

**ILLINOIS ADVISORY BOARD FOR SERVICES FOR
PERSONS WHO ARE DEAF-BLIND**

**Thursday, February 2, 2012
Philip J. Rock Center & School
818 Du Page Blvd.
Glen Ellyn, IL 60138
10:00 a.m. to 1:00 p.m.**

MINUTES

Members in Attendance: Robert Griffith, Shelle Hamer, Catherine Klein, John Jun, Marsha Northrup, Maria Roeters, Rose Slaght, Faith Young

Members Absent: Faye Manaster

Members Attending by Phone: Gail Olson

Regular Attendees Present: Michelle Clyne, Karen Janssen (Interpreter), Elizabeth Klein (SSP), Catharine Rajacan (CART), Joann Rushing, Sarah Sebert, Donna Stanton (Interpreter), Laura Thomas

Regular Attendees Attending by Phone: None

Guests Present: Ingrid Halverson, Paul Nijensohn

Robert Griffith called the meeting to order at 10:07 a.m. Peggy Whitlow, the director of the Philip J. Rock Center, welcomed everyone and gave a few introductory remarks. A discussion ensued over whether we could open the Closed Session minutes and how to proceed with that. It was determined that we will discuss the issue more when discussing the Open Meetings Act. As a motion was made to open the Closed Session minutes, another motion was made to rescind that motion. Michelle Clyne offered a tour to all those who desired a short tour of the building.

I. Minutes of December 1, 2011 Meeting

Faith Young stated that in an email dated January 18, 2012, John Miller pointed out a few corrections to the December 1, 2011 Minutes. Under the IDHHC report, he said "proposal" needed to be changed to "motion". In addition, IDHHC does not receive a lump sum from the Chicago Light house. He said he was saying the Task Force meetings would determine how much money will be paid out of IDHHC lump funds. Ms. Young read the corrected portion of the minutes. Ms. Young corrected the improvements to the website portion of the DBAW 2012 and BeMyVoice.com section of the minutes to clarify the suggested website changes. Robert Griffith corrected the Mabley Center letter section of the minutes to indicate the center is on the Governor's list of proposed closures, not that it is slated for closure.

John Jun moved to accept the minutes as corrected. Shelle Hamer seconded the motion. The motion passed.

II. Old Business

1. Open Meetings Act

Gail Olson reported on the highlights she sent earlier to the Board, which are as follows.

- Our members have 12 months to complete the OMA training between Jan 1 and Dec 31, 2012. If on more than one board, only need to take once. Members only take once. The board's designee, however, must take it annually. After taking the training, send Bob your printed certificate for filing.
- OMA applies to a gathering of at least a majority of a quorum and includes Advisory bodies such as ours and subsidiary bodies (committees, subcommittees)
- A meeting is any gathering in person, video, audio conference, phone, email, chat, instant messaging, etc. by a "majority of a quorum" held for the purpose of discussing public business.
- For a committee/subcommittee, the quorum is based on the total number of members of that subgroup, not of the entire board.
- A "Quorum" and a "majority of a quorum" are two different things. A Quorum is a simple majority of the board. Our board has 11 members, so our quorum is 6. A "majority of our quorum", would be 4.
- Electronic gatherings outside public view cannot be used to circumvent policy. Electronic gatherings must have the same advance notice and opportunity for public to be present.
- Two people can meet to discuss board business, but can NOT meet if they are members of a committee of only 3 members because that would be a majority of a quorum of that committee. Meetings include phone, email, face to face, etc. All committees must have at least 3 members and must have 3 people to conduct business (to prevent two people from making decisions).
- OMA does not apply to purely social gatherings, unless a social gathering turns into deliberate discussion if items germane to board business. EX. Several members attend a wedding and start talking about the business of the board. This would then be in violation of OMA.
- Section 7: Electronic Attendance: We can allow attendance by phone or video but must:
1) adopt rules about this 2) a quorum must still be physically present in the meeting room (this might be a problem for us), and 3) can only be allowed under certain circumstances (personal illness/disability, employment purposes or family or other emergency). Boards not obligated to adopt rules allowing members to participate electronically, but if we allow it, we must establish rules. We might be okay with this because limitations on electronic attendance don't apply to 1) closed meetings of public bodies with statewide jurisdiction or 2) open/closed meetings of state advisory boards that do not have authority to make binding recommendations or determinations or take any other substantive action.
- Taping/Filming: We need to adopt rules concerning this. Rules must be limited to those necessary to preserve overall decorum and proceedings of meeting. Rules can't be made "on the spot". They must be written and published after appropriate public notice and deliberation.
- Agendas need to be posted in the principal office of the public body (for us, is that ISBE, or is it PRC since that's the address we use?) Agendas need to be posted at least 48 hours in advance (except for bona fide emergency). If we have a website maintained by a full time staff person, must also post on website.
- Special meetings not on our schedule of regular meetings need to be posted 48 hours in advance (except for an emergency)
- Public Participation: Need to establish rules with reasonable limits about commenting.
- Closed Sessions: The allowable reasons for this are very limited and very specific. Cannot take any final action during closed session. Before action, must disclose to public substance of action being taken and whether that action had been discussed in an open or closed meeting.
- Procedure for Closed Session: 1) Vote to close meeting 2) Cite specific exemption from the act 3) Record that citation in the minutes. This can occur during an open meeting without it being on the agenda. If the closed session is to occur at a FUTURE date and not during an open meeting, must 1) take vote at open meeting 2) record vote of each member on question

of having a closed session 3) publically disclose and provide citation of exemption authorizing closed session. There's a list of exemptions. We must review minutes of closed sessions to determine if they should continue to be kept confidential.

- Minutes of Closed session: Available only after determination that no longer necessary to protect the public interest or privacy of an individual by keeping them confidential. Must also keep verbatim record in addition to meeting minutes (audio or video) and keep 18 months (see additional requirements).
- Minutes of open meeting: Must be made available within 10 days of approval.
- Minutes of committees: Must be kept
- Action items on Agendas can be fairly generic such as listing Old and New business. But unless an item is specifically references in the agenda, we cannot vote on it at that meeting.
- Violations : Class C Misdemeanor, up to \$1500 fine, 30 days in jail

Gail Olson asked Todd Williams to check with ISBE Legal to see if the School Code says we have 11 members and a quorum of 6, does that change if we have vacant positions?

The following is the response from Marcy Dutton:

"The statute specifically states a quorum is 6. Because the statute so states, vacancies have an impact. To be on the safe side, I would treat yet to be appointed members as members of the committee. In other words, don't get caught up in thinking since they are not officially appointed yet they can attend meetings and not be considered as a member of the public body. I am advising conservatively as a violation of the OMA can, in certain instances, have criminal penalties attach [sic]."

Gail Olson's Recommendations Related to OMA for IABDB Specifically

1. Post schedule, dates, times and locations of regularly scheduled meetings for the year every January on the ISBE and IABDB websites.
2. Post all agendas, including any items for which you plan to vote, on ISBE and IABDB website at least 48 hours in advance. Agendas should include a designated segment set aside for public comment and provide link to our rules on public comment, taping and filming.
3. Post all minutes on both websites.
4. Establish and post rules regarding electronic attendance, public comment, taping/filming.

Rules about taping/filming should address prohibiting placement of equipment where it would obstruct public from seeing or hearing proceedings. We must allow filming or taping.

Rules about public comment can limit comments to a certain length, to a certain portion of the agenda, restrict comments to items on agenda, the right to terminate comment if it is irrelevant, repetitious or disruptive, etc.

5. Twice a year (June and December) include on the agenda, "review of closed session minutes".

Faith Young passed out proposed wording for Alternate Meeting Attendance and Public Participation for consideration at our next meeting.

2. Ethics Training Update

Michelle emailed everyone Ethics Training materials previously and conducted Ethics Training with the group. She reiterated that everyone, including those who are State employees, need to take Ethics Training with the group. Also, in the past, Ethics Training was done on a different cycle. Now it is being conducted again on an annual cycle. For members not in attendance today, Michelle will provide the training at another time.

3. PUNS Update

At the last meeting we discussed a recommendation to adding an addendum to the PUNS document. Gail Olson discussed this with Tony Paulauski of The Arc of Illinois and he gave his blessings to adding the addendum to the PUNS document. This item will be added to the agenda for the April meeting for discussion and a vote.

All members were reminded to submit items for the agenda and possible action items to the IABDB secretary in advance of the meeting.

4. Agency Visitations

John Jun said that we can accomplish the same goal by just sending people the IABDB meeting agenda. This is a public meeting and if people are interested, people can come. We can target the agencies, as most are already represented. The only ones missing are really ISD, ISVI, and Mental Health. Faith Young said if we are not going to do agency visitations or invitations with a plan or agenda for the visit, then we should not do it all. Robert Griffith said the Department of Aging is missing as a representative or guest to IABDB. Gail Olson suggested keeping a list of friends of the Board, sending them minutes, and giving them the opportunity to receive information and jump in on issues from time to time. Ms. Olson thinks we need to have a purpose before we start inviting State agencies. Rose Slaght thinks it is helpful to invite people at least twice a year to keep us informed about what is happening out in the community. Ms. Olson added that inviting guests often leads to new Board members. Mr. Griffith will extend an invitation to the Department of Aging to give us an update on the issues they are facing at the April meeting.

5. Governor's Task Force on Funding for ISD and ISVI Representative

Shelle Hamer has notified the Task Force that she is sitting on IABDB. The Task Force is still in committee. Ms. Hamer is on the education committee. They are looking at how to compare education throughout the State. They are considering possibly using ISAT scores. There is no tool used across the board to use to compare outcomes. The committee is looking to create a state registry to involve families. There is no tool to let parents know about options. There are about 6,000 students in the state with low vision and total blindness. They are trying to create some kind of database. John Jun said he is surprised by this because he thought the IRC does this. Ms. Hamer said that database is not complete because it does not include 504 Plans, Multiple Impaired classification with vision impairment, etc. Another big area of debate is what agency should be in charge. Right now it is under DRS. Some of the options are keeping it as it is, but creating a sub-agency, another is moving it to under ISBE, a third is moving it to the same agency that oversees the Illinois Math and Science Academy. Each option has its pros and cons. The Task Force is made up of a large, varied group of Stakeholders.

6. DBAW 2012 and bemyvoice.com

Faith Young was not able to discuss Deaf-Blind Awareness Week with Engage Creative. Engage Creative did, however, make minor updates to the website.

7. Board Member Vacancies

Robert Griffith has received two resignations from the Board. Faith Young has resigned effective September 2012. Jody Wolfe resigned in December 2011. Everyone else has agreed to continue to serve. If anyone knows of a prospective Board member, let Mr. Griffith know and he will forward them the application and put them in touch with the Governor's Office.

Michelle Clyne clarified that the open positions are both for Parent positions. She said she would be happy to contact parents if she knew the meeting location, which will continue to be at the Philip Rock Center until further notice.

8. Planned Medicaid Changes

This topic was postponed due to the absence of the reporting member.

9. Board Member Information Packets

Shelle Hamer displayed the prototype for the Board Member Information Packets. Faith Young passed out suggested Table of Contents (TOC). Ms. Hamer explained all the items on the TOC and indicated which items still needed to be developed. All members were asked to submit ideas for the list of Supporting Organizations and Acronyms. Members are also to submit any additional ideas they have for the information packets.

Sarah Sebert said this is a good idea and should have been done a long time ago. Faith Young said Ms. Hamer should be commended as she really did most of the work.

III. New Business

1. Annual Report

We are up-to-date on our Annual Report. We will start the process again in October.

2. Location of Official Records

John Jun asked who has the official records now. Michelle Clyne said she has a collection of records, but she was always told they do not keep the official records. Robert Griffith said he was always told records were in the minds of the Board members. He felt we need to have an official location for keeping records. Ms. Clyne felt we should keep all records electronically. Faith Young said that as the responsible party to the Board, ISBE should be the party responsible for maintaining any necessary records. Paul Nijensohn offered to check with another long-standing Board and see what they do with their records.

3. Legislation Updates

Robert Griffith checked with their legislation person and was told that there is no legislation affecting individuals who are deaf-blind at this time. Gail Olson reported there was a piece of legislation requiring two separate Superintendents for ISD and ISVI, but she does not know if the Governor has signed it yet. Ingrid Halverson reported there is a bill to change the hearing and vision screening (HB3925) from every year to every two years and also it will change who can conduct the screening. Additionally, the hearing aid insurance bill (SB2546) is up again.

4. HKNC Update

Ingrid Halverson is now working with individuals who are deaf-blind since Mike Parvis resigned and his position has not been filled. Last year with ARRE money they hired HKNC to train counselors for the deaf and counselors for the blind and to provide intensive training. As a result DHS-DRS, HKNC and Chicago Lighthouse decided to write a memorandum of understanding so they can work together.

Laura Thomas said in addition the goals to identify individuals who are deaf-blind, other goals are to increase referrals and to work with other agencies. We want to make sure children are ready for rehabilitation services. She said they're new, they're growing. This year is just the beginning stages and the first year will focus on transition services.

Joann Rushing said the idea is to get the word out that the three offices are trying to work together to provide services. So many people do not even understand what deaf-blind services are. Intake services are really critical to help identify clients so this group can provide services.

Ms. Thomas added that this is the first agreement of its kind in the country that involves vocational rehabilitation and affiliate services. Kudos to Illinois for doing this and to Ingrid Halverson for making this happen.

Ms. Thomas also reported that HKNC is expecting more federal funding to improve dorms and programming. They also have two summer programs. She will send it to Faith Young to attach to the minutes (see Appendix A). They also have an electronic newsletter, eConnect.

5. Meeting Location Evaluation

Everyone agreed that the location worked well. Michelle Clyne checked and the April 5 and June 7 meeting dates are both open at Philip J. Rock Center.

IV. Standing Reports

1. Le COBDA

The December Le COBDA meeting took place on December 16, 2011 at the Chicago Lighthouse. A Christmas party, including a delicious lunch, gifts for members, and a visit with Santa, was hosted by the Chicago Club of the Deaf. The Le COBDA members enjoyed the very festive party and thanked the Chicago Club of the Deaf for their thoughtfulness and generosity.

Geraldine Lawhorn, treasurer of Le COBDA, was surprised with gifts, birthday cake and many heartfelt wishes in honor of her milestone birthday.

Three top sellers of the fundraising sale of candy and nuts were announced and given monetary awards.

There will be no Le COBDA meeting in January, 2012.

2. SSP Taskforce

At this time there are no new updates on the SSP Task Force.

3. IDHHC

IDHHC is providing the annual Interpreter Conference, which will be on May 18th through the 20th. The next IDHHC meeting is February 16, 2012 at 1:00 p.m. in Springfield.

V. Agency Reports

1. HV/EIO

HV/EIO is a statewide training and technical assistance program regarding infants and toddlers who are deaf, hard of hearing or visually impaired. HV/EIO is funded by the Illinois Department of Human Services, Bureau of Early Intervention since April 1, 2011. It was previously known as Hearing and Vision Connections from July 1999 to March 31, 2011.

HIGHLIGHTS:

DHS Announcement (By Secretary Saddler, Memo12/22/11): “DHS currently has six program divisions. In January, DHS will be merging two divisions: the Division of Community Health and Prevention and the Division of Human Capital Development. Together they will form the *Division of Family and Community Services*.

It is our hope and belief that, as one division, we can more effectively meet the needs of children and families in an integrated way so as to maximize the use of resources we have been entrusted with and to reach those who need our services most.

As a part of our DHS mission, we continuously strive to develop streamlined ways to access integrated services, and to reach those who need our services most.

We approach this effort with encouragement from the Governor’s Human Services Commission, who voted in support of this new program structure. The new division aligns programs that serve the same or similar target populations. In the development of the structure, DHS leadership and staff met with individuals from the Human Services Commission, the maternal child health community, and other human services advocates to garner input.

With the Division of Family and Community Services, we will emphasize a structure that provides services along a continuum of care from birth to death. We sought to organize programs to minimize disruption and to provide the best system for delivering services. The Division of Family and Community Services will represent a comprehensive approach to meeting the most basic needs of our customers including: access to food, nutrition education, prenatal care, housing assistance, quality child care, income assistance programs, and a variety of other supportive services.

I am also pleased to announce that Linda Saterfield has agreed to serve as the Director of the Division of Family and Community Services. We are in the final stages of developing the organizational chart and will share that with you at the appropriate time. We will also introduce to you the individuals who will be taking other leadership roles within the Division of Family and Community Services when this is solidified.”

Retirement: Janet Gully, Chief of the DHS Bureau of Early Intervention, retired December 31, 2011. Her replacement has not been announced. Bureau staff currently report to Glendean Sisk, Acting Associate Director of office of Family Wellness.

New Early Intervention Outreach Hires: Amber Gaddis returned to HVEIO as Office Assistant January 3, 2012.

New Office: ISVI Birth to Three Program will have a new satellite office in Bloomington occupied by DTV, Sara Edwards.

IDEA Part C Regulations: The U.S. Department of Education, on September 6, 2011, released the final regulations for the early intervention program under Part C of the Individuals with Disabilities Education Act (IDEA). All HV/EIO, and ISD/ ISVI Birth to three staff will receive training by Family Matters on the regulations April 20, 2012.

The National (EHDI) Early Hearing Detection and Intervention Conference is being held in St. Louis March 5-6, 2012. Registration and conference information is now available on line at www.ehdiconference.org. Several ISD staff are attending, presenting and working this conference.

Illinois EHDI Day, where parents and providers are honored in celebration of Early Hearing Detection and Intervention, is scheduled for March 9, 2012 in Chicago. The EHDI Council will meet that same day.

Designated Service Coordinator Training for the Early Intervention Child and Family Connections staff was held via webinar through Hearing and Vision Early Intervention Outreach on December 8 and December 15.

Planning for Parent Infant Institute is well under way at both schools:

ISD June 10 - 15, 2012

ISVI Opening Doors: June 6-9, 2012 (duration expanded by one day). Kevin O'Connor, professional motivational speaker and father of adult son with visual impairments has been secured as Keynote speaker.

Electronic New Parent Packets in vision and hearing are now available electronically on the Hearing and Vision Early Intervention Outreach Website related to both vision and hearing.
www.morgan.k12.il.us/isd/hveio

Bridges DTH / Summer DTV Summer Mini Camp is being cosponsored by Hearing and Vision Early Intervention Outreach, DSCC, ISU Early Intervention Graduate Certificate Program and Philip Rock Center Project Reach. The agenda has been set for the June 25-26 event with Kevin O'Connor as Keynote and special guests from the Illinois Early Intervention Training Team.

Website/Facebook: HV/EIO's website and Facebook pages are updated on an ongoing basis.
www.morgan.k12.il.us/isd/hveio. Search Facebook for Hearing and Vision Early Intervention Outreach for current information for providers and families.

Upcoming CALENDAR OF EVENTS:

- **Parent Conferences** in vision and hearing.
 - North of Eighty Conference for Parents of Children with Hearing Loss
March 24, 2012, Rockford

 - South of Seventy Conference for Parents of Children with Hearing Loss
April 14, 2012, Mt. Vernon

 - Southern Vision Conference
March 17, 2012, Mt. Vernon

 - Northern Vision Conference
April 17, 2012, Rockford
- **Functional Vision and Hearing Screening Training**
 - February 1, 2012, Sangamon Co Health Dept., Springfield
 - March 14, 2012, Batavia Library
- **Every Day Sign Language for Young Children**, Feb 16, 2012 Bloomington, for STARNET I and III
- **IAER Preconference** for DTV's and DTO&M's February 15 in Schaumburg. Agenda has been established.
- **ITHI Preconference** for DTH's March 1 in Springfield. Agenda established.
- **National Early Hearing Detection and Intervention Conference** in St. Louis March 4-6, 2012 in St. Louis.
- **National Deaf Education Think Tank Meeting**, TBD, Spring 2012 Chicago
- **Annual Illinois Parent Leaders Collaboration Conference**, April 28, 2011, Spaulding Pastoral Center, Peoria. Paula Kluth is the featured presenter
- **Opening Doors, Parent Infant Institute** at Illinois School for the Visually Impaired June 6-9.
- **ISD Parent Infant Institute** June 10-15, 2012 (exhibit and presentation).

- **Summer minicamp for DTH's and DTV's** (combined) June 25 and 26, 2011

Submitted by: Gail Olson, Program Coordinator 1/4/12

2. ISBE

No report given.

3. PRC/Project Reach

Michelle handed out reimbursement forms to non-agency Board members. PRC has been in a situation for a while where the employees have been contributing to IMRF incorrectly. A few years ago when the situation about PRC potentially closing arose, this concerned District 20. This has been ongoing since. The solution was to send out an RFP for custodial services. Presentations were made. In the meantime, District 20 realized the situation was not as bad as they thought. They decided to get PRC their own IMRF number and things will go on as it was before. A bill is being sponsored to support this. At this time the transition to custodian services is being tabled.

4. DHS/DRS

No report given.

5. DHS/OMH/ODD

No report given.

6. DCFS

Marsha Northrup discussed her DCFS advisory board and Bob Griffith asked if it has a representative who is deaf-blind. Mr. Griffith requested for Board members with a recommendation of someone who has knowledge of deaf-blindness and an interest in the needs of children who are in the foster system to contact Ms. Northrup. Ms. Northrup noted that DCFS also provides services to children in the system when the adult in their life has deafness or deaf-blindness.

VI. 2011-2012 Meeting Dates

The remaining meetings for the year are as follows.

- Thursday, April 5, 2012
- Thursday, June 7, 2012

The remaining meetings will take place at the Philip Rock Center in Glen Ellyn.

John Jun motioned to adjourn the meeting. Shelle Hamer seconded the motion. The meeting was adjourned at 1:00 p.m.

Recorded by: Faith Rosenshein Young, Acting Secretary

Appendix A

Helen Keller National Center (HKNC) 16th Annual Young Adult Summer Program for Youth Who are Deaf-blind

HOW FAR CAN YOU GO?
IGNITE YOUR FUTURE!!

READY? to learn more about yourself and others

SET? to make plans for your career & life after High School

GO AS FAR AS YOU CAN!!

Come join young adults ages 16-22 from around the country for a fun-filled, action-packed two week program.

JOIN US July 30- August 10, 2012 FOR:

**VOCATIONAL AND COLLEGE EXPLORATION
LEADERSHIP AND TEAMBUILDING OPPORTUNITIES
PEER COLLABORATIVE LEARNING
NEW YORK CITY EXCURSION
...AND MORE!**

Cost: \$800/week –includes tuition, room and board

Please submit applications by June 29th 2012.

For registration materials or further information:

Dora Carney
Admissions Coordinator
Helen Keller National Center
141 Middle Neck Road
Sands Point, NY 11050
516- 944-8900 ext 258
Dora.carney@hknc.org



Appendix A

Helen Keller National Center Young Adult Summer Program A Two-Week Program for High School Students

Helen Keller National Center for Deaf-blind Youth and Adults
141 Middle Neck Road
Sands Point, NY 11050

Voice: 516-944-8900
TTY: 516-944-8637
Fax 516-944-7302
Video Phone: 866-596-8747
www.hknc.org

HKNC offers a two-week summer program for High School/Transition age participants. This program is offered to high school students who are interested in learning about vocational rehabilitation services while meeting new friends. Participants will also have opportunities to explore ways to achieve success with obtaining competitive employment and a positive college experience. Participants will determine future goals for their final year(s) in high school and beyond graduation.

The program can accommodate six to eight consumers. Peer collaborative learning throughout the program. Interpreting support is available to ensure communication access for all participants. Individualized instruction and activities are also included within the various departments and include Orientation and Mobility, Adaptive Technology, Low Vision, Audiology and Communication. Information sharing, hands-on activities and interactive opportunities with other participants make the experience at HKNC a dynamic and collaborative context for learning.

The sessions throughout the two weeks cover a variety of objectives and activities resulting in individualized outcomes. The following is a brief description of course content.

Self Determination

Self-determination has been defined as "*the ability of people to have the amount of control over their lives that they desire in areas they view as important*" (Abery, 2000). Participants can engage in activities and explore specific skills, knowledge, and attitudes which encompass self-determination. Group discussions will cover a variety of topics including communication, identifying personal values/beliefs and recognizing and expanding opportunities for decision-making. One closing activity provides participants with an opportunity to create a personal action plan as a result of your decision-making.

Appendix A

Vocational Exploration

Participants will have an opportunity to engage in critical reflective dialogue with peers. Inquiries among the group may include - Have you thought about what you will do after high school? What types of activities and community environments are you interested in? What type of network have you established? Do you want to work, or go on to higher education? How would you define your strengths? What experiences can we build upon? Transitioning from school to work can be challenging and confusing without the occupational and academic preparation needed to succeed in the workplace.

Education is clearly linked to the employment process. In high school, individuals learn many general skills. These include not only hard skills such as literacy, but soft skills such as punctuality, dependability and following directions. However, individuals may have little experience in the world of work and need an opportunity to go through a learning process to evaluate the long term potential of their “job match.”

Participants will have an opportunity to assess your areas of interest by participating in an i-Transition (Pep-Net) workshop. Pep Net is an online transition curriculum to help students prepare for life after high school. There are four separate trainings with activities to help individuals learn about themselves, their career goals, and the skills they need to be successful in the future. The program is designed to help an individual discover more about their interests, skills and how they might relate to a career choice; explore options for postsecondary education; develop critical thinking skills in the areas of academic, career and personal choices; organize information in an online transition portfolio and improve self advocacy skills by communicating with others about their interests, goals and education.

Community Work Site Visits

Participants will visit a community work site and participate in an informational interview to learn more about the educational requirements and responsibilities of a particular job.

Participants will learn how informational interviews can provide essential information to help guide an individual through vocational choices. Participants will be guided through questions by a Vocational Instructor. Students will have the experience of participating in a structured meeting and in addition have the opportunity to observe the environment and job duties of various successful workers who are deaf-blind.

One-to-one Meeting with a Vocational Instructor

Participants will have an opportunity for explore and develop greater self-awareness. Discussion and reflection with peers about values and concerns in preparation about future work helps to clarify each participant’s future steps in making their future happen. They will gain personal clarity about their reasons for working and how to find a good job match.

Appendix A

Personal Futures Planning

Each participant with their “circle of support” will have an opportunity to brainstorm ideas around future employment based on preferences, strengths and abilities.

The Person Futures Planning meeting provides an opportunity for a group of people to come together and create a powerful and inspiring plan for their future and provides a social platform to consider how the individual can work towards their “dream” future. Characteristics of a positive future vision include: images of the future that contain specific, concrete examples of positive activities. These activities reflect and build on real life positive experiences. The personal future’s plan includes ideas on how to increase life situations that reflect a person’s values, interests, gifts and different ways one can maximize their contribution in a variety of community settings.

Communication Preferences

Our community of participants possesses a variety of communication preferences. Each individual will gain practice describing their own personal communication methods and preferences for a variety of situations (ie: out in the community, with family, at school). Participants will have an opportunity to brainstorm with peers regarding frustrating communication situations, and possible strategies and solutions.

Additionally, participants will have an opportunity to learn and ask questions about communication training options during individual meetings with instructors, as well as be introduced to a communication aids and devices.

College Exploration

Individuals considering college will have an opportunity to learn about and identify support services they may need when attending college and develop questions to ask when exploring college programs. Participants will have an opportunity to visit a college campus to meet with a representative from a local university's Center for Student with Disabilities. Students will engage in self – advocacy discussions related to college supports and how to go about obtaining them. Guest speakers will include college students who are deaf-blind, who share their experiences and problem-solving strategies for overcoming challenges in classroom or college campus; and a state counselor from a State Vocational Rehabilitation Agency.

Public Speaking

Participants can receive tips and coaching designed to strengthen their confidence and skills when speaking to audiences. Each individual will have an opportunity to develop and organize ideas, sharpen skills through feedback and provide a short speech to an audience of peers.

Appendix A

Independent Living

Sessions will be offered to expose participants in preparing for the transition from living with family to independent living in the community. Living adaptations including the use of adaptive technology for increased independence and safety is addressed. Specific strategies for making the home and work area more tactually accessible are included. A "hands on" activity promoting safe, tactual and alternate cooking and housekeeping tasks will be provided.

The development of a healthy menu plan and organized shopping list is included. An opportunity to experience the use of customer service in the local grocery store will be offered. Individualized formats and strategies for compiling personal resource books, recipe books, and home maintenance tasks are just a few personalized tools which are identified and developed. Each participant identifies the community network available to him or her including support services which may promote and contribute to greater independence.

Adaptive Technology

Participants are introduced to adaptive technological equipment and software which can assist them in accessing the computer, accessing print, and communicating face to face or via telecommunications. They will have the opportunity to explore portable note taking devices, screen magnification programs, computer Braille access, OCR scanning and reading software, Braille translation programs and Braille embossers. Participants will also be shown several options for telecommunications such as the Deaf-Blind Communicator, NexTalk, TTY freeware, and Sorenson Videophones. Each participant is provided with the opportunity to explore the adaptive equipment of their choice and a recommendation is made regarding further evaluation of adaptive technology for each participant's future use.

Mobility

Participants have the opportunity to join in many orientation and mobility (O&M) activities during their two week stay at HKNC. Initially, participants meet as a group with HKNC O&M specialists with the goal of collecting individual data on their unique travel situations within their home communities, and determine what types of travel equipment they use on a daily basis. Additionally, during group sessions, skills such as human guiding techniques, room familiarization, search patterns and basic cane techniques are reviewed or taught to participants. Traditionally each participant receives a 1:1 individualized travel evaluation in selected environments (indoor, residential or small business district) to determine training needs. Recommendations are then made along with each participant regarding their future mobility goals within their home communities and future work/college environments.

Appendix A

Recreation and Leisure

During afternoons, evening hours and weekends participants have an opportunity to enjoy recreational and social activities on-campus and in the community. Several outings will include visits to the Long Island seashore and to Manhattan.

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Participants will have an opportunity to learn how they can effectively provide input into developing their own IEP.

Participants will have an opportunity to work with a mentor, former participants of the program who has successfully achieved their goals toward employment or higher education and possess leadership skills and contribute to the community.

Participants will attend the annual Empowerment Panel, where invited guest speakers who are deaf-blind share their personal meaning of empowerment and pertinent life experiences with the audience.

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**HELEN KELLER NATIONAL CENTER (HKNC)
SUMMER EVALUATION PROGRAM
Make it Happen! It's up to YOU!
Empower yourself with the knowledge, skills and tools
to determine your own future**

Come join us at HKNC this summer! Are you 16 years of age or older? Currently attending high school? Would you like to participate in career exploration or in identifying your next steps to college? Interested in meeting and socializing with others who are deaf-blind? Interested in working and learning together with peers and mentors? Would you like some hands-on time with the latest advances in technology for gaining access to information and connecting to others?

The Helen Keller National Center can offer you a comprehensive evaluation service designed to meet your needs and interests. This eight week program is designed to offer you information and practical experience to expand your awareness, knowledge, skill and confidence in the following areas:

Vocational Exploration	Adaptive Technology
Self- Determination and Advocacy	Communication Methods
Interpreting Issues	Orientation and Mobility
Low Vision Aids & Devices	Audiology
Skills of Independent Living	
Accessing College and Community Supports and Services	
Creative Arts and Leisure Activities	

Most of your classes will be one-on-one with your Instructor. Additional classes are offered with peers. You can choose to join in group classes on a variety of topics such as Emergency Preparedness, ASL, Nutrition, Deaf-blind Support Group, Working with Support Service Provides (SSPs), Self- Advocacy or the Young Adult Group. HKNC can offer you a friendly, fun and unique learning environment. There are plenty of fun community outings during the evening hours and weekends. You will have plenty of opportunities to meet new friends and learn from others who are learning new skills. Come learn what Vocational Rehabilitation is all about and what options exist for achieving your definition of success! Come and meet other young adults who are interested in sharing their experiences with you. Share what you have learned with others.

GOAL/OUTCOME: You will participate in a variety of training experiences and opportunities to gain information, assess your strengths and preferences, and identify resources and supports that will help you achieve your goals in High School and beyond.

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**Helen Keller National Center
Young Adult Summer Program
A Two-Week Program for High School Students**

Helen Keller National Center for Deaf-blind Youth and Adults
141 Middle Neck Road
Sands Point, NY 11050

Voice: 516-944-8900
TTY: 516-944-8637
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Video Phone: 866-596-8747
www.hknc.org

HKNC offers a two-week summer program for High School/Transition age participants. This program is offered to high school students who are interested in learning about vocational rehabilitation services while meeting new friends. Participants will also have opportunities to explore ways to achieve success with obtaining competitive employment and a positive college experience. Participants will determine future goals for their final year(s) in high school and beyond graduation.

The program can accommodate six to eight consumers. Peer collaborative learning throughout the program. Interpreting support is available to ensure communication access for all participants. Individualized instruction and activities are also included within the various departments and include Orientation and Mobility, Adaptive Technology, Low Vision, Audiology and Communication. Information sharing, hands-on activities and interactive opportunities with other participants make the experience at HKNC a dynamic and collaborative context for learning.

The sessions throughout the two weeks cover a variety of objectives and activities resulting in individualized outcomes. The following is a brief description of course content.

Self Determination

Self-determination has been defined as "*the ability of people to have the amount of control over their lives that they desire in areas they view as important*" (Abery, 2000). Participants can engage in activities and explore specific skills, knowledge, and attitudes which encompass self-determination. Group discussions will cover a variety of topics including communication, identifying personal values/beliefs and recognizing and expanding opportunities for decision-

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making. One closing activity provides participants with an opportunity to create a personal action plan as a result of your decision-making.

Vocational Exploration

Participants will have an opportunity to engage in critical reflective dialogue with peers. Inquiries among the group may include - Have you thought about what you will do after high school? What types of activities and community environments are you interested in? What type of network have you established? Do you want to work, or go on to higher education? How would you define your strengths? What experiences can we build upon? Transitioning from school to work can be challenging and confusing without the occupational and academic preparation needed to succeed in the workplace.

Education is clearly linked to the employment process. In high school, individuals learn many general skills. These include not only hard skills such as literacy, but soft skills such as punctuality, dependability and following directions. However, individuals may have little experience in the world of work and need an opportunity to go through a learning process to evaluate the long term potential of their “job match.”

Participants will have an opportunity to assess your areas of interest by participating in an i-Transition (Pep-Net) workshop. Pep Net is an online transition curriculum to help students prepare for life after high school. There are four separate trainings with activities to help individuals learn about themselves, their career goals, and the skills they need to be successful in the future. The program is designed to help an individual discover more about their interests, skills and how they might relate to a career choice; explore options for postsecondary education; develop critical thinking skills in the areas of academic, career and personal choices; organize information in an online transition portfolio and improve self advocacy skills by communicating with others about their interests, goals and education.

Community Work Site Visits

Participants will visit a community work site and participate in an informational interview to learn more about the educational requirements and responsibilities of a particular job.

Participants will learn how informational interviews can provide essential information to help guide an individual through vocational choices. Participants will be guided through questions by a Vocational Instructor. Students will have the experience of participating in a structured

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meeting and in addition have the opportunity to observe the environment and job duties of various successful workers who are deaf-blind.

One-to-one Meeting with a Vocational Instructor

Participants will have an opportunity to explore and develop greater self-awareness. Discussion and reflection with peers about values and concerns in preparation about future work helps to clarify each participant's future steps in making their future happen. They will gain personal clarity about their reasons for working and how to find a good job match.

Personal Futures Planning

Each participant with their "circle of support" will have an opportunity to brainstorm ideas around future employment based on preferences, strengths and abilities.

The Person Futures Planning meeting provides an opportunity for a group of people to come together and create a powerful and inspiring plan for their future and provides a social platform to consider how the individual can work towards their "dream" future. Characteristics of a positive future vision include: images of the future that contain specific, concrete examples of positive activities. These activities reflect and build on real life positive experiences. The personal future's plan includes ideas on how to increase life situations that reflect a person's values, interests, gifts and different ways one can maximize their contribution in a variety of community settings.

Communication Preferences

Our community of participants possesses a variety of communication preferences. Each individual will gain practice describing their own personal communication methods and preferences for a variety of situations (ie: out in the community, with family, at school). Participants will have an opportunity to brainstorm with peers regarding frustrating communication situations, and possible strategies and solutions.

Additionally, participants will have an opportunity to learn and ask questions about communication training options during individual meetings with instructors, as well as be introduced to a communication aids and devices.

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College Exploration

Individuals considering college will have an opportunity to learn about and identify support services they may need when attending college and develop questions to ask when exploring college programs. Participants will have an opportunity to visit a college campus to meet with a representative from a local university's Center for Student with Disabilities. Students will engage in self – advocacy discussions related to college supports and how to go about obtaining them. Guest speakers will include college students who are deaf-blind, who share their experiences and problem-solving strategies for overcoming challenges in classroom or college campus; and a state counselor from a State Vocational Rehabilitation Agency.

Public Speaking

Participants can receive tips and coaching designed to strengthen their confidence and skills when speaking to audiences. Each individual will have an opportunity to develop and organize ideas, sharpen skills through feedback and provide a short speech to an audience of peers.

Independent Living

Sessions will be offered to expose participants in preparing for the transition from living with family to independent living in the community. Living adaptations including the use of adaptive technology for increased independence and safety is addressed. Specific strategies for making the home and work area more tactually accessible are included. A "hands on" activity promoting safe, tactual and alternate cooking and housekeeping tasks will be provided.

The development of a healthy menu plan and organized shopping list is included. An opportunity to experience the use of customer service in the local grocery store will be offered. Individualized formats and strategies for compiling personal resource books, recipe books, and home maintenance tasks are just a few personalized tools which are identified and developed. Each participant identifies the community network available to him or her including support services which may promote and contribute to greater independence.

Adaptive Technology

Participants are introduced to adaptive technological equipment and software which can assist them in accessing the computer, accessing print, and communicating face to face or via telecommunications. They will have the opportunity to explore portable note taking devices, screen magnification programs,

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computer Braille access, OCR scanning and reading software, Braille translation programs and Braille embossers. Participants will also be shown several options for telecommunications such as the Deaf-Blind Communicator, NexTalk, TTY freeware, and Sorenson Videophones. Each participant is provided with the opportunity to explore the adaptive equipment of their choice and a recommendation is made regarding further evaluation of adaptive technology for each participant's future use.

Mobility

Participants have the opportunity to join in many orientation and mobility (O&M) activities during their two week stay at HKNC. Initially, participants meet as a group with HKNC O&M specialists with the goal of collecting individual data on their unique travel situations within their home communities, and determine what types of travel equipment they use on a daily basis. Additionally, during group sessions, skills such as human guiding techniques, room familiarization, search patterns and basic cane techniques are reviewed or taught to participants. Traditionally each participant receives a 1:1 individualized travel evaluation in selected environments (indoor, residential or small business district) to determine training needs. Recommendations are then made along with each participant regarding their future mobility goals within their home communities and future work/college environments.

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