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ABSTRACT

This report describes activities and accomplishments of the Washington State Services for Children with Deaf-Blindness 3-year, federally supported program to provide technical assistance and training to families and service providers of approximately 140 children with deaf-blindness. Specific outcomes are listed for each of the project's 11 objectives: (1) identification of children with deaf-blindness; (2) promotion of the inclusion of children with deaf-blindness in community programs; (3) provision of direct services to non-mandated children with deaf-blindness as needed; (4) provision of counseling and consultation services to families; (5) provision of consultation services to personnel working with school-age children with deaf-blindness in local education agencies and other agencies; (6) provision of training for service providers of children with deaf-blindness; (7) provision of transition services for children with deaf-blindness; (8) support of parent-to-parent outreach efforts; (9) dissemination of information about resources to families and service providers; (10) cooperation and coordination of service delivery with other State agencies; and (11) maintenance of an advisory committee. Specific sections of the report address the project's background and purpose, activity outcomes, problems encountered, technical assistance evaluations, product development, and product dissemination. (DB)

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FINAL PROJECT REPORT

OCTOBER 1, 1992 - SEPTEMBER 30, 1995

**WASHINGTON STATE SERVICES FOR CHILDREN
WITH DEAF-BLINDNESS
(CFDA # 84.025A)**

Project Award No. H025A20026

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ABSTRACT

Washington State Services for Children with Deaf-Blindness provided technical assistance and training to families and service providers of 135-141 children who ranged from birth to twenty-one years of age reported on the project census between October 1, 1992 and September 30, 1995. Services were provided at no cost as a result of combined project funding through a state discretionary grant under IDEA, Part VI B and a federal IDEA, Part VI C grant through the Washington State Office of the Superintendent of Public Instruction, Division of Special Services. Services were provided statewide supported by a director, program assistant and two consultants.

The project had eleven major objectives as authorized under 34 CFR Part 307.11 Services for Children with Deaf-Blindness Program (CFDA No.: 84.025A): 1) identification of children with deaf-blindness, 2) promotion of the inclusion of children with deaf-blindness into community programs, 3) provision of direct services to non-mandated children with deaf-blindness as needed, 4) provision of counseling and consultation services to families, 5) provision of consultation services to personnel working with school-age children with deaf-blindness in LEAs and other agencies, 6) provision of training for service providers of children with deaf-blindness, 7) provision of transition services for children with deaf-blindness, 8) support of parent to parent outreach efforts, 9) dissemination of information about resources to families and service providers, 10) cooperation and coordination of service delivery with other State agencies, and 11) maintenance of an advisory committee to plan, develop, and implement services.

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PROJECT BACKGROUND AND PURPOSE

Washington is a large state, covering over 66,000 square miles. The state has two distinct regions (east and west) defined by the Cascade Mountain Range which runs north and south between British Columbia, Canada and Oregon. Washington is predominantly rural, except for a few major urban areas primarily on the western side of the mountains. There are 298 school districts in the state.

One hundred and sixteen children from birth through twenty-one years of age were reported on the State's census for individuals with deaf-blindness for December 1991. Children who are deaf-blind in Washington State receive early intervention, educational, and vocational instruction in a variety of settings. There are no classrooms specifically for children who are deaf-blind. Few teachers have formal training in deaf-blindness or sensory impairments. Teacher certification in specific disability areas is not required. The majority of teachers have general special education degrees in accordance with the state's generic special education certification requirements.

Families of individuals with deaf-blindness are spread throughout the state with the availability and quality of services varying greatly from community to community. Mandated special education services begin at age three. Trained professionals to work with infants and toddlers with hearing and/or vision disabilities were limited. Year Five of Part H of IDEA was implemented in year two of the project on October 1, 1994.

For more than fifteen years the Washington State Office of the Superintendent of Public Instruction, the State Education Agency (SEA), has maintained a commitment to further the development of individuals with deaf-blindness and their families throughout the state. The specific purposes of the project in Washington State have been as follows:

#1 To provide technical assistance to assure that service providers and families more effectively meet the needs of their children with deaf-blindness.

#2 To engage in on-going coordination with the State educational agency, the State's lead agency under part H of IDEA and other State agencies responsible for providing services to children with deaf-blindness.

PROJECT ACTIVITY OUTCOMES

Objective 1: Identify children with deaf-blindness.

- 1.1 Provide notification describing the federal definition and state regulations regarding deaf-blindness and services available from the project to all appropriate programs. **Outcome:** Approximately 3000 brochures were distributed in English and Spanish through trainings, in response to referrals, at conferences and workshops, as well as through mailings to agencies, medical facilities, school districts, and others. In addition, a poster produced in collaboration with other organizations was distributed widely to libraries, medical facilities and other organizations to be posted for public awareness of resources.
- 1.2 Collect auditory and visual assessment information on referred children and place those who qualify on the state census. **Outcome:** Over seventy newly referred children were placed on the project census during the three year period.

Approximately five children each year who went through the referral process did not qualify. A similar number of referrals did not proceed for reasons such as families moved or did not respond.

Referral sources in descending order of occurrence:

- Birth-to-Three Centers
- Education Programs
- Department of Services for the Blind and Helen Keller National Center
- Other agencies/hospitals

1.3 Report census information to the federal census project.

Outcome:

December 1992 = 135
December 1993 = 135
December 1994 = 141

This is an increase of twenty-five children over the previous three year period (i.e., December 1991 = 116).

From project year 1992 through 1995 approximately fifteen children transition into adult services. Another twenty-six moved, no longer qualified or were removed for other reasons.

Note: children in Washington State continue to be under identified. The range for Washington State is predicted to be from 111 to 290 according to recent estimates of Teaching Research.

The majority of school districts in Washington State report children who have combined hearing and vision impairments as "multiply handicapped" for special education purposes rather than under the category of "deaf-blind."

1.4 Refer children with deaf-blindness to appropriate audiologists, ophthalmologists, and clinics for auditory and visual assessments.

Outcome: Families were referred to professionals or medical facilities in their communities or other parts of the state as needed. Low vision clinics held in eastern Washington provided an additional resource of evaluation for some children.

- 1.5 Provide technical assistance to staff for functional auditory and visual assessments. **Outcome:** Technical assistance interventions for functional auditory and visual assessments were conducted most consistently with newly referred children in order to determine individual programming adaptations. The number of requests generally involve from twenty to forty children each year.

Objective 2: Promote the inclusion of children with deaf-blindness into community programs.

- 2.1 Survey each child's community for appropriate resources and programs. **Outcome:** Among the primary resources sought by parents have been sign language classes, summer programs, and vision/hearing assessment resources.
- 2.2 Provide technical assistance to programs integrating individuals with deaf-blindness birth through age twenty-one. **Outcome:** Approximately ten percent of the students on the census received their education in the general classroom setting. The majority received their education in self-contained programs for multi-disabled students or with deaf/hard-of-hearing students. Integration took many forms. None of the students were in classes specific to children who were deaf-blind. Approximately fifteen teams of this group of students received assistance in providing appropriate integration activities.

Topics of assistance generally included communication, appropriate activities, programming, friendships, promoting interactions, adapting curriculum and materials, and peer tutoring.

Objective 3: Provide direct services to non-mandated children with deaf-blindness as needed.

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|---|---|
| 3.1 Assess the needs of individuals with deaf-blindness and their families. | Outcome: The needs of twenty-one families of birth-to-three year olds were assessed during the first two project years. |
| 3.2 Develop home-based instruction plans. | Outcome: As of October 1, 1994 WA State implemented Year Five of the IDEA, Part H. Therefore, the project no longer provided direct services to birth to three year olds. Families of birth to three year olds, however, were provided assistance in year three with functional assessments, skill develop plans, and programming ideas, as were all families as needed. |
| 3.3 Provide technical assistance for personnel working with infants with deaf-blindness in LEAs and other agencies. | Outcome: Approximately one hundred twenty-five technical assistance interventions were provided to support service providers working with birth-to-three year old children on the census. |
| 3.4 Coordinate with the multi-disciplinary team in the development of Individualized Family Service Plan (IFSP) goals and objectives. | Outcome: Project staff coordinated with the MDTs of approximately thirty infants on the project census. |

Objective 4 Provide counseling and consultation services to families

- 4.1 Provide support, technical assistance and training to families. **Outcome:** Over 995 consultations were provided families either by phone or home visitations.
- 4.2 Provide access to a qualified counselor. **Outcome:** The project provided approximately 140 individual/family counseling sessions.
- 4.3 Provide support group opportunities for parents of children having similar needs, as needed. **Outcome:** Support group opportunities were provided in two formats: three annual Family Retreat Weekends, two Usher Family Weekends, two Families Together Weekends, and two regional meetings in collaboration with Parents and Friends for People with Deaf-Blindness.
- 4.4 Provide at-home consultation services. **Outcome:** Approximately 125 at-home consultations were provided to families of children from age three through twenty-one.
- 4.5 Provide an annual workshop for families. **Outcome:** Three Family Retreat Weekends were held for seventy-five families. Programs were provided for the parents, as well as the children who are deaf-blind and their siblings.

Two Usher Parent/Family Weekends were held for twenty-four families during project years two and three. In year two, parents attended. In year three the children with Usher syndrome attended as well.

Six families attended camps for families of children with a variety of disabilities sponsored by Families Together during project years two and three.

Objective 5: Provide consultation services for personnel working with school-age children with deaf-blindness in LEAs and other agencies.

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| 5.1 Notify LEA and agency personnel of services provided by the project. | Outcome: LEA and agency staff working with all children on the census were informed of project services via letter, newsletter, brochures, site visitations, meeting presentations, and a newsletter insert which specifies in detail project services and information on how to access services. |
| 5.2 Inform staff of appropriate state, and national resources. | Outcome: Provided as requested on an individual basis and through the quarterly newsletter. |
| 5.3 Provide technical assistance and training to staff as needed. | Outcome: Approximately 540 on-site technical assistance interventions were provided. In addition, twelve to fifteen hundred phone consultations were provided. |
| 5.4 Coordinate with each student's multidisciplinary team in the development of IEP goals. | Outcome: Fifty-seven teams were provided specific assistance regarding the development of the IEP appropriate goals.

Additional assistance was provided to multidisciplinary teams with regard to individual programming, communication, assessment, transition, behavior support, placement and other topics including mediation and teaming. |

- 5.5 Facilitate cooperative efforts between agencies having specific expertise to identify and meet the needs of individual children with deaf-blindness.
- Outcome:** The project coordinated with more than twenty different programs and agencies (not including education programs) for a variety of activities focused on individual children as well as groups of parents and professionals. Examples: Department of Services for the Blind, Helen Keller National Center-Regional Office, Deaf-Blind Service Center, Parent Infant Project, Department of Vocational Rehabilitation. Activities were to develop new programs, develop transition/IFSP/IEP plans, provide training, assess children, and develop training and resource materials.

Objective 6: Provide training for service providers of children with deaf-blindness.

- 6.1 Provide staff training through the State Summer Institutes.
- Outcome:** Project staff presented workshops at seven summer institutes over the three year period.
- 6.2 Offer service providers access to exemplary practice sites.
- Outcome:** Six exchanges were arranged over the three year period.
- 6.3 Provide training to service providers on-site and through statewide workshops.
- Outcome:** Staff presented at approximately twenty-five statewide workshops/conferences in addition to those trainings for individual child teams. Examples: Association of School Psychologists, Statewide Conference on Childhood Deafness, IDEA

- 6.4 Support development of an apprenticeship program to provide ongoing statewide inservice training for LEA paraprofessionals. **Outcome:** The program was implemented in one region of the state during year two. Two groups of paraprofessionals are receiving training, one in school interpreting and the other in supporting the needs of students with vision impairments. The program was established through collaboration with the Washington State Department of Labor and Industries which runs a variety of internship programs.

Objective 7: Provide transition services for children with deaf-blindness.

- 7.1 Notify families of children with deaf-blindness and appropriate agencies of transition services provided by the project. **Outcome:** Families were notified on an individual basis by phone and through a flier inserted in the newsletter.
- 7.2 Inform children with deaf-blindness and their families of appropriate community, state, and national resources. **Outcome:** Provided as needed on an individual basis.
- 7.3 Facilitate the transition of services from home to agencies to LEA programs to community services. **Outcome:** Fifteen students were assisted specific to issues of transition into the community. Approximately twenty-five preschoolers were provided transition support.
- 7.4 Coordinate with LEAs, parents, and state vocational agencies to develop transition goals for each student with deaf-blindness and identify appropriate community resources, placements and programs. **Outcome:** Coordination most often involved school districts, Department of Services for the Blind, Washington School for the Deaf, Washington State School for the Blind, and Helen Keller National Center-Region Office.

- 7.5 Support parents and service providers of transition-age individuals with deaf-blindness. **Outcome:** Fifteen students transitioned into community services.

Objective 8: Support a parent to parent outreach effort.

- 8.1 Inform families of supports available through "Parents and Friends Together for People with Deaf-Blindness." **Outcome:** Parents and Friends activities were announced in the project newsletter. Additionally, 800 copies of the Parents and Friends newsletter was sent to agencies and all families on the census annually.
- 8.2 Link new families with individuals and groups per requests. **Outcome:** Three to four representatives of Parents and Friends for People with Deaf-Blindness participated in the family retreat annually providing resource material. Individuals were linked as requested.
- 8.3 Provide support and resources to parent groups. **Outcome:** Annually, the project provided staff support for the Parents and Friends for People with Deaf-Blindness at their meetings, with their newsletter, and mailings. The new Northwestern Region Board director of the National Family Association for Deaf-Blind (NFADB) is one of our project parents. Parents were provided/offered support group opportunities. Parents were financially supported to attend non-project trainings in response to individual requests (e.g., CHARGE & TRISOMY Conferences.)

Objective 9: Disseminate information about resources to service providers and families.

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| 9.1 Publish and distribute a newsletter. | Outcome: Over 8000 copies were mailed to families, agencies and service providers. |
| 9.2 Collect and develop new informational materials. | Outcome: In addition to disseminated materials from other projects and purchased library materials, the project received journals and newsletters available for lending. Specific articles of interest were added to the project resource file library. |
| 9.3 Maintain a lending library. | Outcome: The library houses over 540 books and 150 videos. Circulation records indicate that approximately 140 videos and 115 books were borrowed from the project library by both families and service providers over the past three years. |
| 9.4 Send out packets of information relating to specific needs of individuals with deaf-blindness. | Outcome: Packets of information requested by individuals were sent regularly by project consultants on specific topics as requested or related to areas of technical assistance. |
| 9.5 Refer requests to appropriate information sources. | Outcome: An estimated quarter of the calls logged by the project director and assistant are for information and referral. |

Objective 10: Cooperate and coordinate service delivery with the Washington Office of the Superintendent of Public Instruction, the Washington Department of Social and Health Services, and the Washington Department of Services for the Blind

- 10.1 Maintain communication with the above-mentioned state agencies. **Outcome:** Communication was maintained via newsletter, phone, and through regular meetings to plan and coordinate services. A primary source of collaboration was through the Vision Cooperative. A project year-end report was sent to Special Education Directors and others involved with the above agencies.
- 10.2 Make and receive referrals through the above-mentioned state agencies. **Outcome:** The majority of referrals come through the above state agencies and their associated programs.
- 10.3 Provide technical assistance to staff of the above-mentioned state agencies. **Outcome:** In addition to regular collaboration regarding training events and technical assistance to families and professionals, the project provided coordination regarding the development of a Vision Cooperative service matrix to be distributed throughout the state describing the services and other information regarding each of the agencies.
- 10.4 Assist Office of Superintendent of Public Instruction in planning and implementation of Summer Institutes and other trainings **Outcome:** Project staff assisted in the planning and implementation of seven summer institutes.

Objective 11: Maintain and utilize input from an advisory committee to plan, develop, and implement services.

- 11.1 Solicit input of an advisory committee through a variety of means. **Outcome:** The project Advisory Committee met twice a year to provide input regarding project activities. The committee generally was composed of twelve members representing state agencies, school districts, and families.
- 11.2 Utilize/implement recommendations of the committee. **Outcome:** Recommendations implemented over the past three years include the following:
- Installed a 1-800 phone number to make the project more readily accessible to families and service providers.
 - Implemented a study of the needs of deaf-blind infants and their families in order to provide more equitable services statewide.
 - Submitted a proposal to establish a statewide coordinated service delivery system for infants with sensory disabilities. The proposal resulted in a statewide project to train professionals to work with families of infants with hearing and/or vision disabilities.
 - Hired a staff consultant based on the east side of the Washington State to provide more equitable service statewide.

- Added two family workshop opportunities (Usher family weekend and Families Together weekend).

- Provided training to the school psychologists' association.

PROBLEMS ENCOUNTERED

The following problems were encountered over the course of the project.

Project Staffing

A third project consultant position was unfilled as of September 1993. Although the position was advertised nationally and locally two to three times during project years two and three, it remained unfilled for lack of qualified applicants. This hampered staff ability to respond to requests for technical assistance. A partial solution was to hire consultants on a contractual basis to address specific technical assistance or training needs. Most of these individuals were employed in other jobs and were limited in their availability as well.

Exemplary Practice Sites

As part of providing training or technical assistance, the project promotes exchanges between programs. This was done on a limited basis, however, because there were no specific classes for children who are deaf-blind in the state. The children were scattered and received their education in a variety of settings. At one point a review of placements revealed that 135 children on the census were served in 115 different classrooms. In addition, none of the classroom teachers in Washington State had degrees specifically in the field of deaf-blindness. Therefore, staff exchanges generally were to sites where individual specific practices might be highlighted.

Student Movement

Related to the issues in A and B above was the issue of student movement as it related to the training of staff and the provision of technical assistance. Time and effort spent in training a team around an individual child's needs often had to be duplicated within the same or following year when the single deaf-blind child and family moved to a different program and again became the single child in a program. Already limited resources were stretched even further.

SUMMARIES OF TECHNICAL ASSISTANCE EVALUATIONS

The following information summarizes the technical assistance evaluations for each project year.

1992 - 1993 Family Summary

1) As a result of the assistance provided, do you feel your skills, knowledge, or attitudes were refined or expanded?

Yes [97.6 %] No [] NA or DK [2.4%]

2) Do you feel you acquired skills, knowledge and attitudes that will enhance your ability to advocate for the needs of your deaf-blind child in educational, vocational, or community settings in the future?

Yes [87] No [6.5 %] NA or DK [6.5%]

3) Do you feel that the work of the consultant with your child's school/agency/other professionals has increased their ability to work with you and your child as team members sharing common goals?

Yes [86.7 %] No [] NA or DK [13.3 %]

4) Were you satisfied with the transition of your child into his/her new program, school or community?

Yes [11.1 %] No [5.6 %] NA or DK [83.3 %]¹

5) Do you feel your calls to the project office and your concerns were handled in a responsive, caring, knowledgeable manner?

Yes [89.7 %] No [6.9 %] NA or DK [3.4 %]

¹ Comments most often were that their child had not been through a transition period that year.

1992 - 1993 Professional Summary

Goal: As a result of the consultant's assistance, service providers will feel they understand the needs of their student who is deaf-blind and are more effectively able to address those needs through their teaching/service provision.

- 1) Do you feel that your skills, knowledge, and attitudes were refined, expanded, or updated as a result of the assistance provided by the consultant?

Yes [98 %] No [] DK or NA [2 %]

Goal: Service providers will feel that our work has contributed to positive relationships with families through our cooperative efforts.

- 2) Do you feel that your work with your student who is deaf-blind and your relationship with his/her family has been made more effective because of the consultant's work with the family?

Yes [92 %] No [2 %] DK or NA [6 %]

Goal: Everyone involved in the transition of children/students to new programs, schools, or community services will be satisfied with the process and the outcome.

- 3) Do you feel that the efforts of the consultant contributed positively to a smooth and satisfactory transition of your student into or out of your program?

Yes [68.1 %] No [2.1 %] DK or NA [29.8 %]

Goal: Washington State Services for Children with Deaf-Blindness will be viewed as a productive project with competent, concerned staff.

- 4) Do you feel the consultant was positive, supportive, and sensitive to your priorities?

Yes [98 %] No [2 %] DK or NA []

1993-1994 Family Summary

1) As a result of the assistance provided, do you feel your skills, knowledge, or attitudes were refined or expanded?

Yes [100 %] No []

2) Do you feel you acquired skills, knowledge and attitudes that will enhance your ability to advocate for the needs of your deaf-blind child in educational, vocational, or community settings in the future?

Yes [86.7 %] No [13.3 %]

3) Do you feel that the work of the consultant with your child's school/agency/other professionals has increased their ability to work with you and your child as team members sharing common goals?

Yes [100 %] No []

4) Were you satisfied with the transition of your child into his/her new program, school or community?

Yes [92.8 %] No [7.2 %]

5) Do you feel your calls to the project office and your concerns were handled in a responsive, caring, knowledgeable manner?

Yes [100 %] No []

1993 - 1994 Professional Summary

Goal: As a result of the consultant's assistance, service providers will feel they understand the needs of their student who is deaf-blind and are more effectively able to address those needs through their teaching/service provision.

- 1) Do you feel that your skills, knowledge, and attitudes were refined, expanded, or updated as a result of the assistance provided by the consultant?

Yes [91.7 %] No [4.2 %] NA [4.2 %]

Goal: Service providers will feel that our work has contributed to positive relationships with families through our cooperative efforts.

- 2) Do you feel that your work with your student who is deaf-blind and your relationship with his/her family has been made more effective because of the consultant's work with the family?

Yes [95.7 %] No [4.3 %] NA []

Goal: Everyone involved in the transition of children/students to new programs, schools, or community services will be satisfied with the process and the outcome.

- 3) Do you feel that the efforts of the consultant contributed positively to a smooth and satisfactory transition of your student into or out of your program?

Yes [59.1 %] No [] NA [40.9 %]

Goal: Washington State Services for Children with Deaf-Blindness will be viewed as a productive project with competent, concerned staff.

- 4) Do you feel the consultant was positive, supportive, and sensitive to your priorities?

Yes [100 %] No []

1994 - 1995 Family and Professional Summary

1) Were specific recommendations or changes made?

Yes [90.9 %] No [6.8 %] Do not know [2.3 %]

Which changes/recommendations are now implemented?
(sample of those reported)

- long term planning with family and transition staff members
- orientation and mobility assessment
- content of education program-suggestions and refinement
- pairing sign pictures with object-noun pictures. Child is actively participating in program
- structuring of preschool program
- programming ideas
- positioning, materials, and methods
- object choice board with velcro
- offer sensory tactile play right after snack (food items to play in and taste.)
- extra training for child's personal aide
- O & M - had not received prior
- sign language - with consultant's help, my child is now again receiving
- sequence box with labels in Braille- we use it every day to transition
- use of tape recorder
- more appropriate tactile objects for student to explore
- student uses her computer much more consistently
- suggestions to include in goals
- student rides my hands while I sign
- touch signs
- the way the object calendar is used choice making
- predictable/permanent object box.
- guidance for transition team
- student is more successful in regular classes.
- communication book
- routine schedule for her

Were any changes/recommendations unfeasible? No [100%]

In what way(s) have the changes affected the quality of your child's or student's life?

- 1 - staff understands the challenges of the sensory impairments and accommodations needed by the student
- 2 - school staff is more confident
- 2 - team is working together
- 4 - student is engaged in learning that will assist him/her to function more independently
- 5 - routines are more consistent
- 6 - student is interacting more with family, teachers and friends
- 7 - student has more communication
- 7 - student is more relaxed
- 8 - school program is addressing the family's priorities
- 9 - environment is more predictable
- 10 - transition into new program was smooth
- 10 - family is better able to advocate for child
- 12 - student is more independent in self-help skills
- 13 - family is more relaxed
- 14 - student advocates more for self
- 15 - student is performing better in school subjects

not rated - student requires less 1-on-1 attention or assistance

- 2) Do you and the consultant from the project office have further plans for this or next year? Yes [61.5 %] No [38.5 %]

- 3) Do you have any specific suggestions for the consultant/project staff regarding how he/she/they worked with you, your family, child, or school personnel? Yes [15 %] No [85 %]

**PRODUCT DEVELOPMENT AND PROJECT DISSEMINATION
SUMMARY**

PRODUCT/ DISSEMINATION ACTIVITIES	DATE	DISTRIBUTION	LOCATION
Published and distributed four newsletters annually	Winter 1992 through Fall 1995	Annually to over 1000 families and service providers on the project mailing list	Project Office
Developed and provided informational materials	October 1992 through September 1995		
<ul style="list-style-type: none"> • new brochure in English and Spanish 	November 1993	To programs, new referrals; at workshops and conferences	Project Office
<ul style="list-style-type: none"> • project poster 	1993	To agencies, programs, medical facilities, etc.	Project Office
<ul style="list-style-type: none"> • posters to train in-home providers in play and communication skills for individual students 	On-going	Developed for specific families for use in their homes	Not available
<ul style="list-style-type: none"> • handouts on communication systems and other techniques 	October 1992 through September 1995	Distributed through newsletters and workshop packets	Project Office Files

<ul style="list-style-type: none"> • packets of information related to specific issues • newsletter articles and published text contributions 	<p>October 1992 through September 1995</p> <p>October 1992 through September 1995</p>	<p>Distributed to individuals or through trainings</p> <p>Distribution through newsletters; co-authored chapters in <u>Welcoming Students Who Are Deaf-Blind into Typical Classrooms</u> (Haring and Romer, eds., 1995); contributed to <u>Hand in Hand</u> materials development (Huebner, Prickett, Welch, Jofee, eds., 1995)</p>	<p>Project Office Files</p> <p>Project Office</p> <p>Paul Brookes Publishing Co.</p> <p>American Foundation for the Blind Press</p>
<p>Translated project brochure into Spanish</p>	<p>Spring 1994</p>	<p>Brochure was distributed through workshops and sent to Spanish speaking families and agencies. Developed in collaboration with TRACES Western Region 307.11 projects.</p>	<p>Project Office</p>
<p>Maintained a lending library</p>	<p>October 1992 through September 1995</p>	<p>New written materials and video acquisitions were published in newsletters.</p>	<p>Project Office</p>
<p>Project report to directors</p>	<p>June 1994 June 1995</p>	<p>Mailed to special education directors of the programs serving students in all nine regions of the state.</p>	<p>Project Office</p>

PRODUCT/ DISSEMINATION ACTIVITIES	DATE	DISTRIBUTION
Consultative Services	October 1992 through September 1995	Approximately 4145 parents, professionals, and paraprofessionals received support.
Training	October 1992 through September 1995	Approximately 2015 individuals received training in a variety of forums.
Information and Referral Services	October 1992 through September 1995	Approximately 11,185 individuals were provided information and referrals.

FURTHER INFORMATION

For further information contact the following resources:

Washington State Services for Children with Deaf-Blindness
 Puget Sound Educational Service District
 400 S.W. 152nd Street
 Burien, Washington 98166-2209
 Phone: 206-439-6937 V/TTY

Special Education
 Office of the Superintendent of Public Instruction
 Old Capitol Building
 PO Box 47200
 Olympia, Washington 98504-7200
 Phone: 360-753-6733

ERIC Clearinghouse
 Council for Exceptional Children
 1920 Association Drive
 Reston, Virginia 22091