

D-B INFORMER

October 2012

www.nd.gov/deafblind



WHAT ABOUT THE SENSES?

By Sherri Nelson, Project Coordinator



I especially enjoy spending Sunday mornings drinking my chai tea and reading the newspaper. The heading from the **PARADE** insert (July 29, 2012), “**HEY WHAT’S THAT SMELL?**”, particularly caught my eye with the adorable baby face on the front prefacing the article on page six titled, “**What Your NOSE Knows?**”, by Jennifer Kahn. I come from a family with a very keen sense of smell and often question, is it a blessing or a curse?

This article talked about our five senses of sight, hearing, taste, touch, and smell. Let me share with you some interesting facts from this article. First, about **SIGHT**:
 *Did you know that the world record for human vision was set by Dr. Dennis Levi in 1985? He was able to identify a bright line a quarter of an inch thick from one mile away. *One in 20 men is at least partially color-blind, and color blindness is 10 times more common in men than women. *No comment is necessary regarding occasional wardrobe choices for themselves or their children!* *All babies are color-blind at birth.
 *Having 20/20 vision, the standard for normal visual acuity, means you can clearly see an image-like the letters on an eye chart-from a distance of 20 feet. Having 20/100 vision means you need to be five times closer, just four feet away, to see the same letter clearly. *The human eye is an exceptional tool for gathering light, it can distinguish among 500 shades of gray and spot the light of a candle 14 miles away!

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A Division of the
 North Dakota Department of Public Instruction
 Dr. Wayne Sanstead, Superintendent

Facts on **HEARING** (*since I am an Audiologist, this is my favorite*): *In south Sudan, near the border with Ethiopia, a tribe known as the Mabaan reportedly live in a place of such quiet that their ability to hear has become astonishingly acute. Legend has it that even the oldest Mabaan can make out the words of another tribesman whispering to him from across a wide field. *Obviously there are NO secrets within this tribe!* *At birth, our ears can discern 300,000 sounds! *Our brain processes sounds a thousand times faster than images and registers sounds even when we sleep. *Researchers have found that living in loud areas can raise blood pressure by an average of 5-8%. *Even small noises cause the pupil of the eye to dilate. This may be why surgeons, jewelers, and others who perform delicate manual operations tend to be bothered by uninvited noise: It subtly blurs their vision. *A large meal will temporarily make your hearing less sharp. *No wonder we can't hear after the Thanksgiving meal!* *90% of a young child's knowledge is attributed to hearing background conversation. Thus 1/3 of children with a slight hearing loss will fail at least one grade.

TASTE....*The body can detect taste in as little as .0015 seconds, compared with .0024 seconds for touch, and .013 seconds for vision. *We have over 10,000 taste buds over the tongue. *While some tastes are innate, nearly all humans are born with a sweet tooth---there is evidence that taste can be nurtured. *Studies have shown that babies prefer foods they first "tasted" in the womb or while nursing. *Food scientists have found ways to manipulate our likes/dislikes. One chemical, extracted from a West African fruit, binds to taste receptors that make even the sourest lemon taste as sweet as lemon pie. *Just think of the potential with asparagus and beets!* And lastly, your taste buds die off and regenerate every few days—which is a relief to me, since I love my chai tea steaming hot and kill many taste buds!~ However, as we age, this cycle slows—which explains why our ability to taste is more dull and older people tend to like food saltier and spicier.

TOUCH....of all your senses, touch is the most difficult to fathom doing without. *Skin is the body's largest organ and contains more than 4 million sensory receptors. *The body's most sensitive areas are the lips, the back of the neck, the fingertips, and the soles of the feet. The least sensitive is the middle of the back. *Being touched can reduce stress, by lowering levels of hormones like cortisol. *People have more receptors for pain than any other sensation.

And lastly, the most evocative sense of **SMELL**. *People can recall a scent with 65% accuracy after one year, visual memory sinks to 50% after a few months! *Be careful of what you agree to smell!* *Smells are processed by the same part of the brain that handles memories and emotions (the temporal lobe), therefore we respond to them with rare intensity. Think of the smell you perceive when you enter a school building—it takes you back decades (*and for some of us, many decades*) to your own elementary school. *Most people can pick up the scent of a skunk when the amount of scent in the air is less than one trillionth of an ounce! *The nose can determine where a smell is coming from, pointing you—for better or worse—toward the source. *The sense of smell is very individual and mostly genetic. *Small physiological changes and factors like mood and medication can affect our sense of smell—enhance or diminish our ability to detect odors. *It is believed that we never experience a smell the same way twice since the sensitivity of our nose changes from hour to hour and day to day.

Our five senses are what help us make sense of the world around us, think of what we have discovered, and what we still don't know

**Thanks to the Oregon Deafblind Project, and Lyn Ayer, for sharing the website <http://tiny.cc/ixlrjw> They talk about "teleofaction" that would allow a viewer to watch TV and smell what is being viewed. Also the "Scentsory" phone that will allow you to see, hear, feel and smell the caller's environment. There is a chip card that, used with a compatible mobile phone can send scented text and picture messages, as smelly ringtones and games!



Greetings:

The Dual Sensory Project continues to partner with NDVS/SB and NDSD/RCDHH serving students with dual sensory loss across the state. We are fortunate that the coordinator position is a NDSD/RCDHH employee. Despite federal funding's that could change into the future, our state will be able to provide services to the children

North Dakota has been partnering with the Deaf Blinds Project in South Dakota to share resources and training; all of which are part of the existing grant. In addition, we are partnering with IPAT to provide assistive technology to persons who are deaf-blind.

I continue to serve in dual capacity between NDVS/SB and NDSD/RCDHH and direct this most important project. Both agencies have prepared their budgets for the 2013-2015 biennium and presented them to the Department of Public Instruction and Office of Management and Budget. I look forward to the upcoming Legislative Session.

NDVS/SB and NDSD/RCDHH both are implementing their specific Strategic Plan and improving their facilities in adherence with the Facility Master Plans. Assuring accessibility and safety are foremost.

Dr. Wayne G. Sanstead, State Superintendent of the Department of Public Instruction, will be retiring the end December after 46 years in public service. We extend sincere congratulations and thanks for his support to education in our state!

Please feel free to contact me:

E-mail: csuminsk@nd.gov

NDSD/RCDHH 701-665-4410

NDVS/SB 701-795-2708

Wishing you all a most

Happy Holiday Season and the Best in 2013!



Carmen Grove Suminski, Superintendent
ND Vision Services/ School for the Blind
ND School for the Deaf/Resource Center
for the Deaf and Hard of Hearing



National Family Association for the Deaf-Blind 2012 Symposium

The National Family Association for Deaf-Blind (NFADB), originally started by and for families of individuals who are deaf-blind, now extended to all persons and organizations that wish to support individuals and families who are deaf-blind, held its first National Symposium July 13-15 2012 at the Texas School for the Blind and Visually Impaired in Austin, Texas.

Fifty-one family leaders and four self-advocates from 24 states, Washington, DC and Puerto Rico attended the 2012 NFADB Symposium, "Preparing Leaders for Today and Tomorrow: Family Leadership in the 21st Century." The overarching goal of the Symposium was to give family leaders the understanding and knowledge needed to be effective in advocating for individualized communication supports. These supports are necessary to allow individuals with deaf-blindness equal access to auditory, visual and environmental information that is often not accessible to them.

The leaders were given information on three crucial individualized supports for those with deaf-blindness: Interveners, Interpreters and SSP's (Support Service Providers) and how when properly trained, these supports can dramatically enhance life for someone with deaf-blindness. At the end of the Symposium, the family leaders were asked to identify their vision for individual supports for a person with deaf-blindness. They addressed not only their personal vision, but also what they would like to see happen at the local, state and national levels. The theme of collaboration and leading other parents in advocacy for individualized supports became universal at the NFADB 2012 Symposium.

The National Family Association for Deaf-Blind is a nonprofit 501(c)3 organization which exists to empower the voices of families of individuals who are deaf-blind and advocate for their unique needs. If you would like more information regarding NFADB, or interested in membership, please contact NFADB at 800-255-0411 or NFADB@aol.com

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"Autumn is a second spring when every leaf is a flower."



HEART TO HEART

By Tanya Fraizer

Here are two observations about American youth:

It's tough to be a kid today. (Heck, it's tough to be a grown-up too!) As recent events are consistently reminding us, it's pretty tough to be a kid, big kids and little kids alike.

Due to a variety of reasons, our society is also seeing more and more challenging behavior in children of all ages

Children need to be stronger on the inside than ever before and traditional approaches often fall short of promoting the higher level of inner strength we feel is now essential for children to successfully handle the growing levels of stress and pressure they frequently face.

Most ordinary methods of parenting inadvertently backfire, especially when applied to challenging children, despite the best of intentions. Most methods accidentally reward children by giving them far greater evidence of richer relationship and more alive energy when things are going wrong in contrast to our typically low key responses when they are living their life successfully.

Learn more about the Nurtured Heart Approach, a powerful set of strategies formatted to build stronger children and create a new scenario of success for them, regardless of the level of severity of their challenging behaviors.

The Nurtured Heart Approach, created by Howard Glasser, is a philosophy that focuses on building stronger relationships and stronger children, from the inside out. Children that can withstand a bully's jabs... or children that can stop bullying themselves. Children that can thrive, even with physical challenges that are less than ideal. Children that aren't defined by the diagnoses they've been given. Children that can have the self-control to stand up for what's right. This Approach works as well with a 2 year old as a 17 year old, so it's beautifully universal. It can be applied in homes, schools, churches, or just in passing at the grocery store. And we can use it to help be a part of the solution, one child, one relationship at a time.

For more information on this approach, please go to www.HeartToHeartConsulting.com or contact Tanya at 701.361.9143



LITERACYREAD WITH SOMEONE EVERY DAY

By Sherri Nelson, Project Coordinator



Many parents are unsure of how to support their child's literacy development. Reading books at home with young children is one of the most important activities for developing reading success. Infrequent or limited reading in the home is associated with low levels of literacy. When parents read to their children, they expose them to the sounds and rhythm of language; introduce them to the rules governing reading and print; send a positive message to children about the value of literacy; and foster their child's vocabulary growth.

The Literacy Team from ND Vision Services/School for the Blind and the ND Dual Sensory Project collaborated these last two years to create book bags to promote literacy with the families of children, birth to age five, who have vision and/or the combination of vision + hearing loss. The DVD purchased by *The Emma Eccles Jones Center for Early Childhood Education at Utah State University* provided the team with great ideas and guidance for establishing our book bag program. These bags are a simple way to reach families and assist them in supporting their child's literacy development. Funding for these bags has been provided by donations from the Red River Lions Club in Grand Forks, the Delta Gamma Sorority in Grand Forks, and the Langsten Family Foundation.

Last school year the team focused on the themes of ANIMALS and ABCs. Over 80 books were shared with more than twenty families across the state of ND. This year the Nursery Rhyme bag includes the *First Picture Nursery Rhymes* book with tactual cues and Braille throughout the entire book. Informational sheets on literacy, Braille, and a parent evaluation are also included in each bag

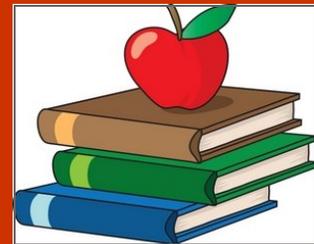
The second theme, Bedtime Stories, includes the snuggle-me story of *Butterfly Kisses* and the all-time favorite, *Goodnight Moon*. Tactual cues for the mouse, moon, bowl of mush, comb & brush, bears on chairs, mittens, and socks are reinforced throughout this book, along with Braille on each page.

The goal of our literacy bags is to empower parents with tools and support. This will enable parents to promote their children's literacy and language development while providing the opportunity to share quality time with their children. We hope to enable families to become directly involved in their child's learning and reinforce the role of the parent as the child's first teacher! With the assistance of in-home consultation provided by our teachers, we hope to promote the love of books and literacy.

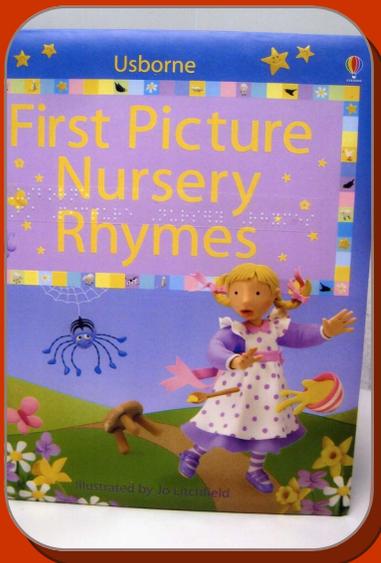
Donna Metzger, Librarian NDVS/SB



Books are Fun!



**Kathy Grzadzielewski
Teacher of VI**



Lori Mattick

Outreach Teacher of VI

WHAT CHILDREN LIKE IN BOOKS

Infants 0-6 months

Simple large pictures, bright colors
Chunky books or fold out books
Cloth & vinyl books with simple pictures

Infants 6-12 months

Board books with photos of other babies
Bright colored board books to touch & taste
Books with pictures of familiar objects like balls, puppies, babies
Books with sturdy pages that can be propped up
Plastic/vinyl books for bath time
Washable cloth books to cuddle and mouth
Small plastic photo albums of family/friends

Toddlers 12-24 months

Sturdy board books they can carry
Books with photos of children doing things
Goodnight/Bedtime books
Books about saying "hello" and "goodbye"
Books with a few words per page
Books with simple rhymes
Animal books of all sizes and shapes

Toddlers 2-3 years

Books with simple stories
Simple rhyming books they can memorize
Bed time books
Books about counting, the alphabet, shapes, or sizes
Animals books, vehicle books, books about playtime
Books with their favorite TV characters



Information shared from the Zero to Three/BrainWonders Early Literacy fact sheet.

For additional information go to: www.zerotothree.org/BrainWonders or www.zerotothree.org/BrainWonders



There's an App for that!

Before using an iPad with your child or student, you must know the child's vision and hearing, their level of functional skills, and what additional supports they need. Think about the desired outcome—questions you might think about include: *What do you want to teach?, Is there accessibility?, Does it require vision or hearing? What is the purpose of this activity? Will I use this to assist in communication? Will it promote concept development? Will it improve social interaction? Will it increase independence? Will I use it to reinforce positive behavior?*

There are many apps to consider, below are a few suggestions :

- **Communication:** Answers Yes No, First Then Visual Schedule, Prologuo2go, Tap to Talk, Smart Oral Motor (making faces), My Choice Board, Story time: Itsy Bitsy Spider, Fun Play Piano HD, Wheels on the Bus
- **Concept Development:** Uzu, Cosmic Top, Pocket Pond, Vocal Zoo, Peekaboo Barn, Language Builder
- **Social Interactions:** Fruit Ninja, 10 Pin Shuffle, 2 Player Xylophone, 1 on 1 Hockey, Align Four, TicTacToe, iTouchiLearn Feelings (how to read social cues to identify, interpret, and effectively communicate emotions), Model Me Going Places (how a child should act in different settings)
- **Literacy:** PopOut, The Tale of Peter Rabbit, Bob Books #1, Alphabet World, Letter Tracer Preschool Letters, Flying Word, Dexteria (helps with tracing letters & numbers, pinching and tapping letters), Choiceworks (visual schedules)
- **Math:** Math Ninja, Math Bingo, Baseball 1 – 6 Facts
- **Independence:** LookTel Money Reader
- **Behavior:** That's How I Feel, iReward
- **Lightbox:** Fluidity
- **Routines:** iTouchLearn Life Skills: Morning Routines



Children are like wet cement. Whatever falls on them makes an impression.

IPAT Set to Distribute Telecommunications Technology to People with Vision and Hearing Loss

Many residents of North Dakota who have a combined loss of hearing and vision may soon connect with family, friends and the community thanks to the National Deaf-Blind Equipment Distribution Program, iCanConnect. IPAT has been certified by the Federal Communications Commission to carry out this program, and in conjunction with various state partners, will provide support for the distribution of a wide array of telecommunications technology for persons with deaf-blindness living in the state.

When thinking about people who are deaf-blind, many see an image of Patty Duke portraying Helen Keller in the “Miracle Worker”. Sadly, that image does a disservice to people with deaf-blindness, as most do not have a complete loss of sight and hearing, but rather have limited sight and hearing. For the majority of people who meet the definition of deaf-blindness, the combined loss has occurred later in life, and may be due to an accident, illness or as a direct result of aging. Others meeting the definition have congenital conditions like Rubella or CHARGE, or have a genetic condition that leads to deaf-blindness such as Usher’s Syndrome.

To receive telecommunications technology under the iCanConnect initiative, an individual must complete an application and meet all the following conditions:

- Vision – a visual acuity of 20/200 or less in the best corrected eye, or a field loss of 20 degrees or less, or a progressive loss with a prognosis leading to one or both of these conditions;
- Hearing – a chronic impairment so severe that most speech cannot be understood without optimum amplification , or a progressive loss with a prognosis leading to that condition;
- Cognition – the functional abilities that would allow for the use of telecommunications, Internet access and advanced communications services; and,
- Income – has an income that does not exceed 400 percent of the Federal Poverty Guidelines.

IPAT has partnered with the North Dakota Information Technology Department, the Department of Human Services, Aging Services Division, the Division of Vocational Rehabilitation, Vision Services/School for the Blind, School for the Deaf, and the Dual Sensory Project. Together we will work to locate, educate, and distribute telecommunications equipment to persons with deaf-blindness. We will ensure that eligible applicants have access to the special equipment they find necessary to connect via communications technology. To obtain an application, or learn more about the iCanConnect: North Dakota program, call 1-800-895-4728 or check out www.ndipat.org.

DIAL 711 To Make a RELAY CALL

Relay ND is a free service that lets you communicate with standard telephone users through specially trained Communication Assistants (CA). Make calls worldwide 24 hours a day, 365 days/year. No restrictions on the number, length or type of calls. All calls are confidential and no records of any conversations are maintained.

TTY USERS: A person who is Deaf, Deaf-Blind, Hard of Hearing, or has a speech disability uses a TTY to type his/her conversation. The CA reads the typed conversation to a hearing person. The CA relays the hearing person's spoken words by typing them back to the TTY user.

HEARING USERS: The CA types a hearing person's spoken words to a TTY user and reads back the typed replies. Be sure to speak directly to the person you've called--not the CA. Avoid saying, "Tell him....". Say GA or "Go Ahead" at the end of your response.

VOICE CARRY-OVER: A person who is Hard of Hearing speaks directly to a hearing person. When the hearing person speaks, a CA types everything said to a TTY or VCO phone.

HEARING CARRY-OVER: A person with a speech disability listened to the person they are calling. The HCO user types his/her conversation for the CA to read to the other person on the line.

ONLINE RELAY

VIDEO RE-LAY

www.sprintvrs.com computer & webcam www.sprintrelay.tv TV and videophone

- *Available 24 hrs/day
- *Experienced Video Interpreters
- *Less waiting
- *No domestic long distance charges
- *Clear video resolution

Hearing callers: Dial 1-877-709-5776 and give an IP address to the Video Interpreter

INTERNET RELAY www.sprintip.com

Users need a computer, a web browser and a phone line and/or Internet access

- *Increased reliability
- *No high-speed Internet needed
- *Available 24 hrs/day
- *No domestic long distance charges
- *Easy call set up
- *Language preferences
- *Simple printing options

SPRINT IP RELAY using AOL Instant Messenger (AIM)

- *Works on any computer and wireless device that uses AIM
- *Just add SprintIP to your Buddy List
- *Spanish available
- *Simple & easy to use
- *sprintrelay.com

ND Telecommunications Equipment Distribution Service

*Provides free specialized telecommunications equipment for individuals who are Deaf, Deaf-Blind, Hard of Hearing, or have a speech disability

To qualify you must:

- Meet income requirements
- Have difficulty using the telephone because you are Deaf, Hard of Hearing, Deaf-Blind, or have a Speech disability
- Have applied for or have phone service in your home
- Be certified by a physician, audiologist, hearing instrument specialist, or speech pathologist as unable to use a telephone readily purchased from a retail store.

CONTACT: Interagency Program for Assistive Technology (IPAT)

701 265-4807 V/TTY
800 265-4728 V/TTY
crawls@ndipat.org



NCDB 2.0 Initiatives

The National Consortium on Deaf-Blindness (NCDB) was asked to study and provide recommendations to the U.S. Department of Education's Office of Special Education Programs (OSEP), regarding four key focus areas in the area of Deaf-Blind services. This included early identification, families, technology, and interveners. Additional information regarding these initiatives can be found at: www.nationaldb.org

Early Identification:

The focus of the Early Identification Initiative is to strengthen efforts to identify infants and toddlers with combined vision and hearing loss and increase referrals to state Deaf-Blind Projects. An evaluation tool has been developed for states to use to assess their early identification efforts and glean ideas regarding potential referral sources and referral activities. This tool has been piloted with 10 states, has been revised, and is in the process of being formatted for electronic distribution via NCDB's website.

Family Engagement and Leadership:

The focus of the Family Engagement initiative is to build relationships and collaborative partnerships with and among family members of individual who are Deaf-Blind at a national, state, and local level. Included in this effort is cultivating and increasing the number of parent advocates and youth leaders, a desire to partnering with existing agencies such as the Parent Training and Information Centers, the National Family Association of Deaf-Blind Children (NFADB), CHARGE Foundation, and the National Association of Parents of Children with Visual Impairment (NAPVI).

Technology Solutions/Technical Assistance:

The focus on the Technology Solutions Initiative is to look at ways in which NCDB might assist states in integrating new and emerging technologies across all project technical assistance activities. It is believed that technology can be used to build relationships, promote effective teaching strategies, improve team communication and measure changes in both child and service provider behaviors. Personnel from NCDB have worked closely with a promising model from the Kansas Deaf-Blind Project, called the Distance Mentorship Project. Information regarding this model has been shared with other Deaf-Blind Projects, serving as a springboard for further replication and innovation. At the same time, other technologies which provide tools for providing TA remotely, such as video capture, wikis, and web conferencing, will also be promoted. Check out the NCDB website to see one example of a tool available to improve state Deaf-Blind Project's in their effort to provide long distance technology, involving the use of videos.

Interveners:

One focus of the Family Engagement initiative was to respond to OSEP's request to collect information about current intervener services across the country and to develop recommendations for improving national, state, and local intervener services based on an analysis of information collected. As part of this endeavor, various types of on-line and phone interviews were conducted, in an attempt to gather information from state Deaf-Blind Projects, interveners, families, and schools/educational administrators. This study resulted in the development of 4 broad goals regarding interveners, along with specific recommendations and strategies. A summary of the goals for this area are provided below:

Goal #1: *Increase recognition of appropriate use of intervener services for children and youth who are Deaf-Blind.* Providing for a coordinated national approach of development and sharing of information regarding the use of interveners, as well informing and influencing national, state, and local policies and practices would be emphasized in this goal.

Goal #2: *Establish a strong national foundation for intervener training and workplace supports.* This will involve developing a national open-accessed intervener-training curriculum that aligns with the Council for Exceptional Children's Specialization Knowledge and Skill Set for Para Educators who are Intervenors for Individuals with Deaf-Blindness. Included in this recommendation is ensuring that the interveners have knowledgeable supervisors and access to experts in the field of Deaf-Blindness who can provide consultation and coaching. The issue of certification, whether it be at a state or national level will also be addressed.

Currently there is national credentialing available, but it is only available through university programs. There are several states that provide intervener training within their state for interveners. There are long distance training programs offered through two universities Utah State University: <http://www.skihi.org/home.html>, and East Carolina University: <http://www.ecu.edu/cs-educ/ci/sped/dbproject/DB-Intervener-Certificate.cfm>. The only way to receive credentialing at the present time is through a university, who must follow the credentialing requirements established through the National Resource Center for Para Educators and Related Service Providers: <http://www.nationaldb.org/>.

GOAL #3: *Build the capacity of families to participate in the decision about the intervener services for their children and in efforts to improve these services.* Included in this effort is to provide information, resources, and tools and then disseminate them to families to increase their knowledge of interveners and to create opportunities for families to network and share ideas and experiences. One new product that has been developed is "A Family's Guide to Intervenors for children with combined vision and hearing Loss." If you wish to take a look at this guide go to: http://intervener.org/?page_id=12

GOAL #4: *Sustain high-quality intervener services across the nation through the inclusion of intervener services in national special education policy.* Included in this is the recommendation that Congress ensure the long-term sustainability of intervener services for children and youth who are Deaf-Blind by including them under the definition of "related service" and as an early intervention service in the next reauthorization of the IDEA.

***Thank you to Rose Moehring, Coordinator from the South Dakota Deaf-Blind Program, Center for Disabilities for this summary of the NCDB 2.0 Initiatives.



"Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it."

Lou Holtz

Question: What is a Smartpen?



A smartpen is a high-tech writing tool that records spoken words and synchronizes them with notes users write on special paper. A student can thus record everything a teacher says and later replay any part of a lecture by tapping the pen's tip on words written throughout the class. The [Echo and Pulse from Livescribe](#) are among the most popular smartpens. Though it looks and writes like an ordinary pen, the Echo is actually a multimodal computer. It has an ARM-9 processor, [OLED display](#), micro-USB connector, headphone jack, and microphone.

How Do You Use a Smartpen?



When you turn on the Echo Smartpen, you hear a beep. You set up your pen by tapping its tip on information bubbles in an interactive brochure that comes with it. The pen uses [text-to-speech](#) to describe each step and function. The information bubbles teach you how to use the pen, practice, record a lecture, upload notes onto a computer, and what all the buttons do. Once configured, you turn the pen on at the beginning of a class or presentation and write as you would with any other pen.

What Type of Paper Do Smartpens Work On?

Smartpens require special paper that Livescribe sells in notebook form for \$7.00. Each sheet contains a grid of thousands of microdots that make the page interactive. The smartpen's high-speed, infrared camera reads the dot patterns and can digitize handwritten notes and sync them with corresponding audio. The bottom of each page displays interactive icons you tap on to perform functions such as recording or pausing audio or placing bookmarks.

What Benefits Do Smartpens Offer?

Smartpens make note-taking less stressful by eliminating the fear of missing anything said during a class or meeting. They also remove the time-consuming task of transcribing a complete lecture by enabling students to access any part of a recorded lecturer by merely tapping on words. Digitized notes are also easier to store, organize, search, and share.

How Can Smartpens Help Students with Disabilities?

Students with learning disabilities such as dyslexia sometimes struggle to keep up with class lectures. In the time it takes to hear, process, and write down information, the professor has often moved on to the next point.

With a smartpen, a student can outline key concepts by writing bullet points or symbols, e.g. a leaf representing photosynthesis. Providing easy access to any part of the lecture can enhance note-taking skills and build confidence and independence.

For college students with disabilities (including those who qualify to receive audio-recorded lectures), a smartpen can sometimes replace a personal note-taker -- a low-tech solution many disability service offices assign to students to make classes accessible.

PROJECT SPARKLE

Project SPARKLE is a program of individualized learning that enhances the ability of parents of children who are Deaf-Blind to fulfill their roles in the development and education of their children. As the name applies, SPARKLE—Supporting Parent Access to Resources, Knowledge, Linkages and Education--parents have access to information, training, and resources in their homes via DVD technology and the Internet.

The SPARKLE training program is provided to parents utilizing DVD technology and supported with a Parent Guidebook and the SPARKLE website. The training program focuses on: deafblindness, vision, hearing, touch, concept development, intervention and communication.

The Child Profile is a database program which supports the family in collecting data and information specific to their child. Parents use what they have learned and develop a profile unique to their child, which can be shared with the child's educational team, service providers, medical personnel, and others.

The SPARKLE website has a Family Room where parents can access a collection of family stories for inspiration and support. It also has a section entitled "R KIDS" that highlights individual children and celebrates their abilities.

Project SPARKLE provides a Listserve where parents can interact with each other to share ideas, information, and encouragement. The listserv has deafblind topics for on-going discussion. In addition, a unique video library can be accessed where parents can watch presentations by professionals in the field of Deaf-Blindness from their home computer. There is also a glossary of terms and a resource section containing links to related websites.

The North Dakota Dual Sensory Project will now offer this program for parents who are interested. All materials can be purchased for any family that is interested. We look forward to working with you and sincerely hope this training program (to be done at YOUR leisure), the materials, the parent networking, and available resources will make a difference for you and your child!!! If you are interested in this wonderful opportunity, please contact Sherri Nelson, Project Coordinator.

Upcoming Events

2012 TASH Conference—So Many Answers Left Unquestioned

Nov. 28-Dec. 1, 2012

Long Beach California

www.tash.org/2012TASH

For more than 37 years, the Tasha Conference has impacted the disability field by connecting attendees to innovative information and resources, facilitating connections between different stakeholders in the movement and helping attendees regain their passion for the full inclusion of people with disabilities in all aspects of community life. The 2012 TASH Conference will feature more than 200 different sessions and workshops around inclusive education, employment, community living, transition, advocacy and more. Conference attendees include people with disabilities, family members, academics, service providers and others.



**11th International CHARGE Syndrome Conference
Scottsdale, Arizona 2013**

The Foundation's 11th International CHARGE Syndrome Conference will be held on July 25-28, 2013 in Scottsdale, Arizona at the Fairmont Scottsdale Princess Hotel. For more information go to: www.chargesyndrome.org

CEC 2013 Convention & Expo

San Antonio, Texas, April 3-6, 2013

CEC 2013 Convention & Expo – the largest professional development event dedicated to special and gifted education. For more information go to the CEC website at:

www.cec.sped.org

2013 Texas Symposium on Deafblindness: Hands Matter, February 21 - 23, 2013

Location: Omni Austin Hotel at Southpark
(located at 4140 Governor's Row, Austin, TX 78744)

TSBVI Outreach Programs is pleased to announce that Barbara Miles and Paul Hart will be the keynote presenters at the 2013 Symposium on Deafblindness. For more information on all of our speakers and sessions, please go to: www.tsbvi.edu

IEP Development and Linking to the Curriculum for Students who are DeafBlind and /or have Multiple Disabilities

Location: Center for Disabilities, 1400 W 22nd , St. Sioux Falls, SD Room 106

Presenter: Martha Majors, Assistant Education Director, DeafBlind Program,

Perkins School for the Blind in Watertown, Mass.

Who should attend: General education teachers, special education teachers, related service providers & parents.

Dates: Nov. 15 (full day) 9am-4pm

Nov. 16 (half day) 9am-noon

Cost: \$150.00

Agenda Items:

- Curriculum Alignment: Hands on Refresher on What Teachers Already Know
- Language and Communication Across All Settings
- Literacy as a Part of Everyday Life
- Calendar Systems and How They are Aligned to the Curriculum
- Martha's Matrix, IEP and Alignment to Statewide Assessment
- Expanded Core Curriculum in Everyday Curriculum



For more information or for a registration form go to www.usd.edu/cd.
or call Center for Disabilities at 1-800-658-3080

Be who you are and say what you feel
those who mind, don't matter
& those who matter don't mind.

Dr. Seuss

Resources for Families

Helping Deaf and Hard of Hearing Students

To use SPOKEN LANGUAGE:

A Guide for Educators and Families,
Susan Easterbrooks & Ellen Estes,
Corwin Press, 2007

As a result of IDEA 2004 and NCLB, more and more students with hearing loss are being educated alongside their peers, making teachers and service professionals responsible for helping to fulfill their educational needs. This book provides educators and novice practitioners with the knowledge and skills in spoken language development to support students who are deaf or hard of hearing.

BABY MINDS: Brain Building Games Your Baby Will Love, Linda Acredolo & Susan Goodwyn, Bantam Book, 2000.

More than 65 delightful games and activities to jump start your brain's amazing brainpower. This book builds on activities that babies instinctively love, to develop their unique abilities and make your daily interactions full of the joy of discovery—for both of you. These are the bestselling authors of *Baby Signs* and *Baby Hearts*. A great resource for parents!



What is Wonder Baby?

Wonder Baby is an online community where parents can:

- * Find tips on raising a child who is blind
- * Meet other parents of children who are blind
- * Learn more about multiple disabilities such as DeafBlindness
- * Enter giveaways for fun resources
- * Find resources for your family
- * Go to: www.WonderBaby.org



Einstein Never Used Flash Cards: How children really learn—and why they need to play more and memorize less, Kathy Hirsh-Pasek & Roberta Michnick Golinkoff, Rodale Publishing, 2003.

“Although parents know that the early years are learning years, just what that means has been confusing- until now. *Einstein Never Used Flash Cards* makes practical sense of the vast number of technical studies and hyperbole of advertising claims. It explains in clear, compelling, and scientific terms how learning really takes place. This book is a must-read for parents, grandparents, teachers, caregivers, pediatricians, and policy makers – in other words, all those who are about and for the next generation of children. “

Brain Rules for BABY: How to Raise a Smart and Happy Child from Zero to Five, John Medina, Pear Press, 2010.

This book shows us how our brains really work – and why we ought to redesign our workplaces and schools. Also learn how to bridge the gap between what scientists know and what parents practice. What you do right now – before pregnancy, and through the first five years will affect your children for the rest of their lives. This book is recommended for all new parents!

The Encyclopedia of Infant and Toddler Activities: For Children Birth to 3, Kathy Charner, Maureen Murphy & Charlie Clark, Gryphon House, 2006.

“With over 300 activities written specifically for infants, toddlers, and two-year olds, this book will captivate children’s imaginations and create wonderful opportunities for learning. The result of a nationwide contest, these activities were selected as the best of the best, and are written by teachers, directors, and caregivers.”

***The Intensive Interaction Handbook*, Hewett, Firth, Barber & Harrison, Sage Publishing Co., 2012.**

“*Intensive Interaction* is a straightforward approach to teaching the fundamentals of communication to children and adults who have severe learning difficulties or autism, and who are still at an early stage of communication development. This book is a practical guide to help those wishing to implement intensive interaction in their setting, and it provides detailed advice and step-by-step guidance as well as a consideration of all the issues associated with carrying out this approach. “



Heading Home With YOUR NEWBORN: From Birth to Reality, by Laura Jana & Jennifer Shu, American Academy of Pediatrics, 2011.

“Offering “Parent-tested, pediatrician-approved advice”, this book has everything you’ll need to prepare for the first few months of your infant’s life. Written by 2 pediatrician moms, this award-winning book includes information on everything from your baby’s appearance, health, feeding, and sleeping habits to changing, dressing, traveling, sickness and more!

This revised 2nd edition includes new chapters on vaccines and choosing child care, along with a new 28 page section on early learning and brain development. Also included is updated information on car safety seats, safe sleep, cord blood, what to keep in your medicine cabinet, postpartum depression, vitamin D, organic formulas, disposable vs. cloth diapers, traveling with infants, newborn hearing screening, and more.”

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 Dr. Wayne G. Sanstead, State Superintendent
North Dakota Dual Sensory Project
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We are on the web!
www.nd.gov/deafblind



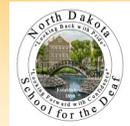
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The newsletter is produced and distributed through Grant #H326C080053 from the US Department of Education. Points of view and opinions do not necessarily reflect the position of the US Department of Education or the Dual Sensory Project

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