

RAP Sheet

The Latest in Disability Research, Advocacy, Policy, and Practice

Fall Issue 2010

LITERACY AND DISABILITY



WRITING TO SPEAK

By Galen Spielgler, Senior at Keene High School

Welcome to the Fall Issue of the Rap Sheet where we explore the intersection of literacy and disability from a number of angles. This issue looks at the relationship of vision and learning, emergent literacy, access to libraries, and technology's role in opening up the written world to people with disabilities. We also have included recommendations for books that offer a unique perspective and insight on what it means to live with a disability.

"Why don't you have your computer," asked Sarah. Sarah Pyzka is a counselor at Camp Chatterbox who uses a headrest with an array switches to scan and select words for her Dynavox. She talks wicked fast. At the time, I was using a very slow AAC* (augmentative and alternative communication) system; it was so slow that I didn't even want to carry it around. At Camp Chatterbox, I was introduced to the world of Dynavox and I haven't looked in the rear view mirror since.

With my Dynavox I am able to choose words or whole paragraphs with my joystick. I first started using AAC devices when I was five years old, but I didn't really rely on them as much when I was younger as I do now. Once I learned to write, my use of AAC really increased. While my Dynavox helps me to communicate I do a lot more than talk with it. I use it to write letters and all my papers for school. Recently, I have been writing speeches in support of teen inclusion. I want to help my younger friends have a better high school experience than I did. I also have been working on a song about how hard it is to be in a relationship when I am always running off to some appointment.



Photographer – Dayna Bryant

Galen Spielgler in front of the Berlin Wall exhibit at Gerald R. Ford Presidential Museum

(Continued on next page)

SUSAN COVERT, EDITOR

A COLLABORATIVE EFFORT BY THE

DISABILITIES RIGHTS CENTER, INSTITUTE ON DISABILITY, AND NH COUNCIL ON DEVELOPMENTAL DISABILITIES

(Cover story continued)

Last year I took part in the Institute on Disabilities' New Hampshire Leadership Series. I loved it. For me, the best part of Leadership was the atmosphere that I rolled into every month. Everyone there knew that when I had my eyes locked on my computer screen, I was formulating a message and not playing a video game. Every Leadership session begins with an hour-long meeting in a small group. The groups were formed with diversity in mind. We came from different backgrounds, but were united by a common goal - helping people with disabilities have a better life. As soon as I met the people in Leadership, I knew that they valued my opinion. Unfortunately, I don't find that everywhere I go.

When I started high school, I was blown away by how inconsiderate people can be. They don't give me time to compose anything. They ask questions, but then don't wait for an answer. When I walk down the hall, other kids talk to me, but it is usually to make negative comments about my driving. Before I can respond, they are gone. When I get to my class, the environment for communication is better. The teacher acts as a bridge between me and the other students. For example, last year my English teacher would start every class with a famous quote for us to discuss. When I raised my hand, the teacher would acknowledge me by saying, "Hey Galen, I will go on with the rest of the class, raise your hand when you are ready." This gave me time to write. When I hit the Dynox speak button, the class would listen and my thoughts would usually spark a discussion.

My method of communication is unique. I have a lot of spoken words, but they can be challenging to understand. I am faster at typing what I want to say. The fact that I have some vocal speech comes into play when I want to respond to a comment. Not only does it allow me to respond quickly, but speaking also gives the other students practice in being able to understand me. Whether I am using my device or my voice, there are still some kids who are too self absorbed and

self-conscious to realize that I am talking to them. With an opportunity for a little role modeling, they could reach out and talk to me.

I am in my senior year now, and the kids who have never had a class with me still ignore me. Having said that, as a senior there is now a very large group of students who have been in classes with me and who will acknowledge me in the halls and others who will take time to talk. Last year, Eric was in my English class. At the start of class before the bell rang, he would come over to me and we would have a conversation. Using an AAC device is challenging because even the fastest user still needs a couple of seconds to write a message. My conversations with Eric would consist of a few words written and the rest implied. I have found that the best way for me to have a conversation is to use a hybrid of all my different ways of communicating. Using an AAC device in a conversation is unnatural, but once in a while I find a friend like Eric who takes the device totally in stride. Eric is the kind of person who keeps AAC users from going crazy.

I am glad that at school I am entirely mainstreamed, but by June I am ready to be around other AAC users. That's why I really enjoy going to Camp Chatterbox. Chatterbox is a weeklong summer camp for AAC using kids and their families. Joan Bruno, PhD runs the camp and is great at respecting the time it takes to write a sentence. For me the camp is like having another family. Everyone there knows exactly how hard it is to have a physical disability. They also don't care if you can't walk or talk the way most people do.

** As defined by the American Speech- Language and Hearing Association, AAC (Augmentative and alternative communication) includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. We all use AAC when we make facial expressions or gestures, use symbols or pictures, or write.*



AT THE CLICK OF A MOUSE – SUPPORTING LITERACY STRATEGIES IN SCHOOLS

By Laurie Lambert, M. Ed., Institute on Disability

Classroom teachers have long struggled to fully engage students with disabilities in general education literacy programs, a situation that is frustrating for both educators and students. The lack of student progress in literacy has been attributed to many factors including inadequate professional development for teachers, limited time to modify or adapt materials, and low expectations for students with disabilities. Fortunately, advances in technology have significantly improved access to literacy curriculum and instruction. Today the world of literacy is at the fingertips of every teacher and student.

A common theme voiced by general education teachers is that they want to do a better job of including their students with disabilities in their classrooms, but they are not quite sure how to go about it. An English teacher can be overwhelmed at the prospect of taking a high school novel such as *The Outsiders* and teaching it to a student who struggles with communication and whose current reading level is several years below grade level.

With skills in adaptation and modifications of materials, special education teachers can be an enormous help in these situations, however, they too can benefit from additional supports. Very few teachers, either in general or special education, have the time needed to summarize every chapter, rewrite it using a more basic vocabulary, incorporate visual supports, and modify comprehension activities. Technology offers a solution to this dilemma. Gone are

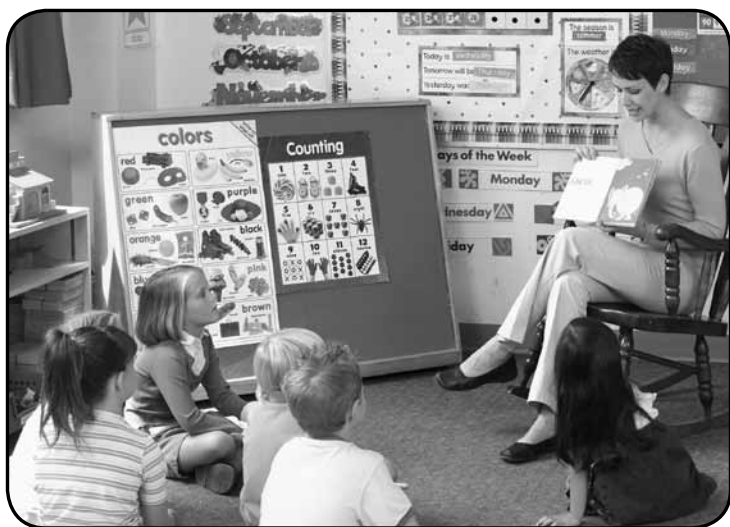
the days where all adaptations and modifications have to be done individually and by hand. Now, help is available at the click of the mouse!

Free websites, such as the one developed by the University of North Carolina at Charlotte (<http://education.uncc.edu/access/adaptedbooks.htm>), are available to help teachers find adapted books and accompanying vocabulary and comprehension activities. Online materials are not only convenient, they also frequently include strategies that have been researched and demonstrated to be effective for teaching students with disabilities. Visual and other supports make lessons engaging for students with disabilities while giving them access to the same content as their age-appropriate peers.

Tarheel Reader (<http://tarheelreader.org/>) is another free resource developed in collaboration with the Center for Literacy and Disability Studies and the Computer Science Program at the University of North Carolina at Chapel Hill. This website features more than 5,000 high-interest books with controlled vocabulary that allows students with disabilities the opportunity to increase their literacy skills.

Bookshare (<http://www.bookshare.org/>) funded by the US Department of Education, Office of Special Education Programs offer over 70,000 digital books, textbooks, teacher-recommended reading, periodicals, and assistive technology tools. For younger students, try sites such as Starfall (www.starfall.com) and Raz Kids (www.raz-kids.com); both have read aloud capabilities and structured phonetic activities. These examples only scratch the surface of what is available online; there are thousands of free websites to explore.

Teachers using technology to expand learning opportunities for students with disabilities are also investing in their own professional development by learning how to better modify and adapt materials for all students. Most importantly, teachers have begun to adjust their expectations about what students with disabilities can accomplish. They have seen first-hand that with modifications and support, students with disabilities can learn to read and comprehend at much higher levels than ever expected.





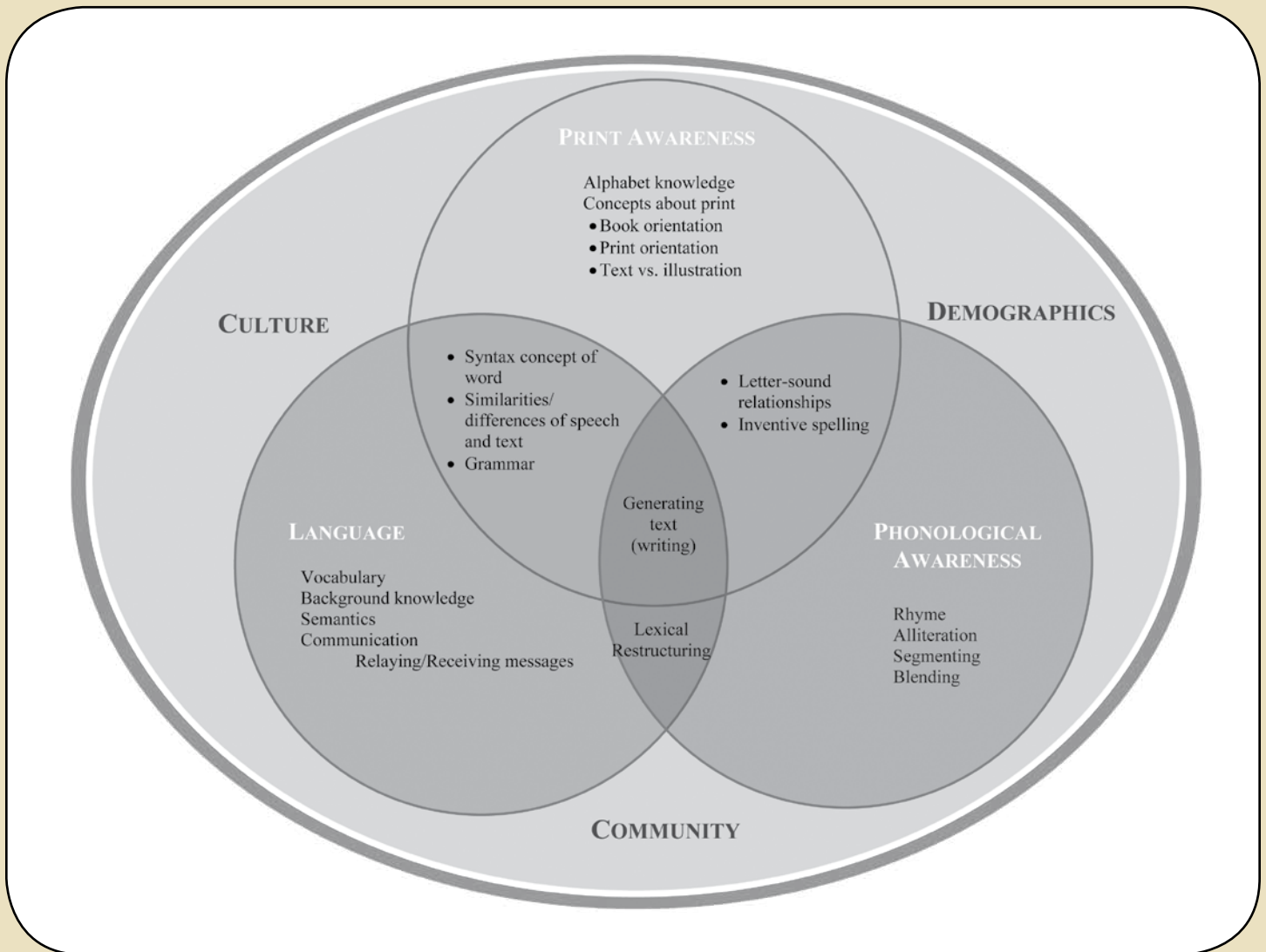
EMERGENT LITERACY

By Leigh Rohde, Institute on Disability, University of New Hampshire

While some may call it “pretend” reading and writing, all that early practice and pretending with language leads children to have a richer understanding and greater success in learning to be literate. This early exposure - known collectively as emergent literacy - provides children with the opportunity to gain literacy knowledge and skills prior to learning conventional reading and writing. Emergent literacy includes all those things we discover about letters and sounds and print long before we are able to read a book on our own and or write a note to a friend. Children who have a solid emergent literacy foundation are best equipped to master the complex conventional literacy skills that are taught in school. For most children, emergent literacy develops in early childhood, beginning as early as

infancy and continuing through early elementary school. This learning typically occurs within a rich literacy environment that is filled with books, conversation, writing materials, and paper. Emergent literacy skills include oral language, phonological awareness (understanding the sounds of language, such as rhyme), knowledge of the alphabet, and an early conceptual understanding of writing and the functions of print.

There is not one clear path of emergent literacy, but rather a series of experiences that result in the building of knowledge and skills related to the literacy process (*see graphic*). For instance, children’s emergent writing develops through a series of stages from scribbling, to



composing pseudo letters, to using inventive spelling. A child's development of emergent writing, however, is not necessarily correlated with his or her level of phonological awareness. As the graphic illustrates, all of these experiences lead to understanding literacy as an interactive process that involves language, sounds, and print.

This process does not happen easily for all children. Children with developmental disabilities, both at home and in preschool settings, often have far fewer opportunities to develop emergent literacy than their typically developing peers. This may be due to a number of factors, including a child's lack of interest (real or perceived) in literacy. It may also be related to physical, cognitive, or social difficulties the child has in accessing emergent literacy materials or activities. Children with more significant challenges may not be expected by their parents or teachers to become readers and writers. Fortunately, many early childhood educators promote literacy goals for preschoolers with disabilities as a means to increase their social interactions and because they are entitled to participate in the same learning opportunities as their typically developing peers.

Children with speech and language disabilities often struggle to distinguish sounds in language and are at higher risk for experiencing difficulties learning to read and write. They are likely to have fewer skills in alphabet knowledge, print awareness, and phonological awareness (understanding the role of sound in the structure of language). Phonological awareness is an important predictor of later reading ability. Children who have problems with articulation, have a much more difficult time connecting speech sounds to letter symbols. Mastering the sounding out of words, common among beginning readers, may be difficult or even impossible for children with speech and language disabilities.



Allison Paradis

Young children, like Tyler and Lily, enjoy books long before they can read them.

Children can benefit from direct and explicit instruction in oral language, phonological awareness, letter knowledge, and specific instruction with books. Parents and early childhood educators also can help young children develop literacy through play. For instance, children can gain many emergent literacy skills through:

- ◆ Extended conversation with adults (taking at least 2-3 "turns" each)
- ◆ Learning new vocabulary, through conversation and/or books
- ◆ Engaging in rhyming games and learning nursery rhymes
- ◆ Being given opportunities for writing, particularly name writing
- ◆ Reading and talking about storybooks
- ◆ Pointing out and naming alphabet letters
- ◆ Playing games that match letter names and sounds

Creating an environment that promotes emergent literacy is important for *all* children, including those with disabilities.



THE RELATIONSHIP OF VISION AND LEARNING

By Kevin M. Chauvette O.D., F.C.O.V.D., Merrimack Vision Care

Opinions differ about the relationship between vision and learning. There are highly trained medical professionals who believe that there is no relationship between vision and learning. Others argue that vision plays the primary role. As a behavioral optometrist, I subscribe to the view that vision is one of many important factors that impact a child's ability to learn. Studies show that nearly two thirds of children labeled as learning disabled or requiring special educational services have undetected vision problems which may be the source of their learning difficulties.

Asked the question, "What is good vision?" the typical answer is, "Having 20/20 vision." What most people don't understand is that 20/20 vision (the ability to see clearly from a distance of 20 feet) is only one small measure of visual acuity. Children with vision related learning problems typically experience difficulties reading, using a computer, or doing work at their desks. In fact, most children with vision related learning problems actually have 20/20 visual acuity!

When I assess a child who is having academic difficulties, I look for problems in two major areas – visual efficiency and visual information processing. Visual efficiency is the ability to gather information through sight. Can the child see clearly? Do the eyes team together appropriately? Can the child track and move his/her eyes along a page when reading or performing other tasks? Can the child change visual focus accurately and quickly from one distance to another? Visual information processing is the ability to mentally integrate what the eyes see and be able to use that information. Can the child remember what he or she sees and interpret this information? Children may have excellent visual acuity and normal eye tracking or teaming, yet still experience difficulties with visual processing. These children may have poor recall of visually presented material, an inability to visualize what is read, or difficulty with multi-step tasks because they are unable to see the sequence in their "mind's eye." When presented with the problem $3 + 2$, young children who visualize a picture with 3 blocks and add 2 more blocks to mentally see a

total of 5 blocks are on their way to understanding mathematical concepts. Children with excellent visual memories tend to be the best spellers; the ability to mentally see a word makes the task of spelling much simpler.

What should you look for if you suspect a child has vision-related learning problems? A child who has difficulties with visual efficiency – eye teaming, focusing or tracking – may do the following:

- ◆ Cover or close one eye when reading
- ◆ Rub eyes frequently
- ◆ Complain of eyestrain or headaches
- ◆ Complain of double vision or words moving on the page
- ◆ Hold things very close
- ◆ Frequently lose place on the page
- ◆ Need a finger or guide to maintain place
- ◆ Frequently skip lines and words
- ◆ Have poor reading comprehension
- ◆ Have a short attention span

A child who has difficulties with visual processing may present these symptoms:

- ◆ Difficulty learning left from right
- ◆ Frequent reversal of letters or numbers
- ◆ Mistakes words with similar beginnings
- ◆ Unable to recognize the same word when it is repeated on a page
- ◆ Trouble learning basic math concepts of size and magnitude
- ◆ Poor reading comprehension
- ◆ Poor recall of visually presented material
- ◆ Trouble with spelling and sight vocabulary
- ◆ Sloppy writing
- ◆ Trouble copying from the board to a paper
- ◆ Ability to answer questions orally, but not in writing
- ◆ Appears to know the material, but does poorly on written tests



Dr. Kevin Chauvette

A quick vision screening by the school nurse or during a well-child visit at the pediatrician's office, or even a routine eye examination, typically will not detect problems with visual efficiency or visual information processing. Children exhibiting the symptoms listed above should be seen by a behavioral optometrist. These specially trained eye care professionals provide testing and therapy for children

and adults who are struggling with reading, learning, and other neurological disorders.

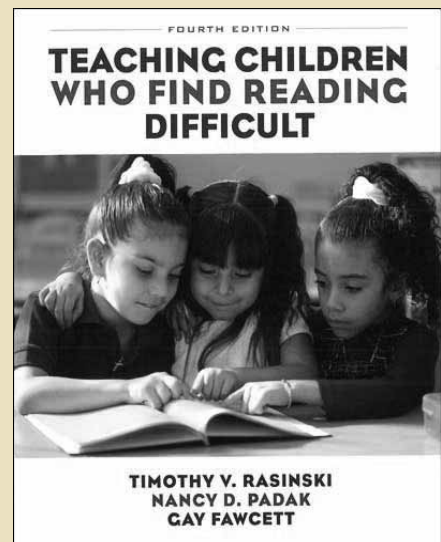
Treatment for learning related vision problems may include corrective lens to address problems with focusing or eye teaming or a prism that can redirect the image so that the eyes are able to view the material with less strain. Vision therapy also may be recommended. Vision therapy is an office-based treatment program that is customized to meet the patient's specific needs. Therapeutic activities and exercises can help to mediate inefficiencies in the visual system and teach new strategies and approaches for processing visual information. Typically, therapy is provided by a vision therapist who works under the supervision of a behavioral optometrist. Depending upon the severity of the condition, patients have weekly 45-60 minute therapy sessions over the course of three to nine months. In many cases, an individual's insurance plan will cover the cost of vision therapy; however, like most therapy, preauthorization is necessary.

Currently, vision screening in schools only detects near-sightedness, identifying those children who fail to accurately see a line on an eye chart 20 feet away. With studies finding that near-sighted children are often the most capable students in the classroom,

it would seem that our present system is designed to detect the best and brightest children, rather than identifying those most in need of help. In some states there have been lobbying efforts for all school-aged children to have a one-time eye examination to rule out serious visual problems. These efforts have met strong opposition from those who are concerned about the impact on local and State budgets. A reasonable compromise would be to educate teachers, special educators, school nurses, and paraprofessionals about the signs and symptoms of vision-related learning problems and to encourage referrals to an appropriate professional when a child is experiencing difficulties. In many cases, six months of vision therapy can make a dramatic and positive difference for children who would otherwise struggle for years with learning problems.

For more information, please contact Kevin M. Chauvette at Kchauvette@merrimackvision.com or visit merrimackvision.com or COVD.org to find a behavioral optometrist in your area.

**Available Through
the Institute on
Disability Bookstore at
<http://www.iodbookstore.com>**





ACCESS TO PUBLIC LIBRARIES

By Julia Freeman-Woolpert, Disabilities Rights Center

When I was a child, we went to the library regularly. I can still remember the new book smell of fresh paper and ink, and the scent of old books that reminded me of the spare bedroom in my grandmother's house. The freedom to browse thousands of volumes and to make any of them mine for a few weeks – we always went home with armloads – was one of my greatest childhood pleasures. My mother frequently told us the story of when she was a girl and in love with libraries, how the librarian refused to let her check out a book because it was too adult. She raced home on her bike to complain to her mother about this injustice. My grandmother, also a lover of libraries, dashed off a note. My mother biked back and proudly presented it to the librarian. The note, wasting no words, stated that my mother had her family's permission to READ ANYTHING SHE WANTED.

Libraries are rich repositories of human imagination and knowledge just waiting to be discovered. Today's libraries offer more than just books and printed materials: there are videos, DVDs, music, audio books, artwork, and computers. You can check out free passes to museums and exhibits, attend lectures, or participate in a wide variety of reading groups, programs, and classes.

And all the treasures that libraries have to offer are required to be accessible to people with disabilities!

Public libraries run by state or local governments are covered by Title II of the Americans with Disabilities Act, and are therefore prohibited from discriminating against individuals with disabilities in their programs, activities, and services.

What does that mean?

All public buildings constructed after the passage of the ADA and any pre-ADA public space that is expanded or altered must be accessible for individuals with disabilities. Most pre-ADA construction should be modified in order to be physically accessible. This means that all library patrons, including those who use wheelchairs, should be

able to get through doors, browse the stacks, and generally use the facility. If it is not possible to make a pre-ADA facility fully accessible, the local or state government should consider relocating the library. If relocation is not viable, then programs and/or services must be made accessible through other means. For example, when books are housed in an inaccessible area, library personnel should be available to assist an individual with a disability by retrieving requested materials.

All classes, groups, meetings, and other activities held at the library also must be accessible to people with disabilities. If you want to attend a meeting that is scheduled to take place in a part of the building that is inaccessible to you, the meeting should be moved to an accessible space. In addition, libraries must permit service animals to accompany an individual with a disability.

Libraries also are required to make accommodations for individuals who have communication disabilities. Alternate and equally effective means of communication must be provided when needed. For example, when a deaf person who needs a sign language interpreter to communicate wants to attend a library event or program, the library should arrange for an interpreter's services. Other individuals with communication disabilities may require note takers, CART reporters, assistive listening systems, written materials, or captioning. Accommodating a person who has difficulty speaking may require librarians to take additional time to listen carefully and to ask questions in order to ensure that they understand the person.

The library can offer separate "special" programs for people with disabilities, but individuals with disabilities must still be able to participate in any regular programs if they so choose. The library cannot create extra or separate rules for patrons who have disabilities. For example, a library cannot require that an adult with a cognitive disability have a co-signer in order to obtain a library card.

Library computers that are available for public use must be accessible to people with vision impairments, through

text readers, large screens, or other accommodations. The library's website also must be accessible to a person who uses a screen reader.

Books are still the heart of the library collection. Individuals who are visually impaired or who have learning disabilities should have access to the content of those books through alternate means. Working with the New Hampshire Talking Books program, local libraries can order books on tape or request Brailled books, large print editions, or audio books.

Reasonable modifications and accommodations to any library rules and policies must be made unless these would pose an undue burden or fundamentally alter the nature of the program or service. For example, a child with autism who is easily distracted and has trouble sitting still, could be allowed to get up and move around during story hour or be given preferential seating. If the library has a time limit on computer use, an accommodation for someone who types or reads slowly would be to allow extra computer time for that person.

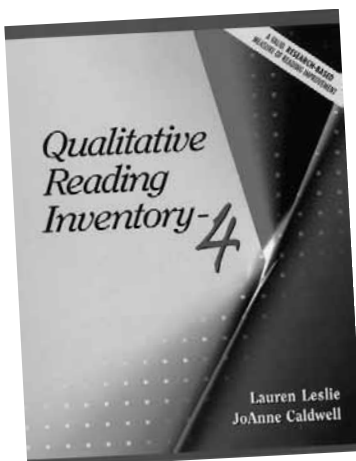
Libraries are not required to make fundamental alterations to the program or services. A fundamental alteration is something that *significantly* changes the nature of the program, goods or services. For example if the library has a rare book collection that is not circulated, the library would

not be required to make an accommodation that would allow a person with a disability to check out a rare book. A library that does not have a website is not required to create one as an accommodation. Libraries are not required to change their hours of operation to accommodate the schedule of a person with a disability.

Libraries also are not required to assume undue financial or administrative burdens. What constitutes an undue burden will vary depending upon the library and the community. Generally, larger cities and towns have greater financial resources and making accommodations would not put an undue burden on their budgets. However, towns are not absolved of their responsibility because an accommodation might be too expensive. Towns need to carefully explore how to increase the accessibility of the library and its programs; in many situations there is often an inexpensive solution.

Generally, increasing accessibility for individuals with disabilities does not require libraries to make fundamental alterations or assume undue financial burdens.

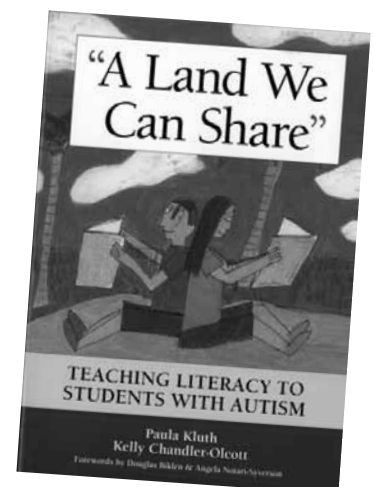
So now that you know you have the right to full access to your library's treasure trove, go on down and READ ANYTHING YOU WANT! And if you should have an access problem, call the Disabilities Rights Center.



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BEYOND BOOKS

By Donna Dunlop, Director, Hopkinton Town Library

Libraries are great equalizers. In our commitment to provide free and open access to information and services, libraries are particularly well positioned to meet the needs of people of all abilities. And if we are not meeting those needs, then we must strive to do so.

At their core, libraries are about their collections. But today, typical print materials are only the beginning of what libraries have to offer. Free movies and music are popular offerings; some libraries provide headphones for listening right in the library. For visually impaired patrons, large print books are available and many libraries have Magnifying Readers that can be used with books, newspapers, and other print materials. Libraries also have access to audio books and ebooks that can be downloaded with the assistance of staff. Libraries that have websites, allow patrons to tap a wealth of information, including audio books, without ever needing to leave home. Many libraries have "Words on Wheels" programs that offer home delivery of books and other library materials for individuals who are unable to get out. And no matter what you are looking

for, there's a good chance your library can get it for you. If a library doesn't have an item in its own collection, New Hampshire has a very effective Inter-library Loan system that opens up the collections of every library across the state to local patrons. So, if you don't see what you want, just ask!!

Libraries are, of course, about more than checking out books and videos. Free computer access and wireless communications, arguably, have become an even more important library service than book lending. In the age of technology, Internet access increasingly has become a necessity. For example, with the majority of job openings now being posted online, those who don't own a computer or don't have Internet service can get the information they need using a computer at their local library. With free Internet access students can research term papers, audiophiles can track down the latest CD reviews, and older patrons can email their out-of-state grandchildren.

Above all, libraries are about a sense of place. There are story hours for young children and for reluctant readers, some libraries even bring in "therapy dogs" to provide friendly, non-judgmental ears. There are regular book groups, poetry readings, and visiting authors. Libraries open their community rooms for jazz concerts, teen dances, and African drumming. There are public speakers on organic gardening, local history, foreign travel, and the latest computer technology. Libraries are safe and welcoming environments for learning, recreation, and relaxing. A library provides limitless opportunities to explore the world, take a flight of fancy, or learn about the newest scientific discoveries!

If you haven't visited your local library recently, go check it out. You'll be surprised at all the worlds that will be open to you.



Photographer Nancy Raymond

The summer reading program in full swing at the Hopkinton Town Library



READING IS FOR EVERYONE

By John Barrett, MLIS, Talking Book Services, NH State Library

The New Hampshire State Library provides individuals with disabilities access to books through Talking Book Services. The program's mission is to serve the reading interests and information needs of New Hampshire residents who are unable to read standard print due to a permanent or temporary visual or physical disability. We loan books and magazines in audio and Braille formats. The service is part of the Library of Congress' National Library Service for the Blind and Physically Handicapped. The State of New Hampshire and the Federal Government provide funds for the program.

Talking Book Services loans materials to eligible adults and youth who are unable to read or access regular print. Eligible individuals include those who are legally blind, visually impaired, unable to hold a book or turn pages, or have a reading disability resulting from an organic dysfunction (as certified by a physician). Items are delivered and returned through the United States Postal Service at no cost.

Individuals registered in the Talking Book Program may request fiction and non-fiction books in Braille and audio formats. Popular magazine subscriptions also are available in audio formats. Talking Books issues bi-monthly catalogs and annual publications listing new book titles with brief annotations. The program also has a special collection of children's picture books with Braille overlay that are available for loan to schools and intergenerational programs. The interlibrary loan program and referrals are used to access materials not available in the State Library collection.

Talking Book Services also provides digital access through *Unabridged*, a digital book collection that can be downloaded directly onto a personal computer; the book can then be transferred to a MP3 player or burned onto a CD. Other enhanced services include popular movies with added descriptive narration and Playaway®, a portable hand held battery-powered player for digital sound quality audio books.



Digital player and digital book.

Improved access through technology is part of the National Library Service transition from analog machines to digital talking book machines that play a digitally recorded book on one cartridge. The audio quality of the digital format and the user-friendly machines are far superior to the old cassettes. Digital technology soon will become the norm as 4-track playback machines are no longer being manufactured and 4-track cassette production will cease by the end of this year. Accessories for the digital machines are available for readers with limited mobility or a hearing impairment.

To join the Talking Book Program and begin using our free library service you will need to complete an application and have it certified by a qualified professional. Visit our website at http://www.nh.gov/nhsl/talking_books/ to download an application and to learn more about Talking Book Services. The website has a wealth of information including links to community and national resources.

Business hours for Talking Book Services are Monday through Friday 8:00 to 4:30 (excepting holidays). Our e-mail address is dcr-talkingbooks@dcr.nh.gov. Our toll free telephone number in New Hampshire is 1-800-491-4200. Voice mail is available after hours. Our dedicated staff looks forward to serving you!



THERE'S AN AP FOR THAT!

By Therese Willkomm, Ph.D., Institute on Disability

There are a number of available applications for promoting reading and writing, many of these are free or inexpensive. Here is the list of the ones that I've found helpful.

ABC Learning Pad – ABC Learning Pad includes four games for children, ABCs, animals, numbers, and colors. It comes in two learning modes: training, which allows your child to go through every topic at their own pace, and quiz interactive challenge, which is recommended once your child is comfortable in the training mode. This application is made specifically for the iPad. The same app for the iPhone /iPod Touch is named "Audio Baby Talking Learning Pad".

Amazon Kindle – The Kindle app provides users the ability to read Kindle books. There are over 630,000 books in the Kindle Store that you can read, including the latest best sellers and new releases.

Audio Baby Talking Learning Pad – See ABC Learning Pad above.

eReader – Download and read New York Times best-selling electronic books with this application. There are over 100,000 ebooks available. The eReader application lets you upload your own personal content or ebooks from many other web sites.

eTextbooks – True digital equivalent of your textbook. Students can benefit from the advantages of mobile learning leaving their backpacks and laptops behind. Access your eTextbooks for quick reference. You can also add, edit, and view your notes as you study.

Free Books – Free Books offers 23,469 titles to download and read with a fully featured ereader. The only thing you need to pay for is the application, after that every book is free. Free Books offers classics of history, the collected works of geniuses, plays of Shakespeare, and autobiographies. (This application is not for downloading recent books like Twilight or Harry Potter.)

Good Reader – Good Reader is a PDF viewer that offers a superb reading experience.

Good Reader for iPad – This is the same application as Good Reader, but made specifically for the iPad. Good Reader for the iPad supports USB File Transfer, which lets you transfer files directly from your computer over a USB cord. The PDF Reflow feature automatically fits all of the text to the screen making reading easier and more enjoyable; you never have to scroll left or right to read the text.

iBooks – iBooks is a great way to download and read books. iBookstore is included so you can download the best-selling books or your favorite classics. You have the ability to browse your library, open a book with a tap, flip through the pages with a swipe or a tap, add bookmarks, and notes to passages.

Jack and the Beanstalk – The goal of the Jack and the Beanstalk game is to see how often Jack can climb up the endless beanstalk. Playing is easy because you can touch and release anywhere on the screen. No matter how many times you play, you will always have different beanstalks settings.

K-3 Sight Words – Sight words – those taught to be recognized without sounding out - also known as dolch words are a fundamental part of learning to read. They are regularly used in preschool, kindergarten, and first grade. The sight words are accessible in flash cards.

LetterForms – Learn how to write both print and cursive letter forms by tracing them with a finger over templates. Each letter includes a sound to teach the pronunciation of each letter.

PDF Reader Pro – PDF Reader Pro allows you to upload PDF files through WiFi. It also includes a document scanner feature.

PDF Reader Pro for iPad – See PDF Reader Pro above

PDF Reader Pro Edition for iPad – This PDF reader engine application is optimized special for the iPad. It is the most powerful PDF Reader available for the iPad.

You can easily transfer your PDF files to your iPad from your computer or directly from a website. Some of the features PDF Reader Pro Edition for iPad includes are USB file sharing, downloading email attachments, landscape mode with auto rotation, search capabilities, bookmark, password protection, emailing PDF files, WiFi web sharing, document manager, scan option, and full web browser.

Shakespeare In Bits – If you're struggling with the Bard, Shakespeare In Bits can help. This completely animated study edition of Romeo and Juliet featuring Kate Beckinsale and Michael Sheen. Shakespeare In Bits features the complete original text combined with all-new dynamic-text features. Modern translations for difficult words and phrases are a touch away, along with complete study notes

for each section, plot summaries, analysis, and everything else you need to make understanding Shakespeare easy.

Thumb Pad – Thumb Pad is a split keyboard that allows you to type with your thumbs. Thumb Pad is adjustable to make it a perfect fit for any hand size. With the customization offered you will never mistype a word again.

Toy Story 2 Read Along – With this application you can hear Toy Story 2 read aloud, record your own narration, or read at your own pace. It also includes great games, movie clips, coloring pages, and sing-along tunes.

VOD – Daisy format reader.

Vook – An interactive reading experience for adults.

NAME:	PRICE:	DEVICE IT WORKS ON:
ABC Learning Pad	\$1.99	iPad
Amazon Kindle	Free	iPhone, iPod Touch, iPad (requires iPhone 3.0 or later)
Audio Baby Talking Learning Pad	\$1.99	iPhone & iPod Touch (requires iPhone 2.2.1 or later)
eReader	Free	iPhone, iPod Touch, iPad (requires iPhone 3.0 or later)
eTextbooks	Free	iPhone, iPod Touch, iPad (requires iPhone 3.0 or later)
Free Books	\$1.99 (free on iPad)	iPhone, iPod Touch, iPad (requires iPhone 3.0 or later)
Good Reader	\$0.99	iPhone, iPod Touch, iPad (requires iPhone 3.0 or later)
iBooks	Free	iPhone, iPod Touch, iPad (requires iPhone 3.2 or later)
Jack and the Beanstalk	\$3.99	iPhone, iPod Touch, iPad (requires iPhone 2.2.1 or later)
K-3 Sight Words	\$0.99	iPhone, iPod Touch, iPad (requires iPhone 3.1.3 or later)
LetterForms	\$0.99	iPad
PDF Reader Pro	\$0.99	iPhone, iPod Touch, iPad (requires iPhone 3.1.3 or later)
PDF Reader Pro for iPad	\$0.99	iPad
PDF Reader Pro Edition for iPad	\$3.99	iPad
Shakespeare In Bits	Free - \$14.99	iPhone, iPod Touch, iPad (requires iPhone 3.1.3 or later)
Thumb Pad	\$3.99	iPad
Toy Story 2 Read Along	\$8.99	iPad
VOD-Voice of Daisy	\$25.99	iPhone, iPod Touch, iPad (requires iPhone 3.1 or later)
Vook	\$1.99-\$6.99	iPhone, iPod Touch, iPad (requires iPhone 3.1 or later)



WHEN SHOULD PARENTS START TEACHING

By Ellen Dokton, Professor of Education, NHTI – Concord's Community College

The question may seem simple, but there are factors besides timing that contribute to a child's reading development. Rather than following a set timeline, I encourage parents first to understand 'how' children develop strong reading skills and learn more about what influences that development. This more comprehensive approach has a greater likelihood of producing successful results. There are no hard and fast rules for teaching reading. Just as all children are different, the "best way" to teach reading skills will depend upon the child. However, diverse literary exposure, engaging and stimulating activities, and consistent supports are critical, and together they have a profound impact on how *all children* learn to read.

We know that frequent exposure to age and skill appropriate materials helps children to become fluid readers, but when should parents start to intentionally expose their child to reading? Research is finding that the earlier children are exposed to language and literacy the better. There is even some evidence that there are benefits to pregnant women reading aloud to their unborn children. Dr. Peter Jusczyk, a leading researcher in language development at MIT, found "that at every stage of development, babies know a lot more than they'd been given credit for. The very seeds of language learning, in fact, start to develop in the womb." (Feb. 2007) In research assessing newborns' reactions to language, babies' responses to their own mother's voice and to others speaking their native language were compared with their reactions to other female voices and to other spoken languages. Findings of the study indicated that even in the prenatal period, children learn to distinguish their mother's voice, as well as the sounds and rhythms of their native language.

This research brought to mind my own experience with my daughter. When I was pregnant with

her we lived across the street from the railroad tracks; twice a day the train passed by blowing its horn. As an infant, my daughter appeared to be oblivious to loud sounds. Our friends often commented that she could "sleep through anything." I am convinced her exposure to the blasting train whistle while she was in the womb made it possible for her to relax in other noisy environments.

While early exposure leads to familiarity, does it also help us become more engaged and focused? In learning a new concept, we intuitively make connections to what we already know. These connections trigger curiosity and in turn lead to increased engagement. Children are often skeptical of trying anything new; they are hesitant to taste a strange food or attempt a new activity. Conversely, children are more receptive to learning new concepts when they are building on experiences with which they already are familiar and comfortable. Children who have had broad exposure to language and literature at an early age are in a better position to be ready to read.

Parents can play an essential role in their child's reading development by engaging their children in fun and interactive



READING SKILLS?

pre-reading activities. Songs, nursery rhymes, and poetry all provide familiar sounds and patterns that can be comforting and engaging, even for infants and children who are too young to understand their content. Playing games such as "Name That Tune" can help a young child recognize rhythm. Adding physical movements - like dancing the Hokey Pokey or acting out "I'm a little teapot" - is not only fun, it also increases learning and memory.

From birth to about the age of five a child's brain is going through its most rapid stage of development; during this time children are constantly seeking stimulation. These early years provide a window of opportunity like none other! During the first four months of infancy, the human brain is creating connections. The newborn begins to recognize faces, sounds, touch, tastes, and smells. The world of the senses already fairly developed in the womb, explodes when the infant enters the world. Parents can take full advantage of this time of receptivity and engage their infant in wonderful playful and interactive activities. In these early years, more than at any other time, children should be engaged with parents and family, not connected to a computer.

According to research cited by <http://www.brillkids.com>, "Studies prove that the earlier a child learns to read, the better they perform in school and later in life." Research on early intervention programs such as Head Start, note that kids who start reading at an early age are more engaged in school and stay in school longer. In the past, it was believed that children who are early readers are simply very bright kids. We now know that most children can begin to develop the necessary skills associated with reading at much earlier ages than previously thought.



ABLE NH advocates for the human and civil rights and full participation of all children and adults with disabilities in all aspects of community, life, and society. Together with our network of members and affiliated chapters, we improve systems of supports and services, connect families, inspire communities, and influence public policy.

Learn more about ABLE and how you can get involved:

ABLE NH's Convention Orientation

Sunday November 21st

1:00 – 5:00

Location: Holiday Inn, Concord, NH

Cost \$20

Light refreshments will be served. There will be networking opportunities related to important issues in the disability community and training on grassroots organizing

TOGETHER WE WILL:

- Improve systems of supports and services
- Connect families
- Inspire communities
- Influence public policy

To register and for more information go to:

www.ABLENH.org

A RANDOM LIST OF RECOMMENDED BOOKS ABOUT DISABILITY

Annie's Coming Out, by Rosemary Crossley and Anne McDonald
Rosemary Crossley met Anne McDonald at an Australian institution for children with developmental disabilities. Entirely unable to communicate when she first met her, Annie, who has cerebral palsy, had been confined in the institution from the age of 3. This is the story of Annie's struggle to leave.

The Center Cannot Hold: My Journey Through Madness, by Elyn R. Saks

Written by a professor of law and psychiatry at the University of Southern California, diagnosed with chronic paranoid schizophrenia with acute exacerbation. Moving and inspiring memoir of recovery, and a real page-turner!

Cowboy & Wills, A Love Story, by Monica Holloway

The day Monica Holloway learns that her three-year-old son has autism spectrum disorder she takes him to buy an aquarium. What Wills really wants is a puppy. From the moment Cowboy Carol Lawrence, an overeager golden retriever, joins the family, Monica watches as her cautious son steps a little farther into the world.

The Curious Incident of the Dog in the Night-Time, by Mark Haddon

In his novel, Haddon introduces us to Christopher Boone who is a fifteen and has Asperger's, a form of autism. Christopher knows a great deal about math and very little about human beings. When he finds his neighbor's dog murdered he sets out on a terrifying journey that will turn his world upside down.

The Diving Bell and the Butterfly, by Jean-Dominique Bauby

In December 1995, Jean-Dominique Bauby, the 43-year-old editor of *French Elle*, suffered a massive stroke that left him permanently paralyzed, a victim of "locked in syndrome." Once known for his gregariousness and wit, Bauby now finds himself imprisoned in an inert body, able to communicate only by blinking his left eye. The miracle is that in doing so he was able to compose this stunningly eloquent memoir.

Don't Worry, He Won't Get Far on Foot, by John Callaban

This autobiography of a quadriplegic cartoonist is by turns hilarious, sad, sick, inspiring, and illustrated with the funniest cartoons since *The Far Side*.

I Never Promised You a Rose Garden, by Joanne Greenberg

This 1984 semi-autobiographical account of a teenage girl's battle with mental illness is a modern classic that is as relevant today as when it was first published.

I Raise my Eyes to Say Yes, by Ruth Sienkiewicz-Mercer with Steven B. Kaplan

Ruth Sienkiewicz-Mercer was born in 1950. She has never spoken a word, never walked, never fed herself, and never combed her own hair. Trapped in a body that is functionally useless,

her mind works perfectly. After 16 years of incarceration at the notorious Belcher State School in Massachusetts she was released and found a life of purpose and personal triumph.

Learning Outside The Lines, by Jonathan Mooney and David Cole

This practical how-to guide takes you on a journey toward personal empowerment and profound educational change. The authors, written off as academic failures as children, went on to graduate with honors from Brown University.

Moving Violations: War Zones, Wheelchairs, and Declarations of Independence, by John Hockenberry

Paraplegic journalist John Hockenberry's terrific autobiography. Hockenberry is the Emmy award-winning correspondent for ABC's news show *Day One* and was National Public Radio's Middle East correspondent for ten years.

Nobody Nowhere, by Donna Williams

This is a disturbing, eloquent and ticklishly funny account of a soul of someone who lived the word 'autism' and survived in an unsympathetic environments despite intense inner chaos and incomprehension.

Raising Blaze: Bringing Up an Extraordinary Son in an Ordinary World, by Debra Ginsberg

In her book, Ginsber chronicles her experience as a single parent raising a child who has defied definition by the host of professionals who want to label him. Ginsberg has an unshakeable belief in her son; her book illustrates the redemptive power of faith, humour and love.

Riding the Bus with my Sister: A True Life Journey, by Rachel Simon

Rachel Simon's unflinchingly honest account of what she learned in the year she spent riding the bus in an unnamed Pennsylvania city with her sister Beth who has cognitive disabilities.

The Short Bus: A Journey Beyond Normal, by Jonathan Mooney

A young man once labeled "severely learning disabled" journeys across America to find others who have used humor, imagination, and resiliency to create satisfying lives beyond "normal."

The Spirit Catches You and You Fall Down: A Hmong Child, her American Doctors, and the Collision of Two Cultures, by Anne Fadiman

Winner of the 1997 National Book Critic Award this is a powerful account of the failure of the American medical establishment to understand and meet the needs of a Hmong immigrant child and her family.

Under the Eye of the Clock, by Christopher Nolan

Nolan, whose disability requires that someone cup his chin while he pushes a head-mounted pointer at the keyboard, tells of his battles in an un-handicapped world, the heroic efforts of his family, and the sights of Ireland that surround him. The book won England's Whitbread Prize.

Literacy Resources

NEW HAMPSHIRE RESOURCES

Learning Disabilities Association of New Hampshire

P.O. Box 127 - Concord, NH 03032-0127

E-mail information@ldanh.org

<http://www.ldanh.org>

New Hampshire Department of Education

New Hampshire RESPONDS

A professional development project to promote high quality practices in literacy, behavior, and secondary transition services.

Contact: JoAnne Malloy, Project Director

UNH/Institute on Disability

10 West Edge Drive, Suite 101 - Durham, NH 03824

(603) 228-2084 Email: jmmalloy@aol.com

PreK-16 Literacy Action Plan for the 21st Century

Contact: Deb Wiswell

(603) 271-3828 Email dwiswell@ed.state.nh.us

Talking Book Services

New Hampshire State Library

117 Pleasant Street - Concord, NH 03301

(603) 271-3429 or (603) 271-2417 or 800-491-4200

http://www.nh.gov/nhsl/talking_books/

INTERNET RESOURCES

Bookshare

Accessible books and periodicals for readers with print disabilities. Free for all US students with qualifying disabilities

<http://www.bookshare.org/>

CAST: Center for Applied Special Technology

Nonprofit promoting technology and universal design to expand opportunities for all people, including those with disabilities

<http://www.cast.org/>

Center for Literacy and Disability Studies

A service of the University of North Carolina School of Medicine, CLDS addresses the literacy learning needs for individuals with disabilities of all ages.

clds@unc.edu

<http://www.med.unc.edu/ahs/clds/>

ERIC

Clearinghouse on Disabilities and Gifted Education is an excellent source for research articles, principles for learning to read, and tips for parents and teachers

<http://ericec.org/>

International Dyslexia Association

Promoting literacy through research, education and advocacy

<http://www.interdys.org/>

International Reading Association

"The world's leading organization of literacy professionals"

<http://www.reading.org/General/Default.aspx>

LITE – Literacy, Information, and Technology in Education

Resources and literacy information compiled by Julie Coiro to support classroom teachers integrate technology into the elementary curriculum

<http://www.lite.iwarp.com/horizon.htm>

Literacy and Learning Disabilities Special Collection

Service of the National Institute for Literacy

http://ldlink.coe.utk.edu/teacher_tutor.htm

Literacy Resources for Special Needs

Easy access to a wide assortment of literacy ideas customized for classroom teachers of students with special needs.

<http://www.literacy.uconn.edu/spnhome.htm>

Reading Success Lab

Software solutions for identifying reading problems and improving reading skills

<http://www.readingsuccesslab.com/> -

Starfall

A free website to teach children to read with phonics. Source of exciting phonics games and online interactive books designed for preschool through second grade, special education, and English language development

www.starfall.com/

Tarheelreader

Free web-based program developed by Karen Erikson, Ph. D. of the University of North Carolina at Chapel Hill. This website features more than 5,000 books written on areas of high-interest, but with a controlled vocabulary that allows students with disabilities the opportunity to practice their literacy skills and build academic concepts.

<http://tarheelreader.org/>

TextHelp Systems

Literacy software solutions to help those with literacy difficulties, learning disabilities such as dyslexia, mild visual impairments, and where English is a second language.

<http://www.texthelp.com/>

UNC at Charlotte and Baltimore City Schools Websites

Developed by the University of North Carolina at Charlotte and Baltimore City Schools, these websites feature web-based books those typically found in school curricula (K-12) that have been adapted for students with disabilities. Both sites are great resources for those working to include students with disabilities into the general classroom.

<http://education.uncc.edu/access/adaptedbooks.htm>



IOD TRAINING

Introductory Training for Facilitated Communication

Will provide participants with a general overview of Facilitated Communication (FC), a method of augmentative and alternative communication used by people with limited speaking abilities.

Date: October 12, 2010 | Time: 9:00–3:30

Location: IOD Professional Development Center, Concord, NH | Cost: \$95

Presenter: Pascal Cheng, M.Ed., C.A.S.

Person-Centered Planning for Older Adults

Offers an introduction to person-centered planning, including an overview of a person-centered system of care, information on how to facilitate person-centered planning meetings, and tools to use in the planning process.

Dates: October 13 & November 10, 2010
Time: 9:00–4:00

Location: IOD Professional Development Center, Concord, NH | Cost: \$25

Presenters: Susan Fox, M.Ed., MA & Patty Cotton, M.Ed.

Getting a Handle on Hoarding

Will discuss clinical disorders and cognitive traits associated with hoarding, recent research findings, and methods for intervention.

Date: October 18, 2010 | Time: 9:00–12:00

Location: IOD Professional Development Center, Concord, NH | Cost: \$45

Presenter: Elizabeth Burden, LICSW, MPH

Fundamentals of Inclusive Education

The National Center on Inclusive Education presents three workshops featuring schools that are successfully including students with intellectual and other developmental disabilities

Sessions:

October 22, 2010 – Strategies for Preschool Inclusion

December 7, 2010 – Strategies for Middle School Inclusion

December 14, 2010 – Strategies for High School Inclusion

Time: 9:00–3:00

Location: IOD Professional Development Center, Concord, NH | Cost: \$85 each

Presenter: Cheryl M. Jorgensen, Ph.D.

EMERGENT LITERACY LEARNING IN EARLY CHILDHOOD EDUCATION: DESIGNING ENVIRONMENTS, PRODUCING RESULTS

The three offerings in this series focus on creating multiple and rich opportunities for young children, with and without disabilities, to develop emergent literacy skills and knowledge. Additional dates and topics in 2011.

Designing High-Quality Literacy Learning Environments in Preschool

Dates: November 2 & 16, 2010 (two-day training)
Time: 8:30–3:30

Location: IOD Professional Development Center, Concord, NH | Cost: \$300

Presenter: Leigh Rohde, M.Ed.

AT for All

Eight hands-on, interactive assistive technology (AT) workshops featuring practical solutions for home, school, work, and play. Additional dates and topics in 2011.

Assistive Technology for Older Adults

Date: November 4, 2010 | Time: 9:00–3:00

Location: IOD Professional Development Center, Concord, NH | Cost: \$95

Presenter: Therese Willkomm, Ph.D.

4 EASY WAYS TO REGISTER!



online
WWW.IOD.UNH.EDU



call to register or to request a registration form
603.228.2084



mail a completed registration form
**INSTITUTE ON DISABILITY
56 OLD SUNCOOK ROAD, SUITE 2
CONCORD, NH 03301**



fax a completed registration form
603.228.3270

& EVENTS

Inclusive Practices in Action

Designed for busy special education teachers, general education teachers, paraprofessionals, and other service providers who are trying to fully include their students in the general education curriculum. Additional dates and topics in 2011.

Sessions:

November 9, 2010 – Free Web-Based Books for Developing Literacy and other Academic Skills for Students with Disabilities

December 2, 2010 – Using Activity Task Strips to Assist Students with Task Completion

Time: 4:00–6:00

Location: IOD Professional Development Center, Concord, NH | Cost: \$35 each

Presenter: Laurie Lambert, M.Ed.

It Takes a TEAM: Teachers, Paraprofessionals, & Educational Support Members Working Together to Promote Successful Classroom Environments

Will provide teachers, paraprofessionals, and other support personnel with strategies and take-back tips in a relaxed atmosphere. There will be opportunities to discuss, plan, and share ideas to support all students. Additional date in 2011.

Date: November 12, 2010 | Time: 9:00–3:00

Location: IOD Professional Development Center, Concord, NH | Cost: \$95

Presenter: Frank Sgambati, M.S.

Going for Guardianship

Will provide the information and tools necessary to guide and assist families through the entire process of obtaining guardianship of older adults. Additional dates and locations in 2011.

Date: November 17, 2010 | Time: 9:00–3:00

Location: Common Man Inn & Spa, Plymouth, NH
Cost: \$30

Presenter: Mary McGuire, Esq.

For a complete list of Institute on Disability workshops and trainings, visit www.iod.unh.edu.

◆◆◆◆ NH RESPONDS ◆◆◆◆

In 2008 New Hampshire received a five-year federal grant to promote high quality practices in literacy, behavior, and secondary transition services. NH RESPONDS is a collaborative project; partners include: the New Hampshire Department of Education, the New Hampshire Center for Effective Behavioral Interventions and Supports, the Institute on Disability at UNH, the Parent Information Center, the Family Resource Connection, and schools of higher education.

The project is working with general and special educators, paraprofessionals, and administrators to design, deliver, and evaluate scientifically based practices in the response to intervention* (RTI) systems of positive behavioral interventions and supports and literacy instruction. In addition, NH RESPONDS is working to improve transitional supports for students with emotional/behavioral disorders at the middle and high school levels.

Goals for the project include:

- ◆ Professional development in RTI approaches to literacy and behavior
- ◆ Promoting the recruitment and retention of highly qualified teachers with experience in RTI
- ◆ Improving the quality of education personnel
- ◆ Reforming special education and regular education teacher certification, recertification, and licensing requirements
- ◆ Assisting schools to serve children with disabilities through development and use of intensive professional development programs

NH RESPONDS is working with five Supervisory Administrative Units (SAUs). Each SAU will have three demonstration sites (an early childhood education program and two elementary, middle, or high schools) that will work with project staff to develop the necessary framework, training curricula, and tools for an effective and integrated RTI system for literacy and behavioral support. Currently, two high schools, Somersworth High School and Kennett High School in Conway, are working with the project to develop response to intervention for behavioral supports.

The project also is offering statewide trainings in behavior systems, literacy support, and secondary transition services for youth with emotional and behavioral challenges. In addition, NH RESPONDS is working to reform and revise state standards and curricula for certification of educators, and reform curricula in education programs at the University of New Hampshire and the state colleges.

** Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.*

RAP Sheet

The Latest in Disability Research, Advocacy, Policy, and Practice

Fall Issue 2010

NH COUNCIL ON DEVELOPMENTAL DISABILITIES

21 South Fruit Street, Suite 22, Room 290
Concord, NH 03301-2451

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- ◆ *Personal Stories*

DISABILITIES RIGHTS CENTER, INC.

18 Low Avenue, Concord, NH 03301-4971

Voice and TDD: (603) 228-0432 ◆ 1-800-834-1721 ◆ FAX: (603) 225-2077

TDD access also through NH Relay Service: 1-800-735-2964 (Voice and TDD)

E-mail: advocacy@drcnh.org ◆ Website: www.drcnh.org

"Protection and Advocacy System for New Hampshire"

The Disabilities Rights Center is dedicated to eliminating barriers to the full and equal enjoyment of civil and other legal rights for people with disabilities.

INSTITUTE ON DISABILITY/UCED – UNIVERSITY OF NH

10 West Edge Drive, Suite 101, Durham, NH 03824-3522

Phone (Tel/TTY): (603) 862-4320 ◆ Fax: (603) 862-0555 ◆ Website: www.iod.unh.edu

Institute on Disability/UNH – Concord

56 Old Suncook Road, Suite 2

Concord, NH 03301

Phone (Tel/TTY): (603) 228-2084

The Institute on Disability advances policies and systems changes, promising practices, education and research that strengthen communities and ensure full access, equal opportunities, and participation for all persons.

NH COUNCIL ON DEVELOPMENTAL DISABILITIES

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Concord, NH 03301-2451

Phone: (603) 271-3236 ◆ TTY/TDD: 1-800-735-2964 ◆ Website: www.nhddc.org

Dignity, full rights of citizenship, equal opportunity, and full participation for all New Hampshire citizens with developmental disabilities.

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