



Oregon Deafblind Project



Building Effective Programs

Roxanna Marvin, Jan Hearing: Grant Project Co-Directors • November 2017

Message from Project Co-Directors

Greetings!

Hope you are having a great school year! It is difficult to believe November is already here and that daylight savings time just ended. As you are no doubt aware, the Oregon Deafblind Project recently experienced a big change when our beloved Lyn Ayer stepped away as Project Director. Although Lyn has officially retired, we are thrilled and deeply grateful that Lyn is staying close to the project in deed and in spirit while she explores retirement. We wish you the best Lyn and look forward to seeing you at future project events!

As we move toward 2018, the Oregon Deafblind Project is excited about the year ahead. As you may be aware, the Project is federally funded and our current 5-year grant cycle will end in the coming year. Although we have not received any formal announcements from the Department of Education, Office of Special Education Programs (OSEP) about funding beyond 2018, we are hopeful that we will have an opportunity to submit an application for an additional cycle of funding to continue with the important work of the Project. It is our plan to continue improving the Project and we would appreciate hearing from you about ways we can better support students who are deafblind along with their families and educational teams. We will be increasingly providing opportunities for you to give us input over the next several months, so please let us know what you think.

The new Oregon Deafblind Project Co-Directors Jan Hearing and Roxanna Marvin are gearing up and are very excited about the work that is coming along this year in Oregon. We look forward to hearing from you and learning about your thoughts and ideas, and we promise that, as information about future funding becomes available, we will pass it along...so please stay tuned! For now however, grab a steaming cup of something deliciously fall-inspired, and enjoy the newsletter.

Jan and Roxanna



CONTENTS

Message from Jan and Roxanna	1
Quick Hello from Lyn	2
Parent Learning Weekend 2017	2
"New" transition video (NCDB)	2
What does ACCESS mean to you?	3
Now consider access for children	5
Who are Deafblind	
Resources	8
Facebook Share	9
Oregon Deafblind Workgroup	10
Oregon Deafblind Project info	10

"Alone we can do so little, together we can do so much"
Helen Keller



Hello all:

Happy fall! Hope everyone is having a super school year. Sorry I could not get this out earlier — like I said, and thought I would! Many interruptions, including some unanticipated medical leave for me. I know I will be forgiven!

Even as I use this letter to say I retired on October 1, I can also now introduce you to Jan Hearing who will be taking over these newsletters — and a whole lot of other tasks. Joining her are Roxanna Marvin and Andrea Fewx — doing other tasks to support the project and Jan!



Don't forget, you are encouraged to contribute to this newsletter. Parents especially, you have MUCH to say and to contribute that will positively impact the field of deafblindness. So please do!

I want to say thank you to the whole DB network for their support and encouragement over the last 20 years in this field. It has been wonderful. Thank you especially to all the parents who have entered my life. I hope this is not good bye, but just au revoir!

Lyn



PARENT LEARNING WEEKEND 2017

The Parent Learning Weekend 2017 focused on transition. Parents who attended learned a lot about themselves in the process — and how to figure out what needed to be done for their own child and family. Guardianship and legal aspects of transition (Guardian Partners from Multnomah -- Shannon Conley and Leathan Teal took this on); and the ABLE savings plan -- a new financial planning venture for persons with disabilities in Oregon (Alisha Langford, Client Care Team Director of the Palladio Group addressed this topic). Tami Bakewell from OHSU once more brought information to our group specifically on what medical issues needed to be addressed in the process of transition. Emily Taylor-Snell (Coordinator from the Florida and Virgin Islands Deafblind Collaborative) and Linda McDowell (Director of the National Center on Deafblindness here in Oregon - at Western Oregon University) collaborated to talk parents through transition planning for their children. At the end of those sessions, the walls were covered with information shared by all the parents! Thank you to all the presenters for such a wealth of information in a short span of time, and for your "approachability"! Needless to say, one of the highlights for parents who meet each year is to spend time with each other, learning from each other, enjoying stories about their families, and just being able to relax in the company of persons who had children "just like their own" -- and who truly understood deafblindness.

Here's an animoto slide show showcasing the weekend:

<https://animoto.com/play/kRkf7Kq4ozuMIZ5O7GUtFg#>

A PRODUCT FROM NCDB

On transition. Take a look!

<https://nationaldb.org/pages/show/accessing-the-dream-preparing-deaf-blind-youth-for-a-self-determined-life>

Have feedback? Send to

Mike Fagbemi mike.fagbemi@hknc.org
National Center on Deaf-Blindness / Helen Keller National Center
Project Specialist
[516 393 -7596](tel:5163937596)

What does ACCESS mean to you?

Language is a strange thing. We hear a word or a phrase for the first time and it is “new” and fresh and has specific meaning to us. Over time, many such wonderful words and phrases become taken for granted – become “catch phrases” that are caught up in a web of usage that eventually dulls the edge of the real meaning or the meaning first intended. Many of these words in Special Education are hooked into legalese and then they become a bit scary too! For example, LEAST RESTRICTIVE ENVIRONMENT (LRE) is sometimes almost a battleground for people’s opinions. What it was meant to achieve was to make each individual child more at ease with his/her environment, his/her world, by providing access to a place and/or services which would support a natural process where they could become more meaningfully involved with their world.

ACCESS is another such word. It is a lovely word, and powerful too. Look up a thesaurus and you will find a number of words – not necessarily connected with Special Education. Take a look at these: (noun) admission, means of entry, approach. And other shades of meaning are conveyed by: connection, admittance, avenue, contact, course, door, entrance, introduction, key, passage, path, road, route, way. (verb) to make contact with or gain access to; be able to reach, approach, enter, etc. Underlying all this is the fact that every one of us needs ACCESS each day of our lives. **No ACCESS = FRUSTRATION.**



Each one of us needs:

- ⇒ **To be able to access (approach, reach, make/maintain contact with) people.** We do this all day long – whether with our family members each day, face-to-face at work with colleagues, or the grocery store, at our workout gym, en route during our morning run/walk – or we do this virtually via our phones, computers and all the modern day “apps” that go with them. Imagine a time when you break a leg and become immobilized. Add to that the fact that the internet is “down” as are all the cell-towers or satellite links. You cannot call 911, get to others, and others don’t know that you even want to! One of two things will happen. You will say: “Oh great! At least I will get some quiet time with no one to bother me. A time for peace! But ouch, this leg is killing me!” Or you will feel distraught, disabled (yes – dis-abled), and grumpy, “What am I supposed to do now?” Usually, unless the situation is truly dire, neither scenario lasts too long. People will come to our aid. Did I say “people”? Yes – we are naturally social beings – and we do need to connect with others. Yes – people NEED people. And we need a means by which to connect. An additional scenario – What if, when people finally reached you, you are unable to explain anything to them. A good example of this is conduction aphasia – where you can actually hear quite well, but cannot use speech. https://en.wikipedia.org/wiki/Conduction_aphasia
- ⇒ Let’s think a bit more about being deprived of people contact and companionship. You may have heard of “feral” children who were deprived of being with people and/or interacting with them. Read some sad – albeit extreme – true stories: <http://www.toptenz.net/top-10-feral-children.php> ; [https://en.wikipedia.org/wiki/Genie_\(feral_child\)](https://en.wikipedia.org/wiki/Genie_(feral_child)) ; <https://christopherjwwilkins.wordpress.com/2011/10/21/a-case-study-into-social-isolation-annas-story/> . There are also stories of hospitals that used a combination of restraints and isolation with such detrimental effects on the children.
- ⇒ **To be able to find our “stuff” each day.** Imagine a day when you wake up and you cannot locate your coffee maker or coffee cup, your toothbrush and toothpaste, the toilet paper (remember those times when you go into an office toilet cubicle and you discover – too late! – that there is no more paper on the roll?), your clothes, your footwear – your books, purse/handbag, your laptop or iPad – and so on. All your family have already left – for work, school etc. There is no one around to help you find your stuff. We not only NEED our stuff, but we need to find it too! We need to be able to recognize it as “my stuff”. The lessening

of this ability happens with persons who have dementia or Alzheimers – and becomes a source of frustration to themselves as well as to those around them. There are actually situations where, if you are stressed or upset, or ill – or even just very distracted, that you can't find things that are in plain sight. There is a medical term for this – “schotoma” – and it's a mental blind spot. Read more about this: <http://sourcesofinsight.com/schotoma-why-you-cant-see-whats-right-in-front-of-you/> . “Agnosia” is a term that covers a broad spectrum of conditions that could occur. Broadly speaking, it is the inability to process sensory information – usually isolated to one sense (e.g., visual agnosia – when the person can see something, but cannot figure out what it is, cannot name it or distinguish it from others): <https://en.wikipedia.org/wiki/Agnosia>

⇒ Even worse is **finding your way around unfamiliar places**. For me – I still have a sense of panic when driving to a new place, especially in a new city. I don't use a GPS and I either make sure I drive the route the day before I need to be there (if that is possible) or I write a detailed set of instructions IN LARGE BOLD PRINT to carry with me. If I miss a turn (because I couldn't read that small print on the street sign), I become stressed. Add to that fact that the next street is a one-way street, and the next one doesn't connect back to where I thought it would connect! Lost! It's a good thing a GPS system helps to NOT get lost because the feeling of being lost is not a pleasant one. Unless you find yourself in this lovely neighborhood with flowers and trees and things to look at – and then you get more lost because you are distracted for a while.

⇒ **To obtain information**. This does not just happen from time to time, but is a constant “stream” of data, tips, clues, facts, news, cues.....all the time we are awake and aware. Can you even imagine a day when you do not get any information? This is an impossibility. Even if you were trapped in a box, in pitch darkness, with no sounds reaching you – you would be curious enough to get to know what it was that was surrounding you...like an unborn baby does. You would reach out to touch; you would push – with your hands, your feet, your body. You would bang and knock to see what you could hear. You would probably try and put your ear to the walls of the enclosure to see if you could get information that way. You would look around for a crack, or to see if there was a tiny chink of light coming from outside. You would sniff the air; perhaps even try to “taste” the walls to find out what they are made of. You would think of Houdini – and that would do you no good either!

Okay — so here's another example. You are on your way to an interview for a job, one that you have been anticipating for a long time. You have a folder with all the important information documented in it. En route to the interview, and as you were boarding the train, someone runs off with the folder. And “oops”, you left your smart-phone at home. You have a vague idea of the location of the interview since you know which station is your destination. And your interviewer's name was Mr. Smith — or was it Mr. Smithers, or Smothers You can't remember. It was all in the folder which you were going to review while on your way there. It is not that you are stupid, but circumstances created this huge dilemma. Do you have the time to go to a nearby café and access the internet to get some basic information? Or take a cab home to get a duplicate set you have on your desk? Or perhaps you could borrow some kind person's phone and figure out who best to call. You now lack essential information to help you succeed – and the consequences may be significant for you.

One final example for this section.... You enter a library, iPad in hand, ready to find what you need to write your paper for class. Suddenly you find yourself in a place where the people do not speak English, and all the volumes on the shelves are not in English either. And then your iPad also switches to another language! The unfamiliarity makes your sense of confidentiality fly out the window!!

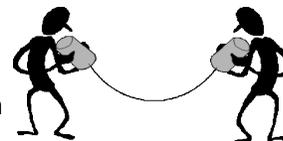
Case made? Keep reading.....



NOW—Consider ACCESS for Children who are DEAFBLIND

The children we serve have the same issues as we do — and we could add to the confusion and dysfunctionality we would experience, and still not know how to deal with this if we had no training to cope! We must systematically work on providing access and not expect it to happen in the same way as it would with most children who have no vision or hearing challenges.

⇒ **Communicating with people** is our main way of accessing the world around us. We make connections. We talk. Face-to-face, online, on the phone. We get information -- or help -- from people. Children who are deafblind are often isolated. They may not have the necessary connections or the skills to reach out into their world. That is why it is critical that we focus on communication – both receptive and expressive. A child needs to first understand what communication is – and be open to receiving messages. Many children who are deafblind display signs of what has been called “tactile defensiveness” or “tactile sensitivity”. They don’t like being touched. This may be because someone touching them had caused pain (e.g., a child in a neonatal unit who had blood drawn via heel sticks). It could also be because they have never truly bonded (via touch) with their mother or other family members. Or they just do not understand that touching them is necessary to inform them about something. At this point in time, they don’t know the value of touch, or the implications for themselves. The very first step in this process is the development of trust. Without this, communication will not happen. The child not only has to receive messages, but must allow messages to be given. In fact, the aim is for the child to actually reach out to get these messages. The reaching out is the start of expressiveness.



Receptive communication does not happen overnight and, with many children, it takes a long time for them to grasp what is happening and why. Expressive communication is even slower – and often families and teams are very discouraged when they don’t get to this stage sooner. Again, expressive communication may begin as secondary to receptive communication. That is, someone gives the child a message, and the child responds. This is the beginning of the two-way street we call “communication”. If it stays at this level, communication may stall. We want a child who is deafblind not to merely respond, but to also occasionally take the initiative and express themselves even when they are not “responding”. This is how our conversations are – sometimes one person taking the lead, and sometimes the other. We learn that there are “rules” embedded in conversations. We learn the art of turn-taking, not interrupting, being polite, listening carefully to the other person, and so on. We want a child who is deafblind to gradually learn these rules so they can converse with others in their environment and not just with one other person. The start in communication is best made with a limited number of persons – e.g., family members at home, and perhaps an intervener at school. But each person could then gradually expand the child’s experience with communication by opening his world out to others in it.

As a child learns to communicate, he also begins to gradually learn various concepts. If a communication “device” is introduced, the child should already have concepts that are relevant to the use of this new “tool” – for that is all it is – a tool. It is my opinion that another human being can be a better tool – and we should exhaust all avenues to a natural conversation before we venture into a tool-based system. It is a means by which to communicate, and not a substitute for any non-device communications that may already be in place. If the needed concepts are not a part of the child’s repertoire, the device can unfortunately become a barrier to communication, or stall what may have been the beginnings of communication. If I had no idea of what e-mail is, what it is for, how to access or use it, it would just be confusing – and learning to use a computer to access it would be useless too.

⇒ **Finding objects in the environment** is another way to ensure a child is learning how to organize his world – or be thoroughly frustrated because no one is teaching him organizational skills. If you are wearing a blindfold, you must rely on touch and other senses – and memory – to locate your “stuff”. If something is moved to another place, involve the child in the moving process. Make sure that changes in location occur rarely and only if they absolutely must. Make locations obvious, make them functional — and create connections – e.g. soap in a soap-dish on a specific part of a sink. In other words, locate objects where they are going to be used, or where it is most logical to store them. Mark the child’s property with braille, large print or other tactile tags (his name?) to distinguish what belongs specifically to a child. Continue to develop concepts in the process. Organizing involves directions, positions in space, shapes, dimensions, your own body and space, and so on. Orientation and Mobility instructors are an excellent resource for this. These professionals also teach how to read clues and landmarks in the environment – and how this is useful for travel – and finding our “stuff”. Sometimes something may fall to the floor, or roll further down a table – and out of reach. Orientation also includes how to search for dropped objects.

Organization is a skill that needs to be LEARNED – and, since this may not happen incidentally for a child who is deafblind — by watching or listening —it must be TAUGHT. Just telling a child to “put away” his toys, books etc. has no value in itself, unless he is learning why this needs to be done – and also how this will make his own life easier. Putting things away for him, or bringing everything to him is not a good idea. In the world of visual impairment, we call this the “good fairy syndrome”! This is counter-organizational. Even if a child is in a wheelchair, there is no reason for him not to learn how to organize his world – in order to access things.

In the process of learning organization, a child will learn many concepts – e.g., classifying (what things go together); matching (which shoes with which clothes); the purpose of drawers, closets and storage spaces – hanging vs. folded clothes, season-specific clothes; different types of toys in different spaces; backpacks and why we use these.

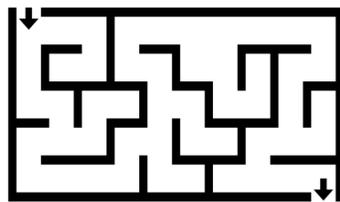


⇒ **Finding your way around** is another skill that does not happen automatically if you cannot see and hear well. The majority of cues and landmarks in the environment are visual or auditory. A child who is deafblind will need to learn “alternate” cues and landmarks that will make sense to him. For example, a change in flooring (carpet to tiles) indicates the location of a bathroom; the smell of lunch takes you to the cafeteria or kitchen, wall surfaces or lockers on walls may indicate how much further one needs to go. The use of a white cane is a more advanced way to “feel” where you are – the cane becoming an extension of your finger, your body, and your brain. Guide dogs are wonderful too.

Again – it should not be assumed that a child in a wheelchair who is unable to propel himself cannot “find” his way around. He can still make good use of a white cane (adapted or not) while someone else is pushing him around. There would have to be an understanding with the person pushing the wheelchair to notice what messages the child may send. For example, when he reaches a point, he may want to stop and enter a specific room he has located. The child will need to be taught how to convey messages to the person behind him.



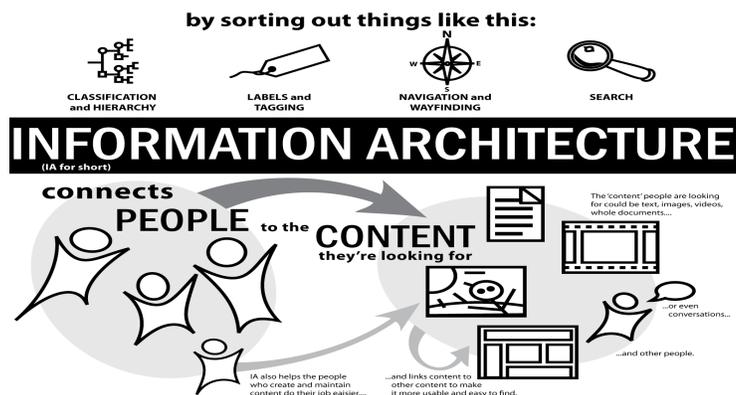
⇒ **Unfamiliar places** are much more “scary” and a child will feel less in control of his world. Again, it is very important that he trusts the person he is with – not just to navigate him through an unfamiliar space, but to educate him as they move through it. Let’s say they are at the local pumpkin patch. The location is crowded, with lots of noisy children running this way and that. And there are challenges to navigation – no smooth floors, bumps and hollows in the path, pumpkin vines to trip one up. Just walking a child through this is challenging, but at least if he knows what is tripping him up, it will be better. Reach down with him and feel the prickly vines and drying leaves, and the (mostly!) smooth pumpkins. As much fun as maze or a hayride can be for those of us who can both see and hear, you will need to be very creative to put some fun into it for a child who is deafblind. Otherwise, it will just be a walk with many turns, or a ride on a bunch of straw that makes one feel insecure!



⇒ **Obtaining information or sharing it** is possibly the most challenging of all. Widen those experiences!! Our students need to be able to communicate, and know how to communicate in ways that a seeing or hearing population will understand them. How would they even begin to know that the people around them do not necessarily connect with each other in the same way as they do with their close family or an intervener. They must learn that other people have other modes by which they communicate. Only then will it make sense that something other than their own modes of communication might be needed. For example, if a child has learned to communicate via concrete symbols, and these symbols are meaningful only to this child and no one else, they may not make any sense to someone who is not using these with the child on a daily basis. For a long time Helen Keller had no idea what shapes on her palm symbolized (alphabet) before she learned that she needed this to express herself to others.

Documenting information is important too, especially if there is a lot of information – and if the child who is deafblind needs to share this with someone else. There are ways to write – for example, in braille. Thanks to advances in technology, much of this, including braille, has made this simpler for a lot of children. Technology also helps bridge the gap between the ways a person who is deafblind communicates and others do (e.g. braille to print). Remember that communicating to and fro may also require documentation. The ICanConnect program which is nationwide is a tremendous help with this. Here’s a link to the location in Oregon: <http://www.icanconnect.org/how-to-apply/oregon>

Information connects people — and we say “knowledge is power”. True. But getting and sharing information is much more complex than we realize. We do this for ourselves almost automatically. We know how to find out things, and we know how to share. We need to provide our children who are deafblind with this same ability, and gift them with the power it provides.





Make something of these RESOURCES to promote ACCESS!! And there are many more.....

Below are a selection of videos and websites. I thought perhaps you could look at these and see if you could use them when you make the world around you more aware of what ACCESS really means for children who are Deafblind. It is so much broader than is often thought!

Max: Communication with a Deaf-Blind child: <https://www.youtube.com/watch?v=D5I7X5ND2dM>

Reflections on Deaf-Blindness: Hands and Touch: <https://www.youtube.com/watch?v=jJ3yHmB6bLk>

Max: Walking with a Deaf-Blind Child: <https://www.youtube.com/watch?v=2mkb5eyslIE>

Accessing the internet: <http://www.govtech.com/internet/iCanConnect-Helps-Deaf-Blind-Americans-Access-the-Internet.html>

Technology for people who are Deaf-Blind: <https://www.youtube.com/watch?v=-OE6zr1TXQo>

Communication Technology for Persons who are Deaf-Blind: <https://www.youtube.com/watch?v=0QiTu26Own0>

Deaf-Blindness (from the National Family Association for Deaf-Blind: <https://www.youtube.com/watch?v=7ug5wxz8ack>

Touching Lives: The World of the Deaf-Blind: Faith Matters: <https://www.youtube.com/watch?v=MI7DSVduQ2E>

The Power of Technology (Gallaudet University): <https://www.youtube.com/watch?v=l63FV5YbFKI>

~~~~~

The **National Center on Deaf-Blindness** has a ton of information on their website (<https://nationaldb.org>). Here are a few:

- Access to the General Curriculum: <https://nationaldb.org/library/page/40>
- Accessing the Dream: Preparing Deaf-Blind Youth for a Self-determined Life: <https://nationaldb.org/pages/show/accessing-the-dream-preparing-deaf-blind-youth-for-a-self-determined-life>
- Developing Concepts with Children Who are Deaf-Blind: <https://nationaldb.org/library/page/1939>
- Early Interactions with children who are Deaf-Blind: <https://nationaldb.org/library/page/2062>
- Talking the Language of the Hands to the Hands: <https://nationaldb.org/library/page/1930>

~~~~~

So does **Perkins School for the Blind** (www.perkinslearning.org):

- Communication Technology for persons who are Deaf-Blind: <http://www.perkinselearning.org/videos/webcast/communication-technology-persons-who-are-deafblind>
- How to use Uber checklist: <http://www.perkinselearning.org/technology/blog/om-how-use-uber-checklist>
- A new world with my guide dog Atlas: <http://www.perkinselearning.org/transition/blog/new-world-my-guide-dog-atlas>
- Wheelchair orientation and mobility: <http://www.perkinselearning.org/videos/webcast/wheelchair-orientation-mobility>

~~~~~

## FACEBOOK SHARE



### Parent Learning Weekend 2017:

Hello to all our wonderful parents -- here is the animoto slide show of our recent parent weekend -- July 2017:

<https://animoto.com/play/kRkf7Kq4ozuMJZ5O7GUtFg>

**Important Legislative Information— about the the Cogswell-Macy Act. It includes interveners:**

<https://www.markey.senate.gov/news/press-releases/senators-markey-and-capito-introduce-legislation-to-improve-educational-opportunities-for-visual-and-hearing-impaired-students>

### Braille and Literacy ideas:

- ◆ Useful tool!! <http://www.pathstoliteracy.org/resou.../braille-readiness-grid>
- ◆ Good idea to use this for other fruit, vegetables. It's cool. Take a look! Pumpkin fun!! <http://www.pathstoliteracy.org/stra.../pumpkin-experience-book>
- ◆ Here's a challenge that was taken on and met: <http://www.pathstoliteracy.org/b.../teaching-ell-who-deafblind>
- ◆ Playing with the six-dot cell: <http://www.pathstoliteracy.org/resou.../lets-play-six-dot-cell>
- ◆ The art of LISTENING: <http://www.pathstoliteracy.org/blog/listening-skills>
- ◆ Teaching place value: <http://www.pathstoliteracy.org/.../teaching-place-value-using...>
- ◆ Word-search - in Braille..... <http://www.pathstoliteracy.org/strategies/make-your-own-braille-word-search-puzzles>

### Independence/Transition

- ◆ Self advocacy goals: <http://www.pathstoliteracy.org/resources/self-advocacy-goals-15-ideas-field>

### Health

- ◆ Complex Child -- Allergies and Intolerances: <https://pub37.bravenet.com/bravemailer/v2/online.php...>

### Other newsletters:

- ◆ Sharing the Hawaii-Pacific project's newsletter: <http://www.pdb.hawaii.edu/.../07/HPDB-Newsletter-June-2017-2...>

### Fun Stuff

- ◆ Another accessible game! <http://www.pathstoliteracy.org/.../noahs-ark-new-electronic-g...>
- ◆ Have some fun with this free APH app: <http://www.pathstoliteracy.org/.../slapstick-math-free-ios-ap...>

### Conferences:

- Enough pre-warning -- maybe you can get to this conference? <http://www.pathstoliteracy.org/events/texas-focus-2018>

### Play:

Play to learn: <http://www.pathstoliteracy.org/blog/games-are-fun-and-they-help-children-learn>

HAPPY THANKSGIVING ALL!!



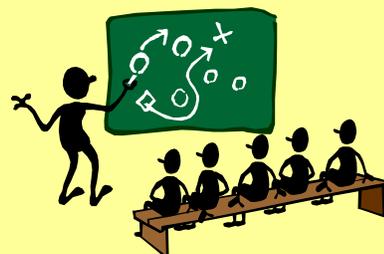
### THANKSGIVING:

- Cute idea! Thankful Turkey Jar: <http://www.pathstoliteracy.org/strategies/thankful-turkey-jar>



## THE OREGON DEAFBLIND WORK GROUP

|                            |                                                         |
|----------------------------|---------------------------------------------------------|
| <b>Malina Lindell:</b>     | Region one, Eastern Oregon                              |
| <b>Brenda Kreuger:</b>     | Region two, Central Oregon                              |
| <b>Lynette Kleespies:</b>  | Region three, Southern Oregon                           |
| <b>Terry Cadigan:</b>      | Region four, Cascade Regional                           |
| <b>Anne Olson-Murphy:</b>  | Region five, Willamette Regional                        |
| <b>Darlene Daniels:</b>    | Region six, Columbia Regional                           |
| <b>Trish Orr:</b>          | Region seven, Lane Regional                             |
| <b>JJ Isaacson:</b>        | Region eight, Northwest Regional                        |
| <b>Sharla Jones:</b>       | Oregon School for the Deaf/RMT representative           |
| <b>Linda Brown:</b>        | Oregon Department of Education                          |
| <b>Kathy Eckert-Mason:</b> | Department of Vocational Rehabilitation                 |
| <b>Sarah Mora:</b>         | Oregon Commission for the Blind                         |
| <b>Linda McDowell:</b>     | NCDB representative, The Research Institute at WOU      |
| <b>Caitlin Shockley:</b>   | FACT/PTI parent representative                          |
| <b>Lyn Ayer:</b>           | Oregon Deafblind Project, The Research Institute at WOU |



### WEB INFORMATION:

The Oregon Deafblind Project Website: [www.oregondb.org](http://www.oregondb.org)

The home page has our newsletters, both current and archived.

Also get frequent information from our Facebook page:

<http://www.facebook.com/pages/Oregon-Deafblind-Project/132672043449117>

We also have our newsletters and other information on our web-page with our partner organization, the Oregon Department of Education:

<http://www.ode.state.or.us/search/results/?id=185>



## Contact the Oregon Deafblind Project!

Jan Hearing, Roxanna Marvin:  
Grant Project Co-Directors  
Oregon Deafblind Project  
Western Oregon University (TRI)  
345 N. Monmouth Ave  
Monmouth, OR 97361

[hearingj@wou.edu](mailto:hearingj@wou.edu)  
[marvinr@wou.edu](mailto:marvinr@wou.edu)

(503) 838-8328  
(503) 838-8838



[www.oregondb.org](http://www.oregondb.org)



The opinions and policies expressed by this publication do not necessarily reflect those of The Research Institute at Western Oregon University or the U.S. Department of Education. You should therefore not assume endorsement of the content by either the Federal Government or The Research Institute at Western Oregon University.



The Oregon Deafblind Project is funded through grant award # H326T130008 OSEP CFDA 84.326T U.S. Department of Education Office of Special Education OSEP Project Officer: Susan Weigert



Jan Hearing, Oregon Deafblind Project  
Western Oregon University  
The Research Institute  
345 N. Monmouth Ave  
Monmouth, OR 97361