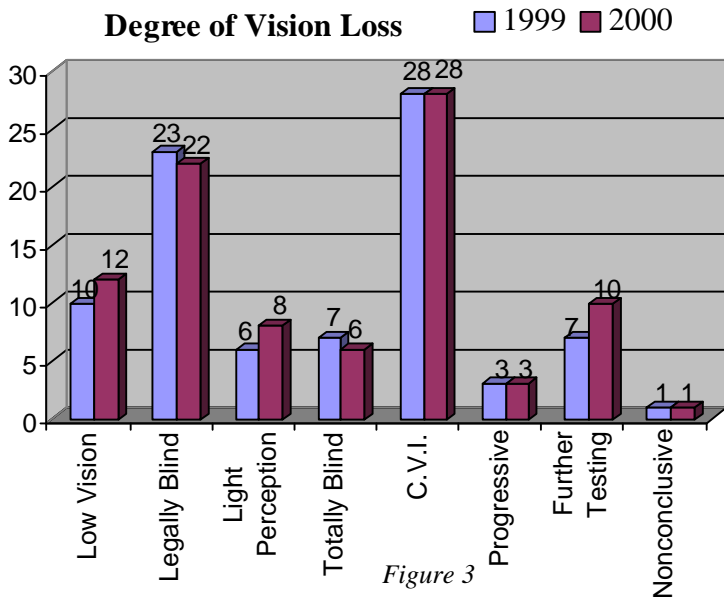


Figure 3

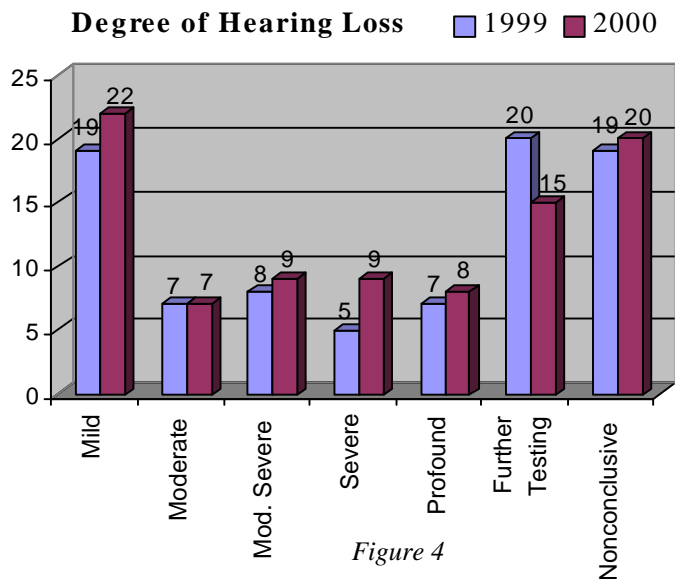


Figure 4

Las Vegas). “further testing needed category” includes those children whose results were atypical in some way, but a precise degree of hearing loss was not identified. The identified degrees of hearing loss are defined as follows: mild hearing loss—a 26-40 decibel loss, moderate hearing loss—a 41-55 decibel loss; moderately severe—56-70 decibel loss; severe loss—71-90 decibel loss; and a profound loss is greater than 90 decibels. Figure 6 (Page 3) also shows that 22% of the children diagnosed with various hearing impairments also have a Central Auditory Processing Disorder, up from 18% in 1999.

Figure 3 shows that the majority of the children have cortical vision impairment, followed by those children who are legally blind (i.e., visual acuity of 20/200 or less or they have a visual field of less than 20 degrees).

A review of the data regarding hearing loss shows three major categories: children with a mild hearing impairment and children who had their hearing tested but the results were nonconclusive. (Figure 4). The nonconclusive category also includes those children who were reported to be “untestable”. The

Figure 5 (page 3) shows that there are a wide variety of causes of deaf-blindness. Heredity/Chromosomal Syndromes & Disorders include Down, Dandy Walker, Trisomy 13, Usher, Refsum’s, Goldenhar, Fraser, Wolf-Hirschhorn, and many more. Examples of Pre-Natal/Congenital Complications include, but are not limited to rubella, syphilis, toxoplasmosis, cytomegalovirus (CMV) and fetal alcohol syndrome. Post-Natal Congenital Complications include asphyxia, encephalitis, infections, meningitis, severe head injury and stroke, just to name a few. For four of the children, complications of prematurity was the sole known cause of their disabilities. Another seven

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Snap Shot continued on page 3



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This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.

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

children had no determination of etiology.

Figures 6 show that the majority of children have other disabilities in addition to sensory impairments. Because children can actually have several disabilities, the numbers for these figures are shown as the percentage of children who have the identified impairment on top of the dual sensory impairment. For example, the typical child involved with the Nevada Dual Sensory Impairment Project has physical impairments, cognitive impairments and has complex health care needs. The majority of the “other” category is made up of children who have speech & language impairments.

Given the large number of children who have multiple disabilities, it is not surprising that the major disability category, as specified in Part B of the Individual with Disabilities Education Act, represented in Nevada is multi-disabled (see figure 7).

Figures 8, 9, and 10 (page 4) show the setting of educational services by age group. The majority of children ages birth through two years of age receive their educational services via home based early intervention. Most children ages three through five received their education in an early childhood special education setting followed or a specialized school environment. The children in the project ages six through twenty-one received their services mostly in a public specialized school followed by a specialized class. An examination of the children’s living setting (Figure 11, page 4) shows that the overwhelming majority of them live with their birth or adoptive parents.

Why refer children to the project?

The purpose of the project is to enhance the educational services provided to children, birth through 21 years of age, who have impairments in both vision and hearing. The services provided by the project include:

- ◆ assistance in identification of individuals with dual sensory impairment,

- ◆ provision of on-site technical assistance (e.g., consultants, inservice workshops, program review) to families as well as educational & early intervention providers,
- ◆ maintenance of a lending library,
- ◆ quarterly newsletter,
- ◆ parent access to a parent-to-parent network,
- ◆ teacher access to a teacher-to-teacher network,
- ◆ a yearly parent conference.

Technical assistance is provided throughout Nevada in the child’s home, school, or early intervention agency. All technical assistance is provided at no cost to families, school districts, early intervention agencies, and others who provide services to children with dual sensory impairments.

Referrals to the project can be made by parents as well as educational, medical, and social service agencies. If you would like to refer someone to the project, please call (775) 784-6471 for a referral packet, or visit our website at www.unr.edu/educ/ndsip to submit a referral online.

Cause of Deafblindness 1999 2000

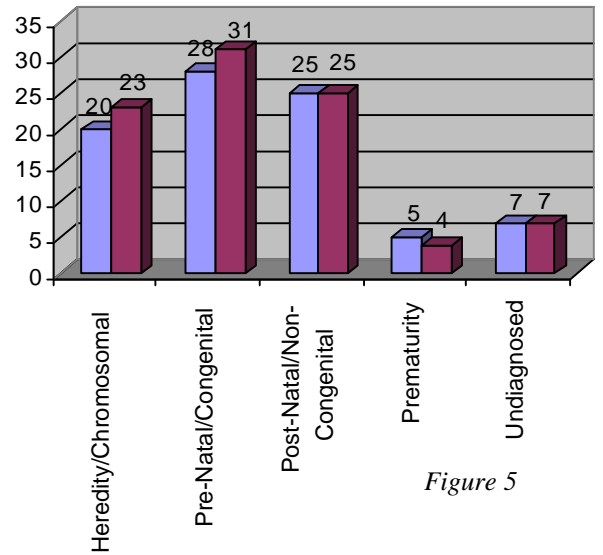


Figure 5

Other Impairments 1999 2000

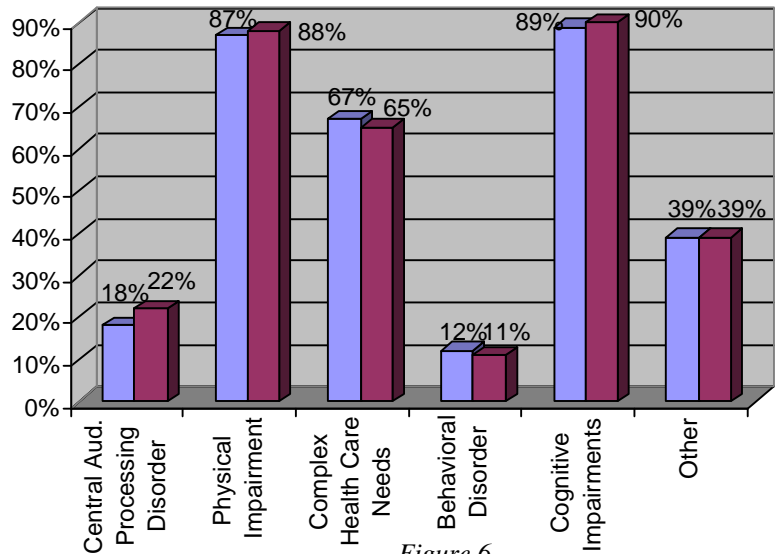


Figure 6

Part B Disability Category 1999 2000

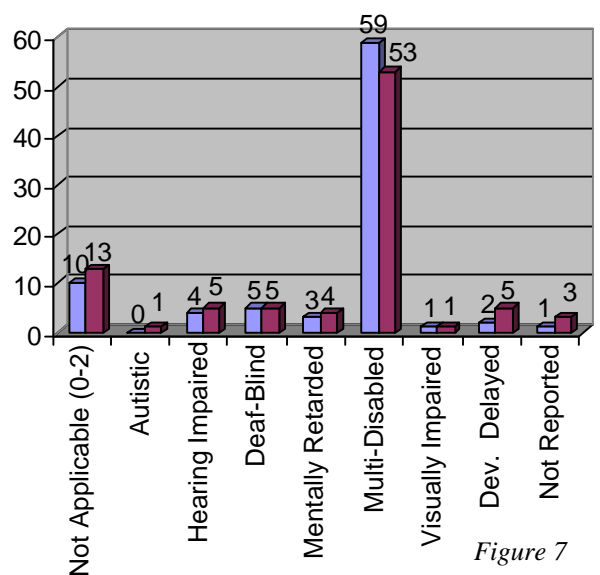


Figure 7

Nevada's Early Intervention Services presents: A Nevada Conference and Workshop for Fathers of Children with Special Needs

Featured Guest Speaker -

James May has Masters' degrees in counseling and applied behavioral science, and has worked with families and young people for more than 35 years. He is the Project Director for the National Fathers Network in Seattle, Washington. He has spent the past twelve years crisscrossing the country, visiting thirty-eight states, completing more than 300 trainings, and providing support to program and curriculum development. The past 6 years he has also facilitated The Washington State Regional Conference for Fathers of Children with Special Needs.

When: Saturday, October 13, 2001 -- 9:30 AM to 4:30 PM

Where: Reno, NV--Truckee Meadows Community College, Main Campus, 7000 Dandini Blvd., Vista Room B206 (the south side of campus),

Cost: It's FREE! There is no cost to attend the conference.

RSVP: **Dan Dinnel**
(775) 688-2284 ext. 235
dxdinnel@dcfs.state.nv.us

His conferences/workshops are interactive, and address what fathers experience when raising a child with special needs. The last half of the day he will focus on establishing services for men, with an emphasis on developing strong support groups.

From 9:30 AM until 12:00 noon is for Fathers of Children with Special Needs ONLY!!! (Lunch will be on your own) From 1:00 PM until 4:30 PM the workshop will be open to all other interested persons (mothers, service providers, etc.)

Snap Shot continued from page 3

Educational Setting 0-2 1999 2000

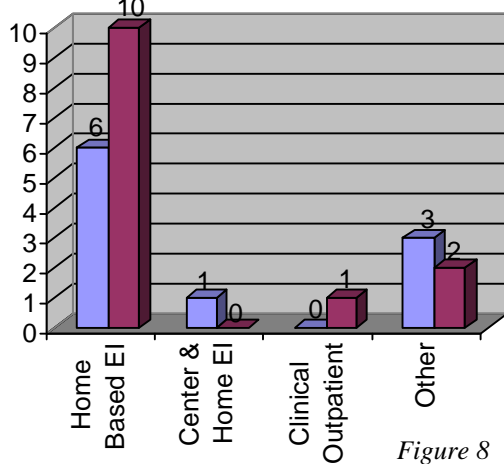


Figure 8

Educational Setting 3-5 1999 2000

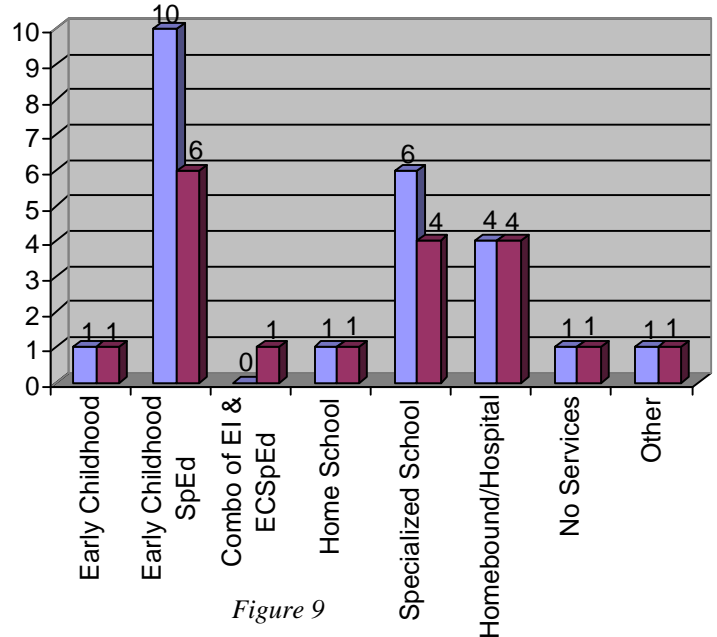


Figure 9

Educational Setting 6-21 1999 2000

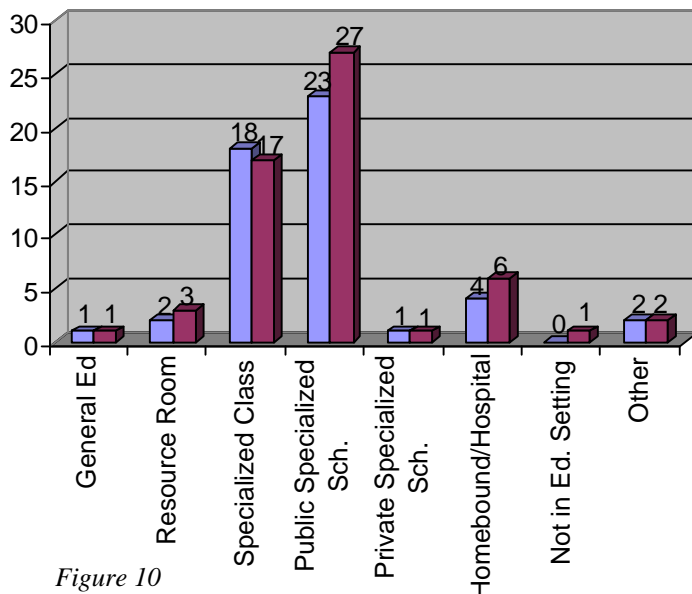


Figure 10

Living Setting 1999 2000

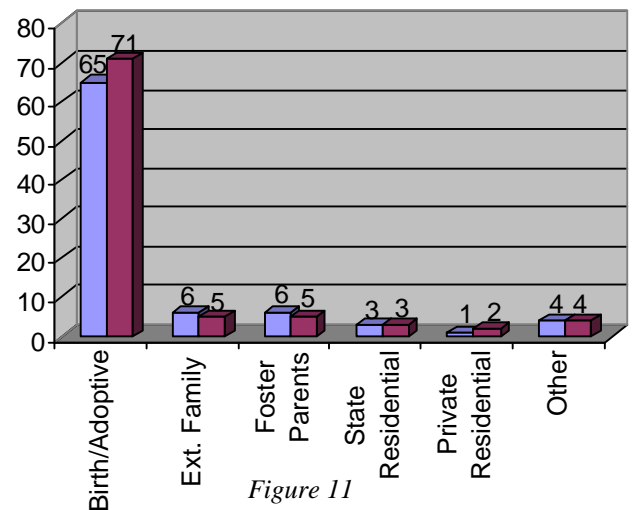


Figure 11



Fact Sheet Order Form



The Nevada Dual Sensory Impairment Project has developed Fact Sheets concerning issues related to deafblindness. We now offer ALL of our English fact sheets in Spanish!! Please indicate the number of each fact sheet you are requesting.

# English	# Spanish	Fact Sheet Title	# English	# Spanish	Fact Sheet Title
		2000 Directory of Services			Innovative Living Options
		Communication: What is He Trying To Tell Me?			Deaf-Blindness
		Best Educational Practices For Students With Severe and Multiple Disabilities			Making Changes in Routines
		Systematic Planning For Inclusion			Inclusive Education
		Tolerating Touch			How to Interact with Individuals with Dual Sensory Impairments
		Benefits of Community-Based Instruction			Teaching Body Language
		Encouraging Exploration			Questions for Parent of School Age Children in Planning Transitions to New Teachers
		Object Communication			Questions for Your Eye Doctor
		Alphabet Soup: Acronyms Commonly Used in Special Education			Object Calendar
		Creating a Need to Communicate			Strategies for Successful Medical Appointments for Individuals with Blindness
		Light Sensitivity			Supported Education
		Facilitating Friendships and Interactions			Awareness of Medical Issues in Relation to Changes in Behavior
		Tadoma			Otitis Media
		Circle of Friends			Neurological Visual Impairment
		Touch Cues			Visual Adaptations
		Relaxation Strategies			Considerations in IEP Development for Children Who are Deafblind
		Appropriate Touch			Tips for Students with Usher Syndrome
		Developing Independence			Complete Set of Fact Sheets
		Ideas for Recreation and Leisure Activities			
		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





Articles

- Axelrod, C. (2000). Toilet training children with deafblindness: Issues and strategies. See/Hear, Summer 2000. Retrieved June 5, 2001 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/summer00/toilet.htm>.
- Crandell, C. C., Smaldino, J. J., & Anderson, K. (2000). Classroom acoustics. Volta Voices, July/August 2000, 28-32.
- Goehl, K., & Hambrecht, G. (2001). Parents use a research technique to help their children with cortical visual impairments. Deaf-Blind Perspectives, 8,2, 7-8.
- Hammond, M. (2000). Tech around the house: Adaptations and assistive devices can make the livin' easy in and out of the house. Exceptional Parent Magazine, 30,6, 48-53.
- Ingraham, C. L., Vernon, M., Clemente, B., & Olney, L. (2000). Sex education for deaf-blind youth and adults. Journal of Visual Impairment & Blindness, 94,12, 756-761.
- Jerger, J., & Musiek, F. (2000). Report of the consensus conference on the diagnosis of auditory processing disorders in school-aged children. Journal of the American Academy of Audiology, 11, 9, 467-473.
- Johnson, K., Griffin-Shirley, N., Koenig, A. J. (2000). Active learning for children with visual impairments and additional disabilities. Journal of Visual Impairment & Blindness, 94,9, 584-594.
- Lace, J. (2000). Minimal losses...major implications. See/Hear, Summer 2000. Retrieved June 5, 2001 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/summer00/minimal.htm>.
- McNairn, P., Shioleno, C. (2000). Can we talk? Parents' perspectives on AAC: Selecting the right system, now and as your child grows. Exceptional Parent, 30,4, 74-78.
- Newton, G. (2000). Checking hearing aids. See/Hear, Spring 2000. Retrieved June 5, 2001 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/spring00/hearingaids.htm>
- Schminky, M. M., & Baran, J. A. (1999). Central auditory processing disorders: An overview of assessment and management practices. Deaf-Blind Perspectives, 7,1, 1-6.
- Waldman, H. B., & Perlman, S. P. (2000). Dental care for people with disabilities: Prospects & problems. Exceptional Parent 30, 7, 26-30.

Guides

- Ferguson, D. L., Desjarlais, A., & Meyer, G. (1998). Improving education: The promise of inclusive schooling. Newton, MA: National Institute for Urban School Improvement.

This guide discusses inclusion, general supports for inclusive practices, what makes schools inclusive, visiting other schools to learn about inclusive education, and a visit guide to organize information about the school(s) you visit.

- National Technical Assistance Consortium for Children and Young Adults with Deafblindness. (2000). Transition tool kit. Monmouth, OR: Author.

This tool kit was presented at the August 2000 NTAC/NFADB workshop, "Transitions—They Happen All the Time." It includes commonly asked IDEA transition requirement questions, transition planning, personal futures planning, mental health concerns, strategies for school-to-work, and a transition bibliography.

- Office of Special Education and Rehabilitative Services. (2000). A guide to the individualized education program. U.S. Department of Education: Washington, D.C.

The purpose of this guide is to assist educators, parents, and State and local educational agencies in implementing the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) regarding Individualized Education Programs (IEPs) for children with disabilities, including preschool-aged children.

- Poff, L. E., & Goehl, K. S. (2000). Usher syndrome: Identification and understanding. Terre Haute, IN: Indiana Deafblind Services Project.

This booklet provides basic information on what Usher syndrome is, how to recognize the Syndrome, and simple tests that will help to determine if a person should be referred for medical testing.

- Rowland, C., & Schweigert, P. (1997). Hands-on problem solving for children with multiple disabilities: Guide to assessment and teaching strategies. Portland, OR: Oregon Health Sciences University.

Assessment instrument that provides three sections: 1.) Home inventory of problem solving skills, 2.) School inventory of problem solving skills, and 3.) The task-based assessment of problem solving skills.

Manuals

- Rowland, C., Schweigert, P., & Dorinson, A. (1995). Let's "talk". Portland, OR: Oregon Health Sciences University.

This is a collection of 3 manuals (one for staff, teachers and parents) each intended to stress the importance of planning to meet the communication needs of students who use alternative communication modes. There is a communication profile that is intended to record how the individual communicates. The profile aims to ease transitions to new environments.

Assistive Technology for Children who are Deafblind



Sponsored in Nevada by: The Nevada Dual Sensory Impairment Project

Satellite Downlink presented by: California Deaf-blind Services

October 15-19
 3:00 pm — 5:00 pm
 University of Nevada, Reno
 University of Nevada—Las Vegas

This training will provide an overview of assistive technology to use with children and young adults, birth to twenty-two, who have both a hearing and vision loss.

Teachers, family members, rehabilitation counselors, speech and language therapists, early interventionists, related professionals, administrators, and audiologists are encouraged to attend.

The training sessions will be downlinked via satellite from San Francisco State University. This will be an interactive training. Viewers will have the opportunity to phone in questions to the presenters during the telecast.

Monday, October 15

Erick Gallegos: A Personal Odyssey of a Deaf-Blind Boy
Teresa Becerra, Mother of Eric

Thursday, October 18

Demonstration of Computer Technology for Children who are Deaf-Blind
Jim Carreon, Technology Coordinator California School for the Blind

Tuesday, October 16

Cochlear Implants: An Overview
Dr. Joseph Roberson California Ear Institute at Stanford

Friday, October 19

Demonstration of Computer Technology for Children who are Deaf-Blind (continued)
Joan Anderson, Technology Coordinator California School for the Blind

Wednesday, October 17

FM Systems: Personal & Sound Field
Rick Steigner, Audiologist Phonic Ear

For Registration Information:

Phone

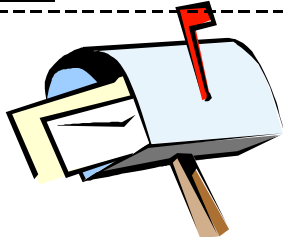


Call 784-6471 in the Reno Area or 877-621-5042 Toll-free in Nevada

Email



E-mail: marty@unr.nevada.edu



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

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Address: _____

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**Return to: Marty Elquist Department of Curriculum & Instruction/282
 University of Nevada, Reno Reno, NV 89557**

"When I despair, I remember that all throughout history, the way of truth and love has always won. There have been tyrants and murderers and for a time they seem invincible, but in the end they always fall. Think of this ALWAYS."

- Mahatma Gandhi

In the wake of the terrorist attacks on our great nation, the Nevada Dual Sensory Impairment Project's hearts and prayers are with our fellow Americans. We extend our deepest sympathy to anyone who has suffered a loss during this tragic time.

Sincerely,



**Please remember:
 our website has moved!**

www.unr.edu/educ/ndsip

With this move comes a NEW and IMPROVED website!!



We are please to announce that our site is now Bobby approved We meet all Priority 1 guidelines to ensure accessibility for people with disabilities!!

Bobby Approved V 3.2

Check out the new NDSIP site today!



Videos

A Place Called Home: Creative Living Options for Individuals who are Deaf-Blind and/or Have Severe Disabilities (2001) (2:00)

This two-hour session includes the philosophy of supported living, planning for the future, the individual plan, putting the plan into action, finding a place to call home, funding sources and budget variables, accessing community resources, making the supported living arrangement succeed, and lessons learned and lived.

Tangible Symbol Systems (2000) (75:00)

The techniques described in this video and accompanying manual may be appropriate for non-speaking individuals of all ages—including youngsters at home, children and youth at school and adults at home and work. The video and manual discuss the use of tangible symbols for communication throughout the day.

Misc. Publications

Leslie, G. (Ed.) (2001). Research to real life: Innovations in deaf-blindness. Monmouth, OR: DB-Link: National Information Clearinghouse on Children Who Are Deaf-Blind, and Teaching Research. This report illuminates the outcomes of

research in the deafblind field in a manner that will positively impact deaf-blind children, their families, and the professionals who serve them.

Petroff, J. G. (2001). National transition follow-up study of youth identified as deafblind: Parent perspectives. Monmouth, OR: DB-Link: National Information Clearinghouse on Children Who Are Deaf-Blind, and Teaching Research.

This follow-up study is the first research initiative to thoroughly explore the post-school life of youth who are deafblind.

Spanish Materials Materiales in Español Artículos

Axelrod, C. (2000). Niños del entrenamiento del tocador con sordoceguera: las ediciones y las estrategias. Ver/Oir, Verano 2000. Retrieved June 5, 2001 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/summer00/toilet-span.htm>.

Lace, J. (2000). Implicaciones importantes mínimas de las pérdidas. Ver/Oir, Verano 2000. Retrieved June 5, 2001 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/summer00/minimal-span.htm>.

Newton, G. (2000). Control cotidiano de audifonos. Ver/Oir, Primavera

2000. Retrieved June 5, 2001 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/spring00/hearingaids-span.htm>.

Hoja de Datos

Proyecto de Impedimentos Dúo Sensoriales de Nevada

- SPF-3 Las Mejores Practicas Educaconales para Estudiantes con Retrazos Severos y Incapacidades Multiples
- SPF-4 Planeamiento Sistemático para La Inclusión
- SPF-6 Beneficios de Instruccion Basada en La Comunidad
- SPF-7 Estimulación de la Exploración
- SPF-12 Facilitando Amistades y Interaccion
- SPF-14 Circulo de Amistades
- SPF-19 Ideas para Recreación y Actividades para Pasar El Tiempo
- SPF-20 Guia Para El Manejo De Comportamiento
- SPF-24 Educacion Inclusiva
- SPF-27 Preguntas para Padres de Niños de Edad Escolar en El Planeamiento de Transición Hacia Nuevos Maestros
- SPF-28 Preguntas para El Oculista
- SPF-29 Calendario de Objeto
- SPF-33 Otitis Media
- SPF-34 Not available
- SPF-35 Adaptaciones Visuales
- SPF-36 Consideraciones en el Edsarrollo de Plan Individual Educativo (PIE) para Niños que son Sordos-Ciegos
- SPF-37 Para Niños con El Síndrome Usher
- SPF-38 Usando Apoyos Naturales en la Clase para Estudiantes con Incapacidades
- SPF-39 Datos Acerca de Ceguera de Colores
- SPF-40 Un Resumen Paso a Paso de como Conducir una Evaluacion Funcional y el Reto de Comportamiento(s)
- SPF-41 Guías para Usar Reenforzamiento
- SPF-42 La Importancia de la Evaluación de Problemas Visuales en Niños con Impedimentos Auditivos

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