



The Newsletter of the New England Center Deafblind Project
175 North Beacon Street • Watertown, Massachusetts 02472 • Tel: 617-972-7515

N E C



www.necdbp.org

Contents

Warm Summer Greeting	1
A Day in the Park	2
What My Child Enjoyed	3
Communication Made...	4
Project News	8
Summer Institute	8
CVI Advisory Training	8
Hearing Workshop	8
Family Day	8
"in touch" Spotlights	9
Family Weekend	11
Save the Dates	11
Directory	12

A Warm Summer Greeting from NEC!

by Tracy Evans Luiselli, Ed. D., NEC Project Coordinator

Can it be that just a few months ago we were shoveling snow? Ah - the beauty of New England! Oh - in case you are wondering - the NEC Family Weekend is on the way. Mark your calendars for November 18 - 20, 2005 at the beautiful Sea Crest Resort in North Falmouth, Massachusetts!

Inside our Summer Newsletter you will find information regarding strategies to facilitate communication, both in structured settings and natural environments.



Research in the fields of deafblindness and special education indicates that communication is best facilitated when children have preferred "things" to communicate about and when consistent strategies are employed (Downing, 1999; Rowland, 1997). For many of our children, it is not easy to discern what activities/leisure items they enjoy the most, as their responses are often subtle and may be inconsistent. We suggest that you create a list of the "summer things" (activities, toys, leisure times) that your child seemed to enjoy the most, how you or family members responded. Then pass along the list to your child's teacher in September (times that your child laughed the hardest, smiled the longest, reached for someone). Keep it simple - no longer than one page (*see enclosed sample page 3*).

If you are a teacher - try to use the first week's of school to sit back and enjoy the students in your classroom. We are often too busy "doing", not taking the time to reflect on our teaching or watching what children are trying to tell us (e.g.: "I'm tired"; "I'm bored"; or "I like that"), and in what form (smiling, changes in breathing, reaching, vocalizing, eye widening, pushing away).

We hope you enjoy the last gasps of summer and beauty of early fall - go and have some fun!



Office of Special
Education Programs

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

A Day in the Park, New England Center Style!

I have a perfect recipe for you. It is guaranteed to make many people smile in the park. Start with beautiful weather, add a beautiful waterfront setting with shady willow trees, combine families, friends, caring volunteers and staff from Perkins School for the Blind and the New England Center Deafblind Project. Don A Day in the Park, New England Center Style.

by Janette Peracchio

Don't forget your giant bubble maker; the face painting kit; the seashell craft frames; a visiting iguana; t-ball for



Left to right, Merisha Burton is enjoying face paint by Whitney Cheshire, Teacher at Perkins School for the Blind. Photo by Megan Majors.

all; your giant, rainbow parachute; a merry-go-round next to "the world's best popcorn" vendor; the purple truck with the caterers who grilled hamburgers, chicken, and juicy racks of ribs, and served salads and fudgy brownies for dessert. You will not have to ask if everyone is having fun, you will see it on their faces.



Enjoying a friend. Left to right, Lacey Suter & Sharon Steltzer, Teacher at Perkins School for the Blind. Photo by Megan Majors.

This "recipe" is a description of the New England Center's Family Day at Salem Willows Park in Salem, Massachusetts. It took place on June 4, 2005 for all to



Taking a break under the willow trees. Left to right, Mr. Quinlivan, with daughters Sara and Rachael. Photo by Megan Majors

enjoy. It was so nice to see children going around the t-ball bases in a wheelchair; children meeting new "best friends"; parents connecting and sharing with each other; and watching strangers smile as they watched all of the fun that was going on. Thank you to all of the planners and helpers for making this a wonderful day in the park. I know I will NOT miss it if it appears on the "Calendar of Events" list in the NEC Newsletter next spring.



Left to right, Merisha Burton of Connecticut is making new friends with the Zagrobski family of Massachusetts, from left to right, Walt, Vee and daughter Heather. Photo by Megan Majors.

Share Your Child's Growth ...

If you have a story regarding one of your child's experiences that you would like to share with us contact; (NEC) The New England Center Deafblind Project at 617-972-7515 or email us at NEC@perkins.org.

What My Child Enjoyed The Most This Summer

Name: _____

	<u>Activity</u>	<u>Object</u>	<u>Color/Texture</u>	<u>(check all that apply)</u>			
				<u>Vocalized</u>	<u>Eyes Widened</u>	<u>Reached</u>	<u>Other</u>
1.	_____	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____	_____

List what your child did this summer. Describe how your child reacted/responded (smiling, changes in breathing, reaching, vocalizing, eye widening). Share this list with your child's teacher's and staff.



I Wish You Enough . . .

Author Unknown - Submitted by Susan DeCaluwe, M.Ed., Educational Consultant, MA,

Recently, I overheard a mother and daughter in their last moments together at the airport. They had announced the departure. Standing near the security gate, they hugged and the mother said “*I Love You, I wish you enough.*” The daughter replied, “*Mom, our life together has been more than enough. Your love is all I ever needed. I wish you enough, too, Mom.*” They kissed and the daughter left.

The mother walked over to the window where I was seated. Standing there I could see she wanted and needed to cry. “*When you were saying good-bye, I heard you say ‘I wish you enough...’ May I ask what that means?*”

She began to smile. “*That’s a wish that has been handed down from other generations. My parents used to say it to everyone.*” She paused a moment and looked up as if trying to remember it in detail and she smiled even more.

“*When we said ‘I wish you enough’ we were*

wanting the other person to have a life filled with just enough good things to sustain them.” Then turning toward me she shared the following as if she were reciting it from memory - - -

*I wish you enough sun to keep your attitude bright.
 I wish you enough rain to appreciate the sun more.
 I wish you enough happiness to keep your spirit alive.
 I wish you enough pain so that the smallest joys in life appear much bigger.
 I wish you enough gain to satisfy your wanting.
 I wish you enough hello’s to get you through the final good-bye.*

She then began to sob and walked away...

They say it takes a minute to find a special person, an hour to appreciate them, a day to love them, but then an entire life to forget them.

TAKE TIME TO LIVE.....

My friends and loved ones, I wish YOU enough!!!!!!

Communication Made Easier

Facilitating Transitions for Students With Multiple Disabilities

Steven Peck

As a teacher of students with multiple disabilities, I have been faced with several student transitions. The term *transition* can refer to vertical transition (e.g., from early intervention to preschool or from secondary education to vocational setting) or horizontal transition, in which a student moves from one setting to another (e.g., from separate school to neighborhood school or from one school program to another). Polloway, Patton, and Serna (2001) discussed many transitions that must be planned for in the lives of students with disabilities.

Many students with intensive, multiple disabilities present challenging characteristics and need highly individualized strategies for coping with their disabilities. For example, communication skills may be personalized, mixing expressive words with gestures and symbols, objects, lights, pictures, and so forth. In these cases, any transition (vertical or horizontal) is likely to require careful planning.

Sometimes, students move great distances between programs (e.g., cross-country family moves), and teacher-to-teacher verbal communication isn't readily available. Other students move

Many students with intensive, multiple disabilities present challenging characteristics and need highly individualized strategies for coping with their disabilities.

short distances but have many idiosyncratic needs and skills, necessitating a great deal of communication between teachers, aides, therapists, and other specialists to avoid losing gains that may have been hard won in the previous classroom.

Self-advocacy is an important skill for students with disabilities to acquire (Wehmeyer, 1996). Hamill and Everington (2002) argued that people with disabilities must learn to speak for themselves and to participate in their curriculum and life planning. Students need to have their own "voice," even when it is not a verbal voice.

Some of my students were moving to places where I knew that I would never be able to speak with their new teacher and team (e.g., out of country), and other students had so many highly individualized needs that I knew the receiving teacher and team would never be able to remember all the issues if we simply had a meeting or two. For these reasons, I developed a book format that gives the student a voice and the ability to tell new teachers, aides, therapists, and specialists what skills and special challenges he or she faces daily.

Students who have better verbal skills can be taught to self-advocate and to describe their strengths and weaknesses, physical pains, motor limitations, and so forth. Students who are essentially nonverbal and who have limited communication skills typically find this impossible to accomplish, and these 15- to 25-page loose-leaf binders substitute for their voice.

Is This the Student's Voice?

Students with nonverbal communication skills rely on alternative methods to voice their needs, feelings, and responses. Most people would readily recognize the meaning of a smile and a thumbs-up gesture in response to a question; how-

ever, many students with severe disabilities develop their own nonverbal gestures that gradually become known only to parents and teachers who work with them regularly. For example, a student searching for a means to communicate his desire to walk to a sunny part of the building became animated when he was wheeled near that place in his wheelchair. I learned that this animation meant that he wanted to visit that area. He was then taught to “voice” this desire by pressing a large augmentative switch that was programmed to enunciate the phrase “Walk, please.” The animated gestures were his original voice; these were then replaced by his use of the switch.

In the books that are described here, the student’s voice is interpreted by the teacher into longer verbal statements, but the original expressions are those of the students.

“Spend the Day With Me” Books

To place the student in the self-advocacy role, I prepare books as first-person narratives accompanied by many distinctive photographs. A “Spend the Day With Me” (SDM) book usually begins

Self-advocacy is an important skill for students with disabilities to acquire.

with a brief personal case history, just to recap major life events. The emphasis quickly shifts to communication and other functional skills that are critically important to the receiving team. The following examples are drawn from several cases, but each book followed a similar format.

Communication Skills

Erica is a 13-year-old student who is legally blind and has a moderate hearing loss, for which she wears hearing aides. She is learning to use object symbols as her formal communication system. She uses an object calendar system

Figure 1. Erica explains her total communication approach.



Here I am reaching for the object symbol representing “music class.” If you notice, the picture is both on the symbol itself as well as on the background board behind it. It is important to remember that I may not always reach for the correct symbol, and this is why it is crucial for me to receptively learn the name of each object symbol. Once I have learned the name of each object symbol, it will be easier for me to reach for the desired object symbol, and furtheróthe picture!

to anticipate each activity throughout the day. Figure 1 shows Erica reaching for an object symbol (a tambourine, which means music class) paired with the picture of that object (a picture of tambourine) while repetitively listening to the spoken word “music.”

Object Symbols

Many students with severe disabilities need frequent repetition and regular practice to learn and maintain object symbol communication skills. Therefore, continuity between programs is very important because representation of daily activities is exhibited in this manner. Douglas, a student with spastic cerebral palsy and right-side paralysis, had unique communication needs. He was nonverbal and unable to express needs or desires. We had prepared him to communicate with us by using an object calendar system with concrete object symbols to represent activities throughout the day (see Blaha, 2001, for a more complete description of this technique).

Object Calendar System

Figure 2 shows a page from Douglas’ SDM book, which depicts some of his personal and communication skills.

Figure 3 shows a page in which Douglas is explaining how he needs to

be assisted in removing his coat, a task which, if done incorrectly, will be painful for him (and could even break his arm.)

Physical Therapy/Lifting and Transporting

Figure 4 is a page from Douglas’ SDM book in which he explains the easiest and most comfortable way to transport him in and out of his wheelchair.

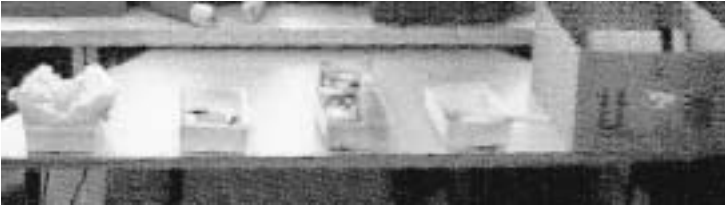
Who Uses These Books?

SDM books have been used by teachers, aides, parents, therapists, and other spe-

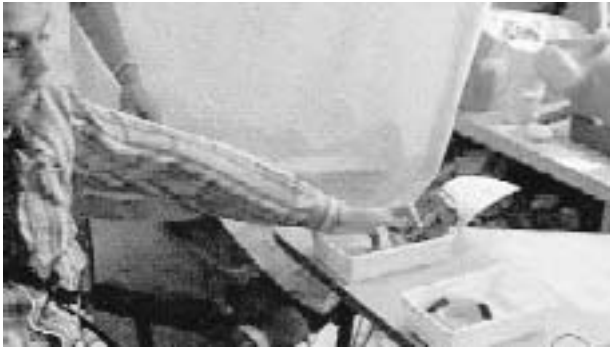
“Spend the Day With Me” books are effective ways for nonverbal students to communicate their needs.

cialists who work with students with multiple disabilities. In addition to the books that I have prepared and distributed, I have also presented workshops on this technique to teachers, administrators, and therapists who have in turn begun to use SDM books for their students. The evaluative comments to date

Figure 2. Object Calendar System page from Doug's SDM book



This is my object calendar system that I use to represent the activities throughout the day. By reviewing the calendar system with me in the morning I can anticipate some of the upcoming activities. The big box at the end is my "finished box".



I will reach out for the object when pulled up to the calendar system on my left side. I have a hard time following the proper left to right sequence throughout the day, and often reach for the first object in sight. You'll have to help me find the right object that represents the activity.



After I reach for the object symbol independently, I will need help grabbing and holding it as I bring it to the activity. I'll also need help placing the symbol in the "finished box".

have been extremely positive (see box, "Qualitative Evaluation Comments").

In addition to the previously mentioned sections of the SDM books, there are other areas to individualize a student's personal book. Some topics that have been included are assisted daily living skills, physical therapy particulars, mealtime specifics, and specialized

equipment. All of these areas include specific pictures that accompany text as shown in the ideas presented here.

Final Thoughts

When students with multiple disabilities must move to new programs, the teachers, parents, and staff who already

Qualitative Evaluation Comments

The following comments were reported by Charlotte Cushman, the educational consultant in Maine for the New England Center Deafblind Project, who shared the SDM technique with teachers in her region.

- Told in first person—makes it more personal.
- Excellent use of photos to illustrate all points.
- Demystifies medical and physical needs (nebulizer, g-tube, wheelchair transfer, etc.).
- Specific information about how to position [the student] during various activities, with a photo showing exactly how to do it.
- Comprehensive—you really included *everything!*

People often react by saying that a picture really does paint a thousand words. In general, people have been excited about using this as a transition tool, but also as a tool to have on hand for substitutes and new members of the team. We have also made them with a different angle for peers and for family members (e.g., one team wanted to make something for the students' cousins because they saw each other frequently but had no idea how to interact with this student).

know them need to assist them in expressing their preferences, unique needs, and individual communication styles. SDM books provide an opportunity for students to express their voice and to communicate essential information to the receiving teachers, aides, therapists, and specialists who will continue to assist their growth. Pictures focused on critical skills and accompanying verbal explanations of these pictures enable receiving staff to continue successful strategies in a consistent manner.

References

Blaha, R. (2001). *Calendars for students with multiple impairments including deafblind-*

Figure 3. Doug tells people how to assist him in removing his coat



Helping me take my coat off can be a tricky task, so here's the easiest and least painful way. Start with the left arm because that is easier for me to bend. Slide the coat out from the left arm then pull my shoulders forward a bit to get the jacket out from my back. Next, slide the coat according to the curves of my elbow, wrist, and hand. If you can avoid bending the elbow and wrist at all times it will keep this process pain free. Thanks!

Figure 4. Doug explains the easiest and most comfortable way to transport him.



The best way to lift and transport me from my wheelchair is with two people. One person should stand behind me and place his or her hands under my arms. This person also needs to tuck my left arm in against my body so it doesn't sway and get caught during transport. The second person can place his or her hands under my knees and lift my legs together. Many times when I am transported from my chair I will express pain and discomfort.

ness. Austin, TX: Texas School for the Blind and Visually Impaired.

Hamill, L., & Everington, C. (2002). *Teaching students with moderate to severe disabilities: An applied approach for inclusive environments*. Columbus, OH: Merrill Prentice-Hall.

Polloway, E, Patton, J., & Serna, L. (2001). *Strategies for teaching learners with special needs* (7th ed.). Columbus, OH: Merrill Prentice-Hall.

Wehmeyer, M. (1996, December). Student self-report measure of self-determination for students with cognitive disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, pp. 282-293.

Steven Peck, *Special Education Teacher, Garfield School, Revere, Massachusetts.*

Address correspondence to Steven Peck, Garfield School, 146 Garfield Avenue,

Revere, MA 02151 (E-mail: speck@revere.mec.edu).

TEACHING Exceptional Children, Vol. 36, No. 5, pp. 60-63.

Copyright 2004 CEC.

Project News!

by Cheryl Harvey, NEC Project Assistant

New England Center is working hard to keep you informed of our latest upcoming events and trainings. If you know of someone who would benefit from these trainings please pass along this information.

Summer Institute

On July 28th and 29th we conducted our Summer Institute 2005 entitled: **“Prematurity - Medical and Developmental Considerations.”** This New England Based Training focused on increasing the knowledge of educators and personnel working with infants and children born prematurely, and was co-sponsored with the Perkins Training Center.

Dr. Al Lantzy (Neonatologist from Pennsylvania Hospital) and Dr. Christine Roman (Western Pennsylvania Hospital) co-presented. Also, parents from Perkins Preschool Services participated in a Parent Panel Discussion.

Key Topics Addressed: **Development of the Brain and Causes of Prematurity; What Makes a Pregnancy “High-Risk”; The NICU Experience and Environment; The Role of the “Developmentalist” in the NICU; Premature Infant Screening and Assessment; 10 Problems of Prematurity; Long-Term Developmental Outcomes in Children Born Prematurely.**

12 hour-PDP's were awarded upon completion of the two full days. The training was held at the Westford Registry Inn & Conference Center in Westford, MA.

CVI Advisory Training

We held our CVI Advisor Training Module #3 in June. Advisors turned out from four states anxious to review videotapes and further their knowledge on the topic of Cortical Vision Impairment. We are thankful to Dr. Christine Roman for her encouragement and support to CVI Advisors.

Audiology Webinar

On July 12, 2005, NEC conducted a webinar entitled **“Audiological Considerations for Children who are Deafblind and have Multiple Disabilities”**. The webinar was presented by Bob Gilmore, President and Director of Common Sense Hearing. Bob is a renowned

educational audiologist who has experience with children who have multiple disabilities or who are deafblind.

You can access the webinar at (<http://events.streamlogics.com/conferencedepot/perkins/jul12-05/>). This link also will be added to our website when it becomes available. The following topics were addressed. The Role of the Audiologist; Common Audiological Terms; Effective Audiological Management Strategies; Prevalent Auditory Conditions in Infants and Toddlers; and Preliminary Information Regarding Assessment and Intervention Strategies.



Harvest Day at Honey-Pot Hill Orchards

Our NEC Family Day is upon us, we are in the planning process now. Last year everyone enjoyed the day, meeting new people and seeing old friends. Family reviews from last year were outstanding. Keeping this as a familiar event for both the kids and the families is key. Families requested a place to gather for conversation or to meet new people and Honey-Pot Hill has created a place with a canopy, where you will be able to sit, talk, and relax while having lunch. We look forward to seeing you there and hope more of you will join us this time!

*It's that time again!
Save the date!! For the
Second Annual Apple
Picking and Harvest Day!*

**September 24th, 2005
Rain or Shine
12 - 4 PM**



NEC will treat you to the following:

- Bag of Apples
- Apple Cider and Donuts
- Accessible Hayrides
- Fun in the Maze
- Picnic Area (Bring your own lunch or snack)



If you are interested in joining us, please watch the mail - your invitation is coming!



“in touch” Spotlights

“in touch” is instituting a new feature where we highlight an individual in one of the NEC New England states who has done exemplary work with deafblind children.

From New Hampshire:

*Submitted by Evelyn Kelso, Educational Consultant (NH)
A lifetime of service to deaf and deafblind multihandicapped children by Mary Morse.*

The Past: I have been asked to write about my background, highlights of my career and what activities currently are of passionate interest to me (but not to include a long dissertation on my five grandchildren). As many of you know, I began my career during the last century at Perkins, working at the school for 5 years but living on the campus with my husband for 10 years. In fact, our three children were born during our Perkins days. This outstanding beginning of my career subsequently led me to teach in a small woman’s college in New Hampshire and then to develop and direct one of the first early intervention programs in the United States, the NH, M.I.C.E. Program. I directed this statewide program for infants and toddlers who were visually impaired or deafblind for 12 years and then had the fortunate opportunity to study for my doctorate at Florida State University in a program led by Pearl Tait, Ph.D. and mentored by Jan Van Dijk, Ph.D. Upon my return to New Hampshire, I worked for 10 years as the statewide consultant for students who were deafblind and those who had other significant challenges in addition to visual disabilities. I now work as a consultant for an educational agency, known by the acronym, SERESC. This position has opened numerous new areas of interest and challenges. Thus, four plus decades have passed in a blink – or so it seems.

The Present: Frequently, I am asked when I plan to retire. The question always surprises me but my answer is, “not soon”. There are too many activities of great interest to me that I have no time to retire. As some of you know, I continue to work on behalf of students who are deafblind and those who have

other significant challenges in addition to visual disabilities. In the course of this work, I have seen hundreds upon hundreds of students with cerebral visual impairment (CVI) and have followed many from infancy into their teen or adult years. Systematic data kept during their academic careers has allowed me to publish many articles on various aspects of CVI. About 7 years ago, I became acutely interested in students who were diagnosed with CVI but were able to walk, talk and engage in formal



academic work with proper supports. A great majority of these students shared common observable characteristics such as difficulties in facial discrimination, auditory processing problems, reading difficulties, pragmatics and other behaviors that could not be attributed to ocular visual impairments or traditionally-defined learning disabilities. Many of these students also were diagnosed with autism, ADHD, behavioral disorder or other labels. Thus, a new avenue of service and research became available to me and the results of that work will be submitted for publication within the year. Finally, I serve as the special education consultant for both the U.S. Cornelia de Lange Syndrome Foundation and the International Scientific Advisory Council of the Cornelia de Lange Syndrome Federation. In this capacity, I provide consulting and research services in the United States and around the world.

To Sum It Up: I have gone from classroom teacher, administrator and itinerant direct service consultant to state, national and international consultant and researcher. Along the way, I have received many awards. The biggest award, however, has been the privilege of working with so many children and families, all of whom have taught me so much, and the many professionals I have collaborated and worked with during my professional journey. As I say repeatedly to my husband, if given the opportunity, I would do all of it again.

- Mary Morse



From Massachusetts:

Submitted by Susan DeCaluwe, Educational Consultant (MA)

During January 2005, NEC asked each state to identify a person or team to highlight for the newsletter. MA would like to HIGHLIGHT and applaud the Worcester Public Schools TEAM working with Joey Johnson. In addition to Joey's parents is the direct service staff: Kimberly Stegbuchner (Teacher of the Deafblind and Intensive Special Needs), Jane Rosen (Certified Orientation and Mobility Specialist), Catherine Weru (Certified Nursing Assistant), Maggie Terrio Lawler (Teacher of the Deafblind). The administrative staff: Jeffrey Rubin (Special Education Director), Midge Wetzel (Assistant Director of Special Education), Jane Grady (Principal of the ALL [Accelerated Learning Lab] School. And the consultation staff: Sharon Martella, OTR, Kathy Smith PTA and Denise Baker (Department Head of Speech, Language and Communication).



The Johnson Family. Family Day at Salem Willows Park June 4, 2005. Top Joey's brother Matt. Bottom left to right Joey's mom Joanne, Joey and dad Joe. Photo by Megan Majors.

Joey Johnson turned 18 in October, 2004. He entered Worcester Public School in 1989 at the age of 3. He is deafblind. He was placed in total service classrooms with teachers trained in moderate special needs. His deafblind education began in April, 2003 when he entered the ALL School for his high school years. Students in the city of Worcester who are deaf/hard-of-hearing attend the ALL School. Staff for Joey consists of a teacher of Intensive Special Needs/Deafblind and a certified orientation and mobility specialist with 17 years experience in the field of deafblind. A full-time CNA is assigned for personnel care. Joey's schedule consists of a community-based program, 5 days a week. He travels throughout the day using the WTRA, paratransit system. Joey does laundry, grocery shops for his family and participates in a Rehab. Teaching Program where he works on ADL Skills i.e., hygiene, lunch prep. He shreds confidential documents at the administration building and swims at the Greendale YMCA with 9 students visually impaired. Joey went from lying on a mat to participating in his community on functional, age appropriate, meaningful skills. He communicates with a tactile schedule/calendar system. Staff uses hand under hand sign.

Joey is known in his community and has become an active participant. With the loving support of his Mom and Dad and his brother Matt, Joey's team has helped him grow and become the wonderful, accomplished young man he is today.

Openings in Maine

By Cheryl Harvey (NEC Project Assistant)

We are sad to say Charlotte Cushman is no longer our Educational Consultant in Maine. Charlotte has decided to retire from this position. We are currently looking for an Educational Consultant in Maine as well as a Family Specialist. If you think you would be interested in either of these positions or you know of someone who might be interested please send in your resume to the New England Center, Attn: Tracy Evans Luiselli. Please note: Charlotte will be available on a periodic basis to provide training and consultation.

Has Your Address Changed?

If you are receiving too many copies, recently moved, changed your name, call Cheryl Harvey at (617) 972-7515 or email; NEC@Perkins.org to update our database with the corrected information. Please note this mailing is distributed to a population of over 4,200 people. We want to keep it coming to all of you!

“Save the Dates” Upcoming Trainings, Workshops and Events

Date	Event	Location
July 12	Webinar - Hearing Workshop #2, Bob Gilmore	On-line
July 28 & 29	Summer Institute: Prematurity: Medical and Developmental Considerations.”	Westford Regency Conference Center, Westford, MA
September 24	Family Day: Apple Picking at Honey-Pot Hill Orchards	Stow, MA
September 29, 30, Oct 1	INSITE (Part II)	Holyoke, MA
October 27, 28	CVI Training	TBD
November 18,19,20	Family Weekend: Sea Crest Resort and Conference Center	North Falmouth, MA
TBA	Learning About Deafblindness Series (INSTATE)	Gardner, MA

Family Weekend is Back!

It’s finally here! Mark your calendars! NEC Family Weekend 2005 entitled: **“HOPE, JOY, & THANKS-GIVING”**, November 18,19, and 20, 2005 at the Sea Crest Oceanfront Resort and Conference Center, North Falmouth, Massachusetts.

Come as a family. Make new friends, reconnect with old friends. There will be something for everyone. Come prepared to Rest, Relax, Learn, Eat, Dance and Play. There will be activities planned for the whole family. Child care will be provided. Parents are responsible for children during meals and evening hours.

Watch for registration packets in the mail. Space is limited, so please remember to return your registration packet to NEC ASAP (as soon as possible). Families will be accepted on a first come first serve basis. No registrations will be accepted by telephone.

We look forward to seeing you then!!!

~ The NEC Staff

New England Center Deafblind Project Contact Information

NEC Main Office

New England Center
Deafblind Project
175 North Beacon Street
Watertown, MA 02472
TTY: (617) 924-5525
Fax: (617) 972-7354
www.necdbp.org

Barbara Mason

Project Director
(617) 972-7502
Barbara.Mason@perkins.org

Tracy Evans-Luiselli

Project Coordinator
(617) 972-7517
Tracy.Luiselli@perkins.org

Cheryl Harvey

Project Assistant
(617) 972-7515
NEC@perkins.org

Connecticut

Board of Educational Services for
the Blind
184 Windsor Avenue
Windsor, CT 06095
(800) 842-4510
Fax: (860) 602-4030

Karen Olson

Education Consultant (CT)
karen.olson@po.state.ct.us
(860) 602-4191

Kathy Morgan

Education Consultant CT)
katherine.morgan@po.state.ct.us
(860) 602-4185

Janette Peracchio

Family Specialist (CT)
janette.peracchio@po.state.ct.us
(860) 602-4128

Andrea Garewski

Family Specialist (CT)
andrea.garewski@po.state.ct.us
(860) 602-4128

Maine

Catholic Charities Maine
1066 Kenduskeag Avenue
Bangor, ME 04401
(207) 941-2855
www.ccmaine.org

Jean Small

(ME)
(207) 941-2855
jsmall@ccmaine.org

Open

Education Consultant (ME)

Massachusetts

175 North Beacon Street
Watertown, MA 02472
Susan DeCaluwe
Education Consultant (MA)
(617) 972-7516
Susan.DeCaluwe@perkins.org

Delma Boyce

Family Specialist (MA)
(617) 972-7543
dollysmom2@aol.com

New Hampshire

Cate Weir, ATECH
Project Co-Director
117 Pleasant St.
Dolloff Bldg.
Concord, NH 03301
(603) 226-2900
Fax: (603) 226-2907
cweir@cisunix.unh.edu

Evelyn Kelso, ATECH

Education Consultant (NH)
(603) 226-2900
ekelso@nhaat.mv.com

Ann Dillon, ATECH

Family Specialist (NH)
(603) 226-2900
aedillon@cisunix.unh.edu

Janet Halley, M.I.C.E.

Program Director
PO Box 2274
Concord, NH 03302
(603) 228-1028
miceprogram@juno.com

New England Center Deafblind Project

175 North Beacon Street
Watertown, MA 02472

Return Address Requested

Contents

Warm Summer Greeting	1
A Day in the Park	2
What My Child Enjoyed	3
Communication Made...	4
Project News	8
Summer Institute	8
CVI Advisory Training	8
Hearing Workshop	8
Family Day	8
“in touch” Spotlights	9
Family Weekend	11
Save the Dates	11
Directory	12