

## Calendar

When Kids Don't Behave Forum  
Cincinnati  
November 14, 2005  
(513) 563-0045 x30

Understanding Poverty  
MEO/SERRC  
Cuyahoga Falls  
November 21-22, 2005  
(330) 939-6634

Getting in Touch: Deaf and  
Deafblind Literacy Conference  
December 1-4, 2005  
Denver, Colorado  
(970) 351-1653  
kay.ferrell@unco.edu  
www.gettingintouchwithliteracy.org

Dr. Christine Roman Workshop  
Cleveland Sight Center  
February 3-4, 2006  
(216) 791-8118

State Technology Conference  
February 13-15, 2006  
Columbus  
(740) 524-4123

Childhood Apraxia of Speech:  
Diagnostic and Therapy  
WCO/SERRC  
March 24, 2006  
Wapakoneta  
(419) 738-9224

American Association of the  
Deaf-Blind National Conference  
June 17-23, 2006  
Baltimore, Maryland  
(301) 495-4403  
info@aadb.org  
www.aadb.org

Deafblind Transition Camp  
July 16-19, 2006  
DB Central  
Lansing, Michigan  
(989) 774-2725

## OCDBE Launches Public Awareness Campaign Around the State

In an effort to reach the entire population of children with visual and hearing impairments, the Ohio Center for Deafblind Education started a public awareness campaign in June 2005 with a television and print campaign around the state of Ohio. The majority of the work was aimed at the northwest and southeast region of the state because those areas reported few to no children with deafblindness on the 2004 census.

The main focus of the campaign was to educate the public on the existence of the OCDBE and its services to help children be successful in school.

A public service announcement features video footage of Schyler

Young, a six-year-old girl from Toledo, and voices of several young children. It was distributed to 10 stations around the state and has been played sporadically over the last few months.

There have been three press releases sent to every newspaper in the state on different subjects relating to educating children with deafblindness. There were two television news stories run, one on Michelle Motil in Columbus and another on Schyler in Toledo. *The Toledo Blade* also ran an in-depth article on Schyler and her family in a Sunday edition.

There are plans to continue the campaign by producing a radio public service announcement to be distributed around the state.

## Louisiana School for the Deaf Becomes Shelter for Families After Recent Hurricanes

*From Louisiana School for the Deaf*

While we who live in the Baton Rouge area have largely been spared by Hurricanes Katrina and Rita, we are indeed surrounded by the devastation and loss caused by these terrible storms. Through TV and the Internet, people all over the world have seen images of heartbreak and destruction, and have responded with phenomenal generosity and support. We are seeing that first-hand here at the Louisiana School for the Deaf.

Immediately after Katrina, LSD opened its doors to our students' families and to members of the Deaf community who had been displaced. We provided food, clothing and shelter to these evacuees, and an appropriate communication environment. Three weeks after Katrina, Hurricane Rita displaced several other LSD families

who are now here with us. Most of the approximately 75 people in our LSD shelter have lost their homes and all of their possessions.

The LSD Foundation set up a Hurricane Relief Fund and as of October 3, donations total near \$75,000. This money is being used to provide direct and immediate relief to those who are in need of such assistance because of the hurricanes. The fund provides food, clothing, medicine, school supplies, toiletries, transportation and other necessities.

If you wish to make a tax-deductible donation, please send check/money order payable to "LSD Foundation" with the notation "Hurricane Relief Fund." Mail to LSD Foundation, P.O. Box 3074, Baton Rouge, LA 70821-3074.

## Transition Guide To Be Mailed in November; Parent Rights Guide Distributed to Families

The new *Post-Secondary Transition Guide: How to Guide for Parents* has been finalized and will be sent to parents with children on the OCDBE census between the ages of 13-21. The new transition guide covers basic transition information along with a section of special concerns for a child with vision and hearing impairments. The guide also features a hands-on workbook section that students and parents should fill out when going through the transition planning process.

In addition, as a courtesy to parents, the OCDBE has printed and is distributing copies of the new publication from the Ohio Department

of Education, Office for Exceptional Children – *Whose IDEA Is This? A Resource Guide for Parents*.

This guide includes the new provisions from the new IDEIA 2004 law, which are underlined. These new provisions reflect special education changes enacted by the Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446. This updated guide incorporates the addendum to *Whose IDEA is This?* issued on July 1, 2005. Requirements under Ohio law and rules, which exceed the federal requirements, are unchanged.

## Educational Guidelines Underway for Students with Deafblindness: NASDSE and Hilton/Perkins Involved

By Gail Leslie, DB-LINK

In June, the Hilton/Perkins Program, in conjunction with the National Association of State Directors of Special Education (NASDSE), hosted a meeting in Boston to discuss the development of educational service guidelines for students who are deaf-blind. The guidelines will be modeled after *Blind and Visually Impaired Students: Educational Service Guidelines*, published by NASDE in 1999. They were also developed in cooperation with Hilton/Perkins and have been used to provide training seminars for special education personnel in more than 28 states.

The group included representatives from state and multistate deaf-blind projects, university training programs, educational programs serving students who are deaf-blind, NTAC, and DB-LINK. Gaylen Pugh from NASDSE opened the meeting with an explanation of the history and development of the guidelines that were developed for blind and visually impaired students, their importance as a foundation for training, and most importantly, their impact on service

delivery. Her presentation provided an excellent foundation for the development and use of the guidelines for students who are deaf-blind.

Over the two-day session, the group worked to develop an outline that would reflect quality educational services for children who are deaf-blind. Issues were organized around five main sections: foundations for educating students with deaf-blindness, supportive structure and administration, assessment, program requirements and placement options, and personnel.

A first draft of key sections is planned for late September. The Project Director's meeting in Washington, DC, in October will provide an opportunity to solicit input from state deaf-blind project staff and to discuss guidelines dissemination and training components. The projected time line for the finished document is 18 to 24 months. Marianne Riggio is the lead person for this project, and she can be reached at 617-972-7264 or [Marianne.Riggio@Perkins.org](mailto:Marianne.Riggio@Perkins.org).

## OSD and ODE Planning Summer Reading Library Project

The Ohio School for the Deaf's Center for Outreach Services, in conjunction with the Ohio Department of Education, is using a federal grant to support the reading skills of deaf and hard of hearing students in pilot sites statewide through a summer reading mentor program. The project provides training to interested adults who read and sign well, recruit students for the summer project through school districts along with parent permission, and track the progress of the project.

Summer reading will occur at pilot public libraries twice a week for a half-hour per student for up to five weeks, starting July 10, 2006. Reading tutors will attend to and guide students as they read a book from the Accelerated Reading (AR) list, assist students in completing a comprehensive template, and observe students in taking the appropriate AR quiz using the library's computer.

The project will pay for trainers, training, mentor time at training, mentor time with students, AR license for each student, student incentives and summer coordination/mentor contact.

Up to 30 mentors will be trained; up to 120 students may participate during this pilot year. Starting in February, information sheets and applications will be sent to elementary schools that serve deaf and hard of hearing students which should be sent on to the parents. This will be limited to the pilot areas that will be designated, so it will not be every community.

## Research Searching for Infants with Deafblindness

By Bernadette Van Den Tillaart

How do parents of newborn babies who are deafblind understand their child? They may or may not be able to perceive smiles and friendly spoken words, and therefore will react differently on the approach and contact of their parents. Often, these babies are born medically vulnerable and undergo several intrusive treatments. The parents share their child with nurses and other medical staff.

Who will understand how this little child with deafblindness perceives the surrounding world? The baby needs a feeling of security provided by tactile harmonious interactions. The parents and staff probably never have had contact with a young baby who is deafblind before. They might feel incompetent and frustrated in their attempts to establish these harmonious interactions by touch. They might worry about the development of a bond with their little child.

Maybe you are one of these parents. Or maybe you work in a hospital where children with deafblindness have been born. Or maybe you have heard of a young child with deafblindness being born.

I would like to ask you to contact me. For 23 years I have worked in The Netherlands with children with deafblindness at a school and service center. I started as a teacher, and then worked as a staff trainer and

consultant for parents and different staff, with part of my work being hands-on assessment of communication. For years I have worked with Prof. Dr. Jan Van Dijk, an authority within the deafblind field. Recently I moved to Ohio, and became involved with The Ohio State University.

Part of my work now is being a leader of a Working Group on Tactile Communication, which resides within Deafblind International (DbI), a worldwide organization for the deafblind ([www.deafblindinternational.org](http://www.deafblindinternational.org)). Within this group, people of the USA and Europe who are specialized in deafblind communication, work together to gain more knowledge about how individuals with deafblindness develop social concepts by the tactile mode.

I can offer you my knowledge and experience in establishing harmonious interactions with your young baby. We will work together, in your tempo, based on your questions regarding the contact with your child.

I would like to ask your permission to share our experiences and observations with the members of the DbI working group, as a contribution to more knowledge about early social interactions by touch. Because of my involvement in this important DbI-work, I am not asking you for money to do my share of our cooperation.

If you are interested, please contact me at [bernadettevandentillaart@tiscalimail.nl](mailto:bernadettevandentillaart@tiscalimail.nl) or (740) 874-9247.

### Gallaudet President to Speak at Ohio State in January

Dr. I. King Jordan, President of Gallaudet University, will be making a presentation on January 26, 2006, at 4 p.m., on The Ohio State University campus at the Fawcett Center on Olentangy Road. Dr. Jordan is the first deaf president of Gallaudet University, the only university in the world that is designed specifically for individuals who are deaf and hard of hearing.

Dr. Jordan's visit is part of the OSU President and Provost's 2005-2006 Diversity Lecture & Cultural Arts Series designed for visiting lecturers to share what has been most effective in helping institutions to create an atmosphere and a culture that admits or hires people of diverse backgrounds and accepts and welcomes their presence and participation.

The program is free and open to the public. For more information, contact Edie Waugh at OSU at (614) 292-4355 or visit online at [www.osu.edu/diversity/lecture.php](http://www.osu.edu/diversity/lecture.php).

### 2005 OCECD Training Schedule

The following is a list of free trainings offered by the Ohio Coalition for the Education for Children with Disabilities. For more information, contact (800) 374-2806.

November 12  
Parent's Rights  
Mifflin  
(614) 855-1114

November 14  
Behavior Focused IEP's  
Euclid  
(216) 731-5311

November 14  
Formula And F.U.N. –  
Parent's Rights  
Medina  
(330) 764-8580

November 30  
Behavior Focused IEP's  
Perry  
(440) 259-2756

December 5  
Behavior Focused IEP's  
Ashtabula  
(440) 998-4210

December 7  
F.U.N. – Parent's Rights  
Springfield  
(937) 328-2729

December 10  
Behavior Focused IEP's  
Andover  
(440) 293-4889

December 12  
F.U.N. – All About Reading  
Mansfield  
(419) 526-6778

December 13  
F.U.N. – Taking The Sting  
Out Of Behavior  
Fremont  
(419) 332-8211

January 10  
F.U.N. – Enriching The  
Learning Environ  
Fremont  
(419) 332-8214

## The Buckeye Link

*The Buckeye Link* is published by The Ohio Center for Deafblind Education. It is a federal funded project from the U.S. Department of Education (grant #H326C030026) housed at the Columbus office of the university of Dayton in collaboration with the School Study Council of Ohio.

The project provides services in Ohio for individuals, birth through 21 years, with deafblindness, including collaborative technical assistance to families, educational personnel and service providers through training and information dissemination.

The OCDBE offers innovative approaches to the education of children and youth with deafblindness.

### The Ohio Center for Deafblind Education

4795 Evanswood Dr., Fl. 300  
Columbus, OH 43229  
(614) 785-1163  
(800) 229-0844  
TTY (614) 785-1158  
Fax: (614) 785-0513  
E-mail: [info@ssco.org](mailto:info@ssco.org)  
Web site: [www.ssco.org/OCDBE](http://www.ssco.org/OCDBE)

### Staff

Project Director  
Dr. Thomas Stephens  
Project Coordinator  
Dr. John Saylor  
DB Outreach Specialist  
Heather Herbster  
Family Information Specialist  
Pattie Stechschulte  
Project Assistant  
Lynia White

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We're on the Web!

See us at:

[www.ssco.org/OCDBE](http://www.ssco.org/OCDBE)

## Deafblind Transition Camp Planned Next July in Michigan; Interested Students Contact OCDBE

For those teenagers who are 16 years old or older and concerned about the future, there is a free, fun and informative camp that can help students thinking about going to college or getting a job.

The Deafblind Transition Camp will be held July 16-19, 2006, and it is sponsored by DB Central: Michigan Services for Children and Young Adults Who Are Deafblind. The camp

will be held on the campus of Michigan State University where participants will be housed in the student dorms and will meet other deafblind students from Michigan, Indiana, Wisconsin, Ohio, Pennsylvania and Florida.

For more information, contact Beth Kennedy at DB Central at (989) 774-2725 or email [dbcen@cmich.edu](mailto:dbcen@cmich.edu).

## Blind Son Inspires Father to Create New Book Format

Because Ethan was born blind, he and his sighted father, Eric Ligon, have never been able to share a book together. That's about to change when BrailleInk, a new non-profit organization Ligon co-founded, publishes its first books in a new, accessible format.

Ligon, a graphic designer and professor, created a new page design that solves several problems with existing Braille books. "It's a simple solution," says Ligon. "We reproduce the original print and illustration in the top portion of our page and add the Braille in the bottom portion. And, we place the corresponding print characters on the page again, directly above each Braille

cell. So, Braille readers' hands don't block what sighted people are trying to see, and it's easy for sighted folks to tell what the Braille says."

BrailleInk.'s editions are produced as large-size board books so that the Braille embossing is more secure and the construction is sturdier. The back of each book features a brief Braille glossary that provides the alphabet, numbers, punctuation, and basic rules for Braille usage in that book.

To find out more information or to see sample pages, visit [www.brailleink.org](http://www.brailleink.org) or contact Bruce Curtis at (800) 324-2919 or email [bcurtis@brailleink.org](mailto:bcurtis@brailleink.org).

## Announcements from National Deafblind Groups

### Perkins School for the Blind

The Perkins School for the Blind has published a new monograph – Monograph No. 1 - Natural Environments: Service and Advocacy for Children who are Visually Impaired or Deafblind.

This monograph outlines the implications of the natural environments debate on early intervention services for children who are blind, visually impaired or deafblind. It is intended as a tool for advocacy for parents and professionals. Available in regular print for \$5 by calling (877) 473-7546. Also available as a free downloadable PDF file at Perkin's online store – [support.perkins.org](http://support.perkins.org).

### DB-LINK

The Teaching Research Institute at Western Oregon University was recently awarded a grant from the U.S. Department of Education to study the outcomes of cochlear implantation for children who are deaf-blind. The grant is funded under the Department's Steppingstones of Technology Innovation for Students with Disabilities program. The three-year research project will be carried out in collaboration with the University of Kansas, the Midwest Ear Institute/St. Luke's Hospital, and approximately ten state deaf-blind projects.

## Time to Think – Preparing for Your Child’s Hospital Stay

By Teresa Dafft, Deafblind, Family Leadership Participant, The Woodlands

*Editor’s Note: This is advice for those parents who are planning hospital stays for their children. It offers helpful hints to help the child, parents and hospital staff to make it less stressful.*

Our son, Travis, had a pretty rough start with life. Emergency C-section, emergency resuscitation, emergency life flight to Houston — Emergency, Emergency, Emergency. During those times, we didn’t have time to stop, think and ask questions. It just happened so fast. That was 14 years ago, we have been fortunate that Travis has not been in the hospital since he was two. Recently, Travis had to have back surgeries and after six months, he is doing great.

We know that a lot of parents will be facing the situation of surgeries and hospital stays, and as result of our experience here are a few pointers that we would like to share.

1. If the surgeon is different from your regular physician, don’t hesitate to inquire about him. Ask your regular physician, other parents and even hospital caseworker.

2. Meet with the surgeon more than once. We met with the doctor to discuss the surgery, then two weeks later we met again with all of our questions written down for him to answer.

3. Write down all your questions. No question is a dumb question when it comes to your child’s health.

4. Have the surgeon explain exactly what he is going to do step-by-step. Have him explain the possible outcomes –the good and the bad.

5. Ask which hospital your surgeon prefers. Many have privileges at several hospitals.

6. Ask which anesthesiologists they like to work with and be sure to get a written list. Doctor’s do not get to choose their anesthesiologist but parents can! However, you must request it during the pre-admission before surgery.

7. Ask if blood will be needed during the surgery. Call the blood bank yourself.

8. Call the hospital. Most will give you a tour and arrange for you to talk with the child life specialist to explain your child’s needs.

9. Make a small laminated book that explains how your child communicates.

10. Make a sign for the hospital room that gives people a quick reminder of how to interact with your child.

11. Keep a scrapbook near your child to help people learn more about your child than just the medical stuff he or she is going through.

12. If your child has been getting his medication on a regular schedule, make sure you inform the doctor and his nurse so that this schedule will not be interrupted.

13. Set up a shift system for the parents: one went home to sleep while the other parent remained at his bedside.

14. Have one person to act as your information source to those who want to be kept updated on how your child is doing. This way you only have to make one call and you can focus on your child.

15. And most importantly, after the hospital stay is over, drop a note to the hospital to express your appreciation and share what your child’s hospital stay was like.

We hope our experience and the things we learned while Travis was in the hospital will help another family. We know they will certainly come in handy for our family when we face this again this fall when Travis is scheduled for another surgery.

### Children’s Hospital Bridges Hospital and School Settings with Program

Children’s Hospital in Columbus has a unique program that helps build a bridge between hospital and school settings for extended stay pediatric patients – the Early Childhood Development program. The staff provides many services including providing developmental assessments and screenings, facilitated play and activities, share information and community resources with parents, make referrals to appropriate community programs and assist the school program in the development of the IEP.

The staff members are certified professionals with degrees in early childhood development and other related fields. During hospitalizations, the staff will help each child meet developmental milestones as they are able through one-on-one sessions, group class settings and play groups. There is a preschool for families of children ages 3 through 5 who may benefit from developmental support and educational services. They have different playrooms for developing age groups up to teenagers and an outside play area.

There is a multidisciplinary team that includes a physical therapist, speech therapist, occupational therapist, music therapist, child life specialist, massage therapist, psychologist, recreational therapist, social worker, nutritionist, nursing staff, medical staff and interpreter services. The staff works with the parents and children to continue developmental services and will share information and progress with the child’s existing program/school and update community professionals with permission from the parents.

For more information, please contact Karen Dorgan, early intervention and preschool teacher/coordinator, at Children’s Hospital at (614) 722-3635 or email at [dorgank@chi.osu.edu](mailto:dorgank@chi.osu.edu).

**State Resources and Opportunities**

**Competition Opportunity For Young Soloists/Musicians**

VSA arts of Ohio is announcing a call for artists to participate in the Third Annual Young Soloists Ohio competition. Artists under the age of 25 who display proficiency in vocal or instrumental arts, and have a disability, are eligible to participate.

Entries must be submitted by December 1, 2005. For an application, contact VSA arts of Ohio at (614) 241-5325 or info@vsao.org. The first, second and third place winners will be announced in January with cash prizes being awarded during a live performance in their honor to take place in early May 2006. Winners will represent Ohio in the national Young Soloists 2007 competition presented by the home office of VSA arts based in Washington, DC.

VSA arts of Ohio exists to promote the creative power in people with disabilities and is the states recognized affiliate of VSA arts, an affiliate of the John F. Kennedy Center for the Performing Arts. The group receives funding through an award from the US Department of Education.

**CSD of Ohio Report on Mental Health System**

CSD of Ohio traveled all over Ohio interviewing consumers who are deaf, hard of hearing, deafblind and providers/staff to ask them how they feel about mental health services.

The report, "Transforming the Ohio Mental Health System: Meeting the needs of deaf and hard of hearing consumers," is available by contacting CSD of Ohio at 5050 Blazer Parkway, Suite 200, Dublin, Ohio 43017; call (877) 781-6670 or (614) 889-5815 v/tty; fax (614) 889-8157; or email ohiomessages@c-s-d.org

**Governor's Council Looking for HS Juniors, Seniors for Leadership Forum**

The Governor's Council on People with Disabilities is now accepting

applications for its 2006 Youth Leadership Forum (YLF) for high school juniors and seniors who are students with disabilities. To be eligible for this forum, students must: have a disability; be a junior or senior by December 31, 2005; have demonstrated leadership potential in the school and the community; and reside in Ohio.

YLF is a cross-disability forum, so please consider ALL students with disabilities. It is our intention to have a forum that reflects the racial, ethnic and disability diversity of Ohio. There is no cost to the students or parents for attending YLF; all lodging, meals, personal care assistance and other costs are paid by the program.

The deadline for applications is January 31, 2006. If you have any questions about the program, please contact Leslie Alloway at (614) 438-1392 or leslie.alloway@rsc.state.oh.us.

**DEMP Program Offers Free Equipment in Columbus**

The Deaf Equipment Modification Program (DEMP) is a program set up by the City of Columbus Department of Development, funded through the U.S. Department of Housing and Urban Development, and managed by Deaf Services Center, Inc.

DEMP provides free equipment for deaf, hard of hearing and/or deafblind who live in the City of Columbus. The equipment includes TTYs, visual smoke alarms, alarm clocks, and so much more. The criteria to qualify for the free equipment are: lives in the City of Columbus and meets the income chart established by the Columbus Department of Development.

For further information, please contact DSC at (614) 841-9991 V/TTY, fax (614) 841-1118; or email Cherilyn Bloodworth at Cherilyn@dsc.org.

**Helen Keller National Center Announces 2006 Seminar Schedule**

Jan 23-27 – "Employment: The Ultimate Goal"

April 3-7 – Communication Options for Persons Aging with Hearing and Vision Loss

May 1-5 – Communication Options For Persons Aging With Hearing and Vision Loss

May 21-26 – Orientation & Mobility Techniques for Deaf-Blind Travelers "Same but Different"

July 24-28 – Addressing Psychosocial Issues Faced By Persons Aging With Hearing and Vision Loss

August 7-11 – Interpreting Techniques for the Deaf-Blind Population "Touching Lives"

Sept. 11-15 – Enhancing Services for Older Adults with Vision & Hearing Loss "The Best is Yet to Come"

Oct. 16-20 – Person Centered Approach to Habilitation "Transformation"

Nov. 13-17 – Technology Seminar "The Magic of Technology"

All seminars are held at the Helen Keller National Center in Sands Point, N.Y. Cost of weeklong seminars - \$400 (includes lodging, meals, training and training manual)

For more information, contact:

National Training Team  
Helen Keller National Center  
141 Middle Neck Road  
Sands Point, NY 11050  
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